



**THE RELATIONSHIP BETWEEN CHILD REARING PRACTICES
AND ADOLESCENTS' ATTITUDES TOWARD SEXUAL DEBUT,
DURBAN, SOUTH AFRICA**

BY

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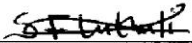
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DECLARATION

I, Samkelisiwe Luthuli, with student number: 210500269, declare that this Masters research Dissertation entitled: **“The relationship between child rearing practices and adolescents’ attitudes toward sexual debut”**, is my own work, and that all the sources that I have used have been acknowledged. The dissertation is being submitted for the degree of Masters of Social Science in Psychology (Health Promotion), in the School of Applied Human Sciences, in the Faculty of Humanities, Development and Social Science, University of KwaZulu-Natal.

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DEDICATION

I dedicate this dissertation to my family who had always encouraged me to fulfil my dreams through education.

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I would like to firstly thank my Lord and saviour, Jesus Christ for bringing me this far. I am thankful for the strength, dedication, wisdom, and courage to complete this dissertation. His divine power and grace have made it possible for me to achieve my goals.

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DEFINITION OF ACRONYMS

APA- American Psychology Association

AIDS - Acquired Immunodeficiency Disease Syndrome

HIV - Human Immunodeficiency Virus

WHO - World Health Organization

UNAIDS – United Nations Programme on HIV/AIDS

UNFPA SA- United Nations Population Fund

Stat SA - Statistics South Africa

STI - Sexual Transmitted Infection

FST - Family System Theory

GST- General System Theory

SES- Socioeconomic Status

SDS- Sexual Double Standard

PSDQ – Parenting Styles Dimension Questionnaire

UKZN – University of KwaZulu-Natal

DoE – Department of Education

SPSS – Statistical Package for the Social Sciences

VPA-Verbal Parental Aggression

ABSTRACT

About 30% of South African teenagers between the ages of 13-19 years have reported unplanned pregnancy in their lives. One of the determinants of the teenage pregnancy and HIV is early sexual debut. Adolescents who engage in sexual activities at an early stage become expose to more sexual partners and more unprotected sex which results in HIV, Sexual Transmitted Infections and unplanned pregnancy. Parents have a significant influence in shaping adolescents' attitudes towards sexual behaviours through parenting practices such as communication, supervision and monitoring. The present study examined the relationship between child rearing practices and adolescents' attitudes towards sexual debut. It further investigated whether (authoritative, authoritarian and permissive) parenting styles predicted initiation of sexual debut.

The study used a cross-sectional survey design to gather the data. A sample of 150 learners was used. The measurements that were used to collect data were Parenting Styles Dimension Questionnaire (PSDQ) and Attitudes towards sexual debut questionnaire. Results indicated that there is a small positive relationship between Perceived benefits of having sex and permissive parenting style. A small positive relationship between perceived shame and guilt associated with having sex and authoritative parenting style was found. Moreover, a small negative relationship was found between Perceived shame and guilt associated with having sex and authoritarian parenting style. Standard multiple regression indicated that permissive parenting style followed by authoritative parenting style made the strongest contribution to explaining the dependent variable (Attitudes towards sexual debut). Adolescents who are raised by parents that adopt permissive and authoritative parenting style are having positive attitudes toward sex which can lead them to engage in early sexual debut. However adolescents that are raised by authoritarian parents have negative attitudes which can delay early sexual debut.

CHAPTER ONE

INTRODUCTION

1.1. Introduction and background of the study

About 30% of South African teenagers between the ages of 13-19 years had reported unplanned pregnancy in their lives (Willan, 2013). Statistic SA (2014) showed that about 5.6 % of females between 14-19 years of age were pregnant. The prevalence of pregnancy increased with age, rising from 0.8 % for females aged 14 years to 11, 9 % for females aged 19 years (Stat SA, 2014). Teenage pregnancy has a negative impact on adolescents' secondary schooling and on their lives as well (Willan, 2013). According to the South African Medical Research Council (MRC) (2011) the recent national survey for HIV prevalence recorded that 16 % of pregnant women under the age of 20 tested positive. The HIV prevalence estimates for youth between the ages of 15-24 years in South Africa is 8.7 % (Statistics SA, 2014). One of the determinants of the teenage pregnancy and HIV is early sexual debut (Statistics SA, 2014). Research shows that 10,7% of those aged between 15-25 years have reported having sex before the age of 15 years, this comprises of 16.7% of males and 5.0% of female (UNFPA South Africa, 2014).

World Health Organization (WHO) defines adolescence stage as “a period in which an individual undergoes major physical and psychological changes, these changes impact the individual's social interactions and relationships” (WHO, 2009, p.2). WHO (2009) further stated that adolescence period is a time of opportunity and risk for teenagers. “Adolescence stage presents a window of opportunity to set the stage for healthy and productive adulthood and to reduce the likelihood of problems in the years that lie ahead” (WHO, 2009, p.2). On another hand, it presents a window of risk for teenagers because this is the stage where problem

behaviours that could have serious effects on one's health in the future are initiated (WHO, 2009).

Furthermore, adolescence phase is associated with physical and hormonal changes that take place during the period of puberty (Swartz, Rey, Duncan & Townsend, 2011). Puberty is defined as the "biological events which surround the first menstruation in girls and the first ejaculation in boys" (Geldard, 2004, p.4). According to Zabin and Hayward (1993) adolescents show signs of pubertal development at a very young age compare to previous generations. An early pubertal development poses the increase in hormonal levels which are likely to increase sexual arousal and motivation to engage in sexual activities in adolescents (Geldard, 2004; Zabin & Hayward, 1993). Adolescence phase has been associated with sexuality challenge, which is the important area of risk-taking sexual behaviours, mostly in the context of HIV/AIDS pandemic, STI's and unplanned pregnancies (Kalat, 2008).

During the development of the child, parents and other relatives are important influence because they mould attitudes, personality and social behaviour of the child (Kalat, 2008). However, Santrock (2002) argues that adolescence phase has been highlighted as a period when the child strives for autonomy (self-governance), which is pulling away from parents and spending more time with peer groups. This usually results in a parent-adolescent conflict where the adolescent becomes disillusioned with the parents while parents on the other side attempt to hold onto their authority and control over the child (Santrock, 2002). This is the challenging phase for both parents and adolescents.

1.2. Problem statement

Early sexual debut can be defined as an initiation of sexual activities at or before the age of 14 years (Baumgartner, Geary, Tuten & Wedderburn, 2009). The annual national survey showed that among sexually active 12-17 years old adolescents, 51% reported their first experience of sexual debut at the age of 14 years or earlier in many South African communities (Swartz et al., 2011). This is a challenge because young people who become sexually active at an early age are less likely to report consistent condom use (Baumgartner et al., 2009; Mathew, Aaro, Flisher, Mukona, Wubs & Schaalma, 2009). Adolescents who engage in sexual activities at an early stage become exposed to more sexual partners and more unprotected sex which results in HIV, Sexual Transmitted Infections and unplanned pregnancy (Cuffee, Hallfors & Waller, 2007). Given the risk of pregnancy that is associated with early sexual debut, young people are more likely to drop out from school, thereby limiting their social and educational futures (Baumgartner et al., 2009).

Adolescents' sexual attitudes and behaviours are influenced by outside factors such as parents, peers, culture, media, religion and so forth (Spano, 2004). The theory of planned behaviour argues that "the behavioural intentions of a person that lead to a behaviour are influenced by a person's attitude toward performing a behaviour and by beliefs about whether individuals who are important to the person approve or disapprove of the behaviour" (U.S. Department of health & human service, National Institutes of Health & National Cancer Institute, 2005). Parents have a significant influence to mould adolescents' attitudes towards sexual behaviours through parenting practises such as communication, supervision and monitoring. According to Rose, Koo, Bhaskar, Anderson, White and Jenkins (2005) parents have an influence on delaying sexual debut and on lowering teenage pregnancy among young people through communication

and environmental influences. Delaying of sexual debut in young people has been advocated as “an important strategy in reducing the risk of negative adolescence health outcomes and as the HIV prevention strategy”(Cuffee et al., 2006; Mathew et al., 2009).

1.3. Rational for the study

Ramphela (2002) stated that there is little literature in the South African context on the relationship between adolescents and their parents. Furthermore, even fewer studies have focused on how child rearing practices influence adolescents’ sexual health. The aim of the present study therefore, is to examine the relationship between child rearing practices and adolescents’ attitudes towards sexual debut and to find out which among these parenting styles (authoritative, authoritarian and permissive) predict initiation of sexual debut. An understanding of the impact of parenting styles on adolescents’ attitudes towards sexual debut will help parents to use alternative parenting styles that will help mould adolescents’ attitudes to delay sexual debut. It will also help Department of Health and Department of Education to implement effective interventions such as HIV and teenage pregnancy prevention strategies and for promoting healthy sexual behaviours among young people.

1.4. Aims of the study

The aim of the study is to examine the relationship between child rearing practices and adolescents’ attitudes towards sexual debut and to see which among parenting styles predict initiation of sexual debut.

1.5. The objectives of this study are:

- To measure the perceptions of adolescents on their parents’ parenting styles.
- To measure the adolescents’ attitudes towards sexual debut.

- To determine the relationship between the parenting styles of parents and the adolescents' attitudes towards sexual debut.
- To determine whether parenting styles predict initiation of sexual debut.

1.6. Chapter summary

Background of the study and problem statement with the rationale to conduct the study had been laid in this chapter. The background of the study starting from the statistics of the teenage pregnancy was also discussed. It was highlighted that sexual debut is one of the determinants that contribute to adolescents' vulnerability to HIV, STIs and unplanned pregnancy. The chapter had outlined the aims and objectives to answer the research question.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. Introduction

This chapter will present a detailed discussion on what is known about the problem with the use of previous research. It will critically integrate the prior research in relation to the study constructs (parenting styles and attitudes towards sexual debut). Firstly, the chapter will discuss the impact of adolescence stages on parent-adolescent relationship. The different types of parenting styles, their effect on adolescents and the influences of adolescents' attitudes towards sexual debut will be discussed. The chapter will further discuss the gender differences on attitudes towards sexual debut, it will follow by the influence of parent-child relationship on reducing sexual debut. The effects of single parenting on early sexual debut and the impact of parents' socioeconomic status (SES) on adolescents will be also discussed. Lastly the chapter further discussed the theoretical framework that is used to understand the research question which is Family System Theory (FST).

2.2. The impact of adolescence stages on parent-adolescent relationship

2.2.1. Early adolescence stage

Spano (2004) categorized three stages of adolescence development which are early, middle and late adolescence years. According to Spano (2004) early adolescence is approximately 10-14 years of age. The physical changes associated with early adolescence stage in girls are gains in height and weight; growth of pubic hair; greater sexual interest; breast development and menstruation (Spano, 2004). Boys experience growth of testicles and penis, nocturnal

emissions which are wet dreams and growth of hair on face (Spano, 2004). In the early adolescence, Spano (2004) further argues that girls physically mature faster than boys. Some adolescents engage in experimentation activities with their bodies such as fantasy and masturbation to ease the sexual feelings that are associated with this developmental stage (Geldard, 2004).

In this stage adolescents start to move away from dependence on their parents and family and form close relationships with peers of the same sex (Geldard, 2004). Teenagers show less attention to parents, they start to realize that parents are not perfect therefore this increases conflict with parents (Spano, 2004). They then search for new people to love in addition to their parents. Given these developmental changes of the adolescence stage, teenagers are exposed to situation where they are vulnerable to early initiation of sexual debut. Examination of the child rearing practices is vital in this stage because it can determine whether or not the adolescent initiate sexual debut.

2.2.2. Middle adolescence stage

Middle adolescence is approximately 15-16 years of age, in this stage puberty is completed, the physical growth for girls slows down and continues for boys (Spano, 2004). Teenagers become concern about their sexual attractiveness as they are adjusting to the changing body and the worries about being normal increases. Syed and Mclean (2017) claim that the adolescent may feel uncomfortable about changes in their body for a while until they are able to adopt and grow into these changes. According to Erikson's psychosocial development stages (Identity versus role confusion) success in this stage lead to the virtue of fidelity which involves being able to commit one's self to others (Erikson, 1968). Adolescents begin to show

tenderness, feelings of love and passion toward the opposite sex (Spano, 2004). These developmental changes put them at risk to initiate sexual debut.

Moreover, in this stage teenagers have a tendency to distance themselves from parents as the continued drive for independence increases. They tend to complain that their parents are interfering with their independence (Spano, 2004). According to Erikson's psychosocial development stages, during the identity versus role confusion stage, adolescent will re-examine his or her identity and try to find out exactly who he or she is (Erikson, 1968). Adolescents become more independent and begin to look at the future in term of career and relationships. They explore possibilities and begin to form their own identity based on the outcome of their exploration (Erikson, 1968). Failure to establish a sense of identity during this stage can lead to role confusion where adolescent may begin to experiment different lifestyles including risky sexual behaviours which may produce negative outcomes.

However, the withdrawal from the parent results to the periods of sadness as the result of psychological loss of parent that takes place. Adolescents put more effort in making new friends because they have a strong need to fall in a new peer group (Spano, 2004 ;Syed & Mclean, 2017). Spending most of the time with peers influences adolescents' attitudes which may lead them to engage in risky sexual behaviours. Parents at this stage need to use parenting styles that will shape adolescents' attitudes towards practicing healthy behaviours. Information on the types of parenting styles that predicts initiation of sexual debut is needed so that parents may adopt alternative ways when raising their adolescents.

2.2.3. Late adolescence stage

The late adolescence stage is between the ages of 17 to 21 years of age (Spano, 2004). In this stage the teenagers begin to develop the ability to delay gratification, they are more concern

about serious relationships (Syed & Mclean, 2017). They have capacity to express tender and sensual love (Spano, 2004). According to Erikson's stages of psychosocial development (Intimacy versus isolation), intimacy relationships becomes salient at this stage. Success in this stage leads to the virtue of love while the avoidance of intimacy and relationships lead to isolation, loneliness and depression (Syed & Mclean, 2017). Alan Guttmacher institute (2004) found that the average age of boys for sexual initiation was 17 years and the average age for girls was 17.6 years. In this stage parents need to monitor and guide their children's behaviour to protect them from engaging in risk behaviours such as unprotected sex which may result in unplanned pregnancy, HIV and STI's.

2.3. Different types of Parenting styles and their effects on adolescents

Cherry (2012) argues that parenting styles varies due to certain factors which are: culture, personality, parental background, educational level, socio-economic status, family size and religion. These styles emerge from two crossing dimensions which are: demandingness and responsiveness (Baumrind, 1971; Maccoby & Martin, 1983). Demandingness is the method that parents use on their children to make them obedient. Parents employ maturity demands, supervision, disciplinary efforts, and they confront disobedience (Baumrind, 1971). On the other hand, responsiveness is the approach that parents use on their children to intentionally foster individuality, self-regulation, and self-assertion (Baumrind, 1971). Parents achieve this by being supportive and yielding to children's special needs and demands. Baumrind (1971) categorize three types of parenting styles according to the pattern that emerge from parents' and children's behaviours. These are authoritative, authoritarian and permissive parenting style.

2.3.1. Authoritative parenting style

According to Baumrind (1971) authoritative parents are demanding and responsive. She defines authoritative parents as those who direct the child's activities in a rational and issue-oriented manner; they evaluate the expressive and instrumental attributes, autonomous self-will and discipline conformity of their child (Baumrind, 1968). Authoritative parents establish rules and guidelines that are expected to be followed by a child. Parents that use this style are responsive and always ready to listen and cooperate with their children (Cherry, 2012).

Furthermore, APA (2002) argued that parents who are involve; who afford limits and guidelines; who encourage adolescents to develop their own beliefs and who have appropriate developmental expectations tend to be most effective. Authoritative parenting styles result in children who are happy, capable and successful (Maccoby, 1992). Adolescents who are raised by authoritative parents are less likely to engage in delinquent behaviours (APA, 2002). The study by Olivari, Tagliabue and Confalonieri (2013) supported that authoritative parenting style was negatively associated with maladaptive behaviours such as substance abuse and risky sexual behaviours.

Moreover, research by Okhakhume (2015) investigated the influence of self-esteem, parenting style and parental monitoring on adolescence sexual risk behaviour. He found that adolescents, who scored low on authoritative parenting style, reported higher risky sexual behaviour than those who scored higher on authoritative parenting style. Authoritarian parenting style did not have a significant effect on adolescents' risky sexual behaviours (Okhakhume, 2015). Furthermore, adolescents with high scores on permissive parenting style reported higher risky sexual behaviour than those with lower scores on permissive parenting style (Okhakhume, 2015). Mostly, studies that examine the relationship between parenting styles and children

behaviours are based on correlational research. This kind of research is able to find the relationship between the variables but it cannot find the cause and the effect of relationships. The use of mixed method design where qualitative research is used as a supplement for quantitative research may help to understand the cause and effect of those relationships.

2.3.2. Authoritarian parenting style

Baumrind (1971) argued that authoritarian parents are highly demanding and directive but they are not responsive. They shape, control and evaluate behaviour and attitudes of the child according to their standard of conduct. They do not encourage verbal give and take because they believe that children must accept their instructions only (Baumrind, 1968). Writers like Cherry (2012) purport that authoritarian parents expect the child to adhere and follow the strict rules they established and failure to follow them may result to punishment. If parents have ordered a rule, it must be done without explanations and questions. She further articulates that authoritarian parenting style produces children who are obedient and proficient but they rank low in happiness, social competence and self-esteem (Cherry, 2012).

Recent research that examined exposure to Verbal Parental Aggression (VPA) and sexual activities among low income youth, reported that adolescent who witnessed high VPA were two times more likely to report sexual activities compare to those who witness no VPA (Voisin, Hotton & Schneider, 2014). In addition, Akinsola (2010) found that authoritarian parenting styles predicted liberal, permissive, promiscuous and loose attitudes towards sexuality issues. These findings outline that parenting styles of parents has an influence on the adolescents' sexual attitudes and behaviours.

Contrary to the above argument, APA (2002) stated that parental supervision and monitoring that is necessary to promote healthy adolescent development varies depending on the

neighbourhood environments and the characteristics of the adolescents' peer group. This means setting stricter limits may be required for adolescents who live in communities where there are low level of adult monitoring and high levels of problem behaviour among peers, especially in the inner-city and in high crime neighbourhoods (APA, 2002). Authoritarian parenting style may be more effective on adolescents' behaviour depending on the environmental context where adolescents are being raised.

2.3.3. Permissive parenting style

Permissive parents are highly responsive but not demanding (Baumrind, 1971). These parents portray acceptance, affirmative and non-punitive manner on their child's behaviour. They fail to exercise control and they do not encourage child to obey their rules (Baumrind, 1968). Moreover, permissive parents have few demands, allowing children a lot of freedom and they hardly punish nor discipline them (Baumrind, 1971). This parenting style leads to children who rank lower in happiness and self-control.

The research by Pittman and Chase-Lansdale (2001) that explored the association between multiple adolescents outcomes and parenting styles on girls from high-poverty neighbourhoods, found that teenagers who had mothers that were using permissive parenting style, reported the most negative sexual outcomes. This study supports that permissive parents are likely to influence adolescents attitudes to initiate sexual debut.

2.4. Influences of adolescents' attitudes towards sexual debut

Kalat (2008) defines attitude as a like or dislike that influence a person's behaviour. Attitude includes three components which are, evaluative component (how a person feels about

something), a cognitive component (what a person know or believe) and a behavioural component (what a person is likely to do) (Kalat, 2008). According to Swartz et al., (2011) children learn their attitudes and behaviours from their surrounding environment through socialization. Socialization is a process whereby children learn the rules of behaviour, beliefs and values of their society (Swartz et al., 2011). The most socializing agents that convey messages to children are their parents, family members, teachers, peers and the media. Children learn appropriate behaviour patterns and attitudes through their exposure to these messages (Swartz et al., 2011).

Parents remain one of the most powerful socializing influences on the sexual attitudes and behaviour of adolescents (Miller, Benson & Galbraith, 2001). However, there are very few adolescents who cite their parents as their main source of information about sex; while peers, school and media are ranked high (Wight, William & Henderson, 2006). In addition to that, adolescents' attitudes towards sexual debut are also influenced by their siblings. Miller (2002) argues that having older siblings especially those who have experienced an adolescence pregnancy or birth have an influence on younger siblings to engage on an earlier sexual debut (Miller, 2002).

Moreover, the individual's attitudes determines the intentions that leads to outcome behaviour (U.S. Department of health & human service, National Institutes of Health & National Cancer Institute, 2005). Positive attitudes towards a behaviour causes a person to view that behaviour as acceptable and expect positive outcomes from it. Whitbeck, Yoder, Hoyt and Conger (1999) and Chia (2006) reported that adolescents are more likely to initiate sex if they have permissive or positive attitudes towards sex. Negative attitudes and perception about sexual behaviour delay sexual initiation (Carvajal, Parcel & Basen-Engquist, 1999). In support of that argument, the longitudinal study by Stanton, Xiaoming LI, Black, Ricardo, Galbraith and Kaljee (1996) explored the relationship among adolescents' perception, intentions and behaviours including

the onset of sexual intercourse. They found that adolescents who thought that they were likely to be sexually active in the next six months were at significantly higher risk of doing so compared to those who were uncertain (Stanton et al., 1996).

2.5. Gender differences on attitudes towards sexual debut

According to Smith, Guthrie and Oakley (2005) gender is an important factor in understanding attitudes toward sexual intercourse. According to Akinsola (2010) males have permissive perceptions about sex than females and they initiate sex early. Cuffee et al., (2006) found that boys perceived more benefits of having sex compared to girls. Sexual behaviours for boys are normalized in some societies, while girls tend to be labelled and stigmatized for the same sexual encounters. This is a result of Sexual Double Standard (SDS) which is a belief that women and men are held to different standards of sexual conduct (Kreager & Staff, 2009). According to the sexual double standard, the social consequences of early romantic and sexual experiences differ substantially by gender (Kreager & Staff, 2009). The male sexual permissiveness would be tolerated, or even praised, while female sexual permissiveness would lead to damaged reputations (Milhausen & Herold, 1999). These overt messages from the society cause gender to obtain different attitudes about sexual behaviours (Cuffee et al., 2006).

2.6. Influence of Parent-child relationship on reducing early sexual debut

2.6.1. Parent-child closeness

Parent-Child closeness refers to a parental support, closeness and warmth towards the child. Miller (2002) argues that parent-child closeness is associated with low risks of teenage pregnancy because it encourages delaying of sexual debut. The closeness of the child with the

parent influences adolescents to delay sex and to consistently use condoms if sexually active (Miller, 2002). The lack of parental-child closeness increases the negative influence of peers on adolescent sexual activities (Miller, 2002). This means that if the child is not able to communicate with the parent about sexual issues, then he/she depends on peers for sexual health knowledge and most of it is not reliable.

Moreover, studies that examined the level of communication between parents and adolescents in relation to the onset of sexual intercourse, showed that teenagers who perceive having a stronger level of communication with their parents, were less likely to engage in sexual intercourse (DeVore & Ginsburg, 2005; Huebner & Howel, 2003; Karofsky, Zeng & Kosorok, 2001; Rose et al., 2005). Adolescents who talked more with their parents about sexual issues than talking to friends, were less likely to initiate sexual intercourse and they had conservative values (Diorio, Kelley & Hockenberry-Eaton, 1999; Hutchinson, Jemmott, Jemmott, Braverman & Fong, 2003; Parera & Suris, 2004). Therefore it is important to encourage a good communication and comfort between adolescents and parents when talking about sexual issues (Diorio, Kelley & Hockenberry-Eaton, 1999).

2.6.2. Parental supervision

Parental supervision, regulation and behavioural monitoring of adolescents, are also related to delaying sexual debut. Family rules, household routines and parental supervision on dating activities are associated with abstinence, later sexual debut and fewer sexual partners (Miller, 2002). Parental supervision and controlling child's association with high-risk peers and substance abuse, reduces the risks of unhealthy sexual behaviours (Miller, 2002). However, Barber (1996) and Gray and Steinberg (1999) warn that excessive or coercive parental control over the child may result in negative outcomes such as early age of sexual debut. Miller (2002)

concludes that family related relationships play a significant role in adolescent sexual health, however they do not account for all the variance.

2.6.3. Parental monitoring

According to Sieverding, Alder, Witt and Ellen (2005) parental monitoring refers to parents' effort to understand and supervise the activities that their child are engaging in. This includes knowing the child's whereabouts and keeping track of their child behaviour. Wight, William and Henderson (2006) research on the parental influences on young people's sexual behaviour, found that low parental monitoring predict early sexual activities for adolescents and it also predicts more sexual partners for females. Moreover, Sieverding et al., (2005) reported that the influence of parental monitoring such as accurately knowing the adolescents' whereabouts and activities outside home, significantly expressed cognitions (attitudes, perceived peer Behaviour, and subjective norms) that were less favourable of initiating intercourse. On the other hand, adolescents who reported more unrestricted time were more likely to express cognitions (attitudes, perceived peer behaviour, and subjective norms) that favoured initiating intercourse (Sieverding et al., 2005). Therefore parental monitoring has a protective effect on adolescents' sexual behaviours because it moderate the influence of peers on adolescent when it comes to sexual issues (DeVore & Ginsburg, 2005)

Borawski, Levers-Landis, Lovegreen and Trapl, (2003) conducted a research on a parenting practice called negotiated unsupervised time with peers (supervise adolescents' whereabouts while giving them freedom and independence). The study reported that adolescents who had parents that allow them to negotiate unsupervised time with peers, were more likely to be sexually active than those who did not (Borawski et al., 2003; DeVore and Ginsburg, 2005). However these adolescents were likely to engage in sex-related protective behaviours such as

consistent condom use and refusing sex when protection is not available (Borawski et al., 2003).

2.7. The effects of single parenting on early sexual debut

The absence of one partner or single parenting is correlated with adolescent early sexual debut (Miller et al., 2001). Single or divorced parent's permissive sexual attitudes, lack of parental monitoring and parent's own sexual relationship explain why adolescents in single parents families are at risk of early sexual debut and teenage pregnancy (Miller, 2002) . Research found that adolescents that are raised by single parents reported early sexual debut compare to adolescents who are raised by both parents (Longmore, Eng, Giordano, Manning, 2009). This can be explained by that single parents lack child monitoring, report more permissive attitudes and communicate greater acceptance of premarital sexual behaviour (Davis and Friel, 2001).

Moreover, Sturgeon (2002) found that adolescents who are raised by both parents were less likely to initiate sexual debut at the age of 14 compare to adolescents who are raised by single parents. He further reported that adolescents from no-parent households were most likely to be sexual active, followed by adolescents from single parent households (Sturgeon, 2002). Therefore it is evident that parents and family structure play an influential role in socializing adolescents' attitudes towards initiation or delaying sexual debut.

2.8. Impact of parents' Socioeconomic Status (SES) on adolescents

The neighbourhood's socioeconomic status (SES) and stability (which is the degree to which people of the same SES tend to reside in the same place for a long period of time), significantly affect adolescents' development (APA, 2002). Adolescents from neighbourhoods that are

characterized by poverty and high crime rates tend to have early onset of sexual intercourse, low use of contraception and high pregnancy rate (Miller, 2002). On another side, Miller (2002) states that adolescents who are raised by parents that are educated and earning decent salaries are more likely to delay their sexual debut and to use contraception. Mathews et al., (2008) agrees that adolescents from homes with insufficient money for everyday life were twice as likely to have early sexual debut compared to those from homes where they have affordable lives. According to Jewkes, Morrell and Christofides (2009) poverty is both a contributor and a consequence of early pregnancy and in some cases it leads to intergenerational sex, transactional sex or simply sexual relationships which are not ideal but provide some benefits. Mkhwanazi (2010) argues that poverty decreases a girl's ability to negotiate when and how to have sex due to the unequal power and dependency on the male partner. Therefore the SES of the family plays a huge role on the adolescents' sexual health.

2.9. Theoretical framework

2.9.1. Family System Theory

The study used Family System Theory (FST) as a theoretical framework. It is derived from General System Theory (GST) which is also known as System Theory (Whitch & Constantine, 1993). The System Theory uses various micro levels approaches called system theories to explain the behaviour of organized and complex systems of different sorts such as the family (Whitch & Constantine, 1993). The "system" is defined as a set of interrelated elements that also link with the environment (Von Bertalanffy, 1975, p.159). Family is a system because it consists of interrelated members that have regular interactions and interdependencies (Winter, 2001).

2.9.2. Family system components

2.9.2.1. Family system functions through interrelated elements and structure

FST have various components that help to understand the interrelationships between the family members. According to Winter (2001) family system functions through interrelated elements and structure. This means that the interdependent relationships among family members create a family structure that includes membership in the system and boundary between that system and surrounding environment (Winter, 2001). Within this system, an individual can be best understood by assessing the interactions between the family members. This means that the development and behaviour of one family member is inseparably interconnected with other family members (Corey, 2013).

2.9.2.2. Family system interacts in patterns

Each and every family system has its own predictable patterns that help it to maintain its equilibrium. These patterns also guide the family members about how they should function (Winter, 2001). Corey explains that an individuals' behaviour is an expression of the patterns and habits that are within their family (Corey, 2013). An individual behaviour in the perspective of FST is maintained by the family processes of that particular individual.

2.9.2.3. The function of Family system as an organic whole

The family systems function as an organic whole. This means that, even though the family system is made up of individual members but it results in an organic whole (Winter, 2001). The unique Behaviours of the members may be ascribed to whole family system which does not describe an individual element. A person's misbehaviour can be understood as the family's inability to operate productively during the development transitions of the child (Corey, 2013).

2.9.2.4. Family system and boundaries

According to Winter (2001) every family system have boundaries which are either open or closed. These boundaries help to include and exclude members so that there can be a line between those who belong to the system and those who are outside. The open boundary is permeable therefore it allow members and situations outside the family to influence it (Winter, 2001). On another hand, a closed boundary isolate its members from the outside environment, as a result the members seem isolated and self-contained (Winter, 2001). However these boundaries can be viewed in a continuum from open to closed because no family system is completely closed or open (Winter, 2001).

2.9.2.5. Family system shape it members by massages and rules

Family systems shape it members through the use of messages and rules. These are the guidelines and expectations that govern the everyday interaction behaviour within the family unit (Henry, 1994). Messages and rules of the family provide authority, control and they bring guilt in the family members.

2.9.2.6. Family systems and subsystems

Lastly, family systems have subsystems. These are small groups of members usually made of two to three people (Winter, 2001). For example a “family system may be viewed as containing a marital subsystem, parent-child subsystem, and a sibling subsystem or a female subsystem and a male subsystem” (Jurich & Myers-Bowman, 1998). The parent-child subsystem helps in understanding the relationship between the adolescent and the parents. The subsystems have their rules that control and limit behaviour of its members. They have boundaries that include or exclude members in order to draw the line between those who are within and those who are outside that subsystem. Parenting styles that are employed by parents determine the type of boundary that the parent and the child will have in their subsystem. Strict parent uses the rules that limit child’s behaviour and they exclude the outside influence that comes from peers. On

another hand, permissive parents uses parenting style that allows peers and other socializing agents to have an influence on adolescents' attitudes towards sexual debut.

2.9.3. Parent-child subsystem interaction

There are two dimensions of parental behaviours that influence adolescents' attitudes and behaviours in the parent-child subsystems, these are support and control (Henry, 1994). According to Peterson and Leigh (1990) parental support can be defined as the use of behaviours within a specific parent-adolescent subsystem that provide warmth, concern, encouragements, physical affection and praise to the adolescent. While, parental control refers to the behaviours that parents use toward their adolescents to encourage compliance with parental desires within a parent-adolescent subsystem (Henry, 1994).

The present study chose this theory because adolescents are the elements in a system which is family. Their attitudes towards sexual debut are guided by the messages and rules that they receive within their parent-adolescent subsystems. Parents pass messages concerning what is acceptable and what is not acceptable through their child rearing practices, which shape adolescents' attitudes, intentions and behaviours toward sexual debut. Therefore FST helps us to understand the interaction and the interdependent between adolescents and their parents.

CHAPTER: THREE

METHODOLOGY

3.1. Introduction

This section will briefly discuss the methods that were used to gather data for analysis. It will firstly describe the setting and context where the data was collected. It will then outline the research design that was used to answer the research question. The chapter will further discuss the type of sampling that was used in the study. The research measurements, data collection techniques, data analysis and ethical considerations will also be discussed in this section.

3.2. Setting and context

The study was conducted in two different high schools that are located at Inanda Newtown A. Inanda is subdivided into small townships namely Inanda Newtown A, B and C, Inanda glebe, Amaoti and Emachobeni . Inanda is situated 24 km inland from the city of Durban of South Africa. The high schools have five grades; that start from grade 8 to grade 12. There are more than ten high schools in this area. The area has the estimated population of 158,619. The area is populated by Zulu-speaking black Africans. Inanda has high rate of school dropout and unemployment among young people. These contribute to high levels of substance abuse, increased crime rates and teenage pregnancy (Rose et al., 2005).

3.3. Research design

This study used a cross-sectional quantitative research design. Neuman (2011) explains that cross-sectional research designs are appropriate when examining information on many cases at one specific point in time. This design is suitable for research that investigates the relationship between variables. The study used survey method to collect data. According to Neuman (2011) surveys are suitable for studies that aim to ask a large population about their attitudes, opinions and characteristics, past and present behaviours. Therefore this method was suitable to answer the research question which aimed to examine the relationship between child rearing practices and adolescents' attitudes towards sexual debut and to see which among these parenting styles predict initiation of sexual debut.

3.4. Sampling method

3.4.1. Purposive sampling

The study used a purposive sampling method to collect data. The researcher only chose participants that were relevant to answer the research question (Welman, Kruger & Mitchell, 2005). Participants were high school pupils in grade 8 and 9. The sample consisted of both males and females between the ages of 13 and 17 that were studying at Ziphembeleni Secondary School and Khethokuhle High Schools. The total of 170 learners were recruited from both schools; only 150 learners participated in the survey. The sample consisted of 83 females and 67 males.

3.5. Research Measurements

The researcher used a structured questionnaire to obtain the information from the learners (Neuman, 2011). The study employed a supervised self-completion survey to provide assistance and to ensure completion of the questionnaires. The questionnaire consisted of three sections: Section A contained biographic questions, section B contained questions related to adolescents' perceptions of parenting styles and section C contained questions about adolescents' attitudes towards sexual debut as discussed below:

3.5.1. Biographic questions

Biographic questions asked respondents information about their sex, age, type of parents, parent's socioeconomic status, and number of family members. (Refer to Appendix 6).

3.5.2. Parenting Styles Dimension Questionnaire (PSDQ)

The study used Parenting Styles Dimension Questionnaire (PSDQ) that has been amended to allow for adolescents' perceptions of parenting styles (refer to Appendix 7). The questionnaire consisted of 27 items and it used a Likert scale ranging from one 'never' to five 'always' on a 5-point scale. PSDQ consisted of three main typologies based on Baumrind's (1968) parenting styles definition, namely authoritative, authoritarian and permissive.

The questionnaire was developed by Robinson, Mandaleco, Olsen and Hart in 1995. It has three factors that focus on these parenting styles. Factor 1 has fourteen items that explored *authoritative* parenting style (for example "My parents are responsive to my feelings and needs"). Factor 2 has nine items that explored *authoritarian* parenting style (for example "my

parents use physical punishment as a way of disciplining me”). Factor 3 has four items that explored *permissive* parenting style (for example “my parents spoil me”). The total scores were obtained for each of the subscales and the highest score indicated the dominant parenting style of the parents.

Validity and reliability

Factor loading for 14 items of PSDQ that measured authoritative dimension ranged from 0.43 to 0.78 with Cronbach’s alpha, indicating internal consistency, of 0.86 (Robinson et al., 2001). For 9 items that measured the authoritarian dimension, factor loadings ranged from 0.43 to 0.85 with a Cronbach’s alpha of 0.82 (Robinson et al., 2001). For the 4 items that measured the permissive dimension, factor loadings ranged from 0.37 to 0.78 with a Cronbach’s alpha of 0.64 (Robinson et al., 2001). The study that analyzed the psychometric properties of the PSDQ that was design to investigate how adolescents were parented during childhood reported a factor loading ranging from 0.62 to 0.96 (Tagliabue, Olivari, Bacchini, Affuso & Confalonieri, 2014).

In the South African context, the research that used PSDQ, reported the Cronbach’s alpha coefficients of 0.92 for authoritative parenting style; 0.88 for authoritarian parenting style and 0.62 for permissive parenting style (Roman, Davids, Moyo, Schilder, Lacante and Lens, 2015) PSDQ is therefore applicable in the South African context as the report by Roman et al., (2015) study have an acceptable reliability coefficients. The Cronbach’s alpha for this study was 0.81 for authoritative, 0.76 for authoritarian and 0.51 for permissive with the mean inter-item correlation of 0.21. Therefore the questionnaire prove to have an acceptable level of reliability since it has the alpha coefficient value that is greater than 0.7 (Nunnally, 1978).

3.5.3. Attitudes towards sexual debut questions

The questionnaire was adapted from the questions that were developed by Cuffee, Hallfors and Waller (2007) to measure adolescents' attitudes towards sex and pregnancy (refer to Appendix 8). The questionnaire consists of 12 questions that used a 5-point Likert scale ranging from one 'strongly disagree' to five 'strongly agree'. It has three factors that focus on perceptions about sex and pregnancy. Factor 1 had five items that explored perceived benefits of having sex (example "if you had sexual intercourse, it would relax you"). Factor 2 had four items that assessed perceived shame and guilt associated with pregnancy (for example "it wouldn't be all that bad if you got pregnant or got someone pregnant at this time in your life") and Factor 3 had three items that explored perceived shame and guilt associated with having sex (for example "if you had sexual intercourse, your partner would lose respect for you") (Cuffee, Hallfors & Waller, 2007). Item 7 to 12 from the questionnaire were reversed before conducting analyses. These items were reversed because they were negative keyed items. Negative keyed items is where 'agreement' or a 'strong agreement' with the item indicates a low level of attitude toward the measured construct. Reverse scoring ensured that all the items were consistent with each other in terms of what a 'disagree' or 'agree' implied. The total score was obtained for each of the subscales and the high score (48) indicated positive attitudes towards sexual debut and the low score (12) represented negative attitudes towards sexual debut. Negative attitudes showed intentions of postponement of sexual debut while positive attitudes showed intentions of early initiation of sexual debut.

Validity and Reliability

The Cronbach's alpha for perceived benefits of having sex subscale is 0.77 (Cuffee, Hallfors & Waller, 2007). The Cronbach's alpha for perceived shame and guilt associated with pregnancy

subscale is 0.77 and for the perceived shame and guilt associated with having sex subscale is 0.67 (Cuffe, Hallfors & Waller, 2007).

The Cronbach's alpha for this study was 0.59 with the mean inter-item correlation of 0.22 for perceived benefits of having sex subscale. The Cronbach's alpha for perceived shame and guilt associated with pregnancy subscale was 0.64 with the mean inter-item correlation of 0.28 and for the perceived shame and guilt associated with having sex subscale was 0.54 with the mean inter-item correlation of 0.29. Pallant (2010) argued that it is better to report the mean inter-item correlation for the scales that have less than ten items. Briggs and Cheek (1986) recommended that an acceptable mean inter-item correlation values must range from 0.2 to 0.4. Therefore the subscales for the questionnaire proved to have an acceptable level of internal reliability.

3.6. Data collection and procedures

The purpose of the study was explained to learners during the time that was granted by the principals. Willing participants were then given the letters seeking permission from their parents, for them to participate in the study. These letters were translated into isiZulu to accommodate non-English speaking parents (refer to appendix 4). Learners were requested to give their parents the letters and ask them to sign for permission. On the following day the consent by parents and learners was granted. Questionnaires were then administered in their classroom with the help of their class teachers. The researcher assisted with giving clarification and monitoring the process to ensure completion of the questionnaires. The questionnaires were then collected immediately after completion. The procedure applied to both schools on different days, data collection was done for two days per each school. The summary of the

results of the study will be given to the Department of Education, school principal and participants.

3.7.Data analysis

Data was analyzed using the Statistical Package for the Social Sciences version 23 (IBM SPSS Inc. 2015). Descriptive and inferential statistics were conducted. Descriptive statistics provided information about the distribution of the score on continuous variables (Pallant, 2010). Cronbach's alpha coefficients, Independent Sample T-tests, one way between-groups analysis of variance (ANOVA), Pearson Product Moment Correlation coefficients, and multiple regressions were also analysed.

A Cronbach's alpha coefficient was used to determine the internal reliability of the questionnaires. Independent Sample t-tests and ANOVA was used to determine differences in mean scores between groups on the dependent variable. Pearson Product moment correlation coefficient was used to determine the strength, magnitude and direction of the relationship between parenting styles and the adolescents' attitudes towards sexual debut (Pallant, 2010). Multiple regression analysis was also conducted to predict which among the parenting styles had high predictive contribution in the initiation of sexual debut among adolescents.

3.8.Ethical consideration

All the ethical procedures required to conduct the research was followed. The permission to conduct the study was sought from the Department of Education (DoE) and the permission letter was granted (refer to appendix 1). The permission from the school principals was also sought and permission letters were granted (refer to appendix 2). This was done by a

presentation by the researcher that was accompanied by a letter and proposal that explained the research purpose, objectives and what the study aimed to achieve. The Ethical clearance to conduct the study was granted by the Humanities and Social Sciences Research Ethics Committee of the University of KwaZulu-Natal (Protocol reference number: HSS/1299/015M) (refer to appendix 3).

Participants were informed by the word of mouth and by a written letter which consisted of their rights during and after the research process. Ethical principles which are voluntary participation, confidentiality of information, informed consent were provided in the informed consent letter. The names of the learners and their parents were not used instead pseudo-names such as questionnaire 1; 2 were used. There were no risk involved in participating in the study except filling in the questionnaire .The questionnaires would be kept safely by my supervisor in a locked cupboard and no one will access them until they are destroyed after five years.

CHAPTER FOUR

RESULTS

4.1. Introduction

This chapter will present the results that were gained from the statistical analysis. The following tests were conducted: Frequencies and descriptive statistics, Cronbach's alpha, Independent Sample t-tests and ANOVA, Pearson product-moment correlations, and standard multiple regressions. Firstly, the demographic characteristics are presented. The descriptive statistics is presented to determine the normality of the distribution. The results of the Pearson product-moment correlations are presented to determine the relationships of the variables. The results of Independent Sample T-tests and ANOVA are also discussed to determine differences in mean scores between groups on the dependent variable. Finally, the chapter concludes with the standard multiple regression analysis to determine the predictive value of the parenting styles on attitudes toward sexual debut.

4.2. Socio-demographic characteristics of the sample

Table 1 shows the characteristics of the sample that participated in the study. There were 83 females, and 67 males, giving a total of 150 participants. Majority of the teenagers were 14 years of age, only 11 participants that were 17 years old. Over half of the participants were raised by single mothers. Followed by those who were raised by both parents, and only 6 participants reported that they were raised by single fathers. Approximately 92 participants reported that their parents were unemployed, while 58 participants reported that their parents

were employed. Most of the participants reported that they are staying with 1-5 members at their home, and only 16 participants are staying with 11-15 members at their home.

Table 1: Socio-demographic information of the participants (N = 150)

	N	%
Gender		
Female	83	55.3
Male	67	44.7
Age		
13	19	12.7
14	51	34.0
15	47	31.3
16	22	14.7
17	11	7.3
Living arrangements		
Both parents	44	29.3
Single mother	81	54.0
Single father	6	4.0
Legal guardian	19	12.7
Employment status		
Working	58	38.7
Not working	92	61.3
Family members		
1-5	86	57.3
6-10	48	32.0
11-15	16	10.7

Note. N= number; % =percentage

4.3.Descriptive statistics of the measures

Table 2 illustrates the results of descriptive statistics of all the measures used in the study. Descriptive provide the information concerning the normality of the distribution of scores using skewness and kurtosis value (Pallant, 2010). The distribution is considered normal if it has skewness and kurtosis values of less than 1 (Pallant, 2010). The distribution of the scores for the present study was below 1, meaning that the scores for the measures were normally distributed.

Table 2: The result of Descriptive statistics analysis

Variable	N	Min	Max	Mean	S.D	Skew	Kurt.	A
PSDQ	150	52	127	89.39	12.59	.313	1.67	.66
Authoritative	150	21	70	52.67	10.28	-.743	.514	.81
Authoritarian	150	10	45	26.14	8	.398	-.496	.76
Permissive	150	4	20	10.57	3.99	.439	-.314	.51*
Sexual Debut	150	12	48	34.20	7.97	-.817	.787	.68
Perceived benefits	150	5	21	12.13	4.28	-.208	-.673	.59*
Shame and guilt pregnancy	150	4	20	12.34	12.34	-.493	-.480	.64*
Shame and guilt sex	150	3	15	9.85	9.85	-.218	-.561	.54*

*Note. N= number of respondents; Min = minimum; Max = maximum; SD = Standard Deviation; skew= skewness; kurt = kurtosis; α = Cronbach alpha coefficients, PSDQ= Parenting Styles Dimension Questionnaire. *The Mean inter-item reliability coefficient: $r=.21$, $r=.22$, $r=.28$ and $r=.29$*

4.4. Correlation between the measures

Table 3 shows the results of the relationship between the scales that were gained from the analyses of the Pearson product-moment correlation coefficient. Pearson product-moment correlation coefficient was calculated to determine the strength and direction of the relationships between the measures of the study.

The results of the relationships between the scales and subscales are as follows: there was a negative weak correlation between authoritative and authoritarian parenting style. PSDQ and authoritative parenting style showed a strong positive correlation. PSDQ also showed a strong positive correlation with authoritarian parenting style. Again a moderate positive correlation was found between PSDQ and Permissive parenting style.

A strong positive correlation between Perceived benefits of having sex and attitudes toward sexual debut was found. The correlation between Perceived shame and guilt associated with pregnancy and attitudes toward sexual debut was strong and positive. Perceived shame and guilt associated with having sex and attitudes toward sexual debut showed a strong positive relationship. Another moderate positive relationship between Perceived shame and guilt associated with having sex and Perceived shame and guilt associated with pregnancy was found.

Furthermore, a small positive relationship between Perceived shame and guilt associated with having sex and authoritative parenting style was found. This means that using authoritative parenting styles increases the levels of perceived shame and guilt associated with having sex in adolescents. There was a small positive relationship between Perceived benefits of having sex and permissive parenting style. In other words using permissive parenting style when raising adolescent increases the levels of perceived benefits of having sex.

Moreover, a small negative relationship was also found between perceived shame and guilt associated with having sex and authoritarian parenting style. These results show that using authoritarian parenting style decreases adolescents' levels of perceived benefits of having sex.

Table 3: Pearson product-moment correlations coefficients

	1	2	3	4	5	6	7	8
1.authoritative	1							
2.authoritarian	-.204*	1						
3.permissive	-.042	.155	1					
4.PSDQ	.673**	.518**	.381**	1				
5.Sexual debut	.118	-.010	-.030	.080	1			
6.Perceive-benefit	-.069	.093	.237**	.078	.642**	1		
7.Shame guilt pregnancy	.148	.053	-.106	.120	.754**	.113	1	
8.Shame guilt sex	.206*	-.219**	-.265	-.54	.709**	.125	.496**	1

* Significance at the 0.05 level, **significance at the 0.01 level; authoritative (authoritative parenting style), authoritarian (authoritarian parenting style), permissive (permissive parenting style), sexual debut (attitudes toward sexual debut), perceive benefits (Perceived benefit of having sex); shame/guilt pregnancy (perceive shame and guilt associated with pregnancy); shame/guilt sex (perceived shame and guilt associated with having sex)

4.5. Difference between demographic groups on mean scores of dependent variable

The study examined whether the difference in mean scores between different gender, employment status of parents, age, type of parents and number of family members groups, occurred on attitudes toward sexual debut subscales.

An independent-samples T-test was conducted to compare the mean difference between the gender groups on attitudes toward sexual debut subscale scores. The t-test results demonstrated that there was a statistical significant difference between the measures of female and male groups on perceived benefits of having sex. Males ($M=12.9$, $SD= 3.8$) reported high levels of attitudes toward perceived benefits of having sex than the females ($M=11.5$, $SD= 4.5$). See table 4.

However, no statistical significance difference was found in the mean scores of perceive blame and shame associated with pregnancy between female ($M= 11.9$, $SD= 4$) and males ($M=12.9$, $SD=3.8$). This means that there is no difference between males and females attitudes towards perceived blame and shame associated with pregnancy. Again there was no statistical significance in the mean scores of perceived blame and shame associated with having sex between female ($M=10.2$, $SD= 3$) and males ($M=9.4$, $SD=3.2$). These results show that there is no difference between females and males attitudes towards perceived blame and shame that is associated with having sex. See table 4.

Table 4: Gender group difference with attitudes toward sexual debut subscales

Measure	Gender	Mean	S.D	T-value	Df	P	Mean diff.	95% of CI	
								LL	UL
Perceive benefits	Female	11.5	4.5	-2.1	147.8	.036*	-1.4	-2.8	-.096
	Male	12.9	3.8						
Shame/guilt pregnancy	Female	11.9	4	-1.5	148	.145	-.95	-2.23	.33
	Male	12.9	3.8						
Shame/guilt sex	Female	10.2	3	1.6	148	.116	.81	-.20	1.83
	Male	9.4	3.2						

Note. CI= confidence interval; LL= lower limit; UL= upper limit; S.D= Standard Deviation, df= Degree of Freedom, mean diff=mean difference, perceive benefits (Perceived benefit of having sex); shame/guilt pregnancy (perceive shame and guilt associated with pregnancy); shame/guilt sex (perceived shame and guilt associated with having sex)

Independent sample t-test was also conducted to compare the mean difference between employment statuses of parents on the attitudes towards sexual debut subscales. The results are presented in table 5. The results demonstrated that no statistical significance difference was found in the mean scores of attitudes towards sexual debut subscale between working parents and non-working parents. This means that the adolescents' attitudes towards sex are not influenced by the parent's employment status.

Table 5: Employment status difference with attitudes toward sexual debut subscales

Measure	Emp- status	Mean	S.D	T- value	Df	P	Mean diff.	95% of CI	
								LL	UL
Perceive benefits	working	11.4	4.3	-1.6	148	.11	-1.16	-2.57	.25
	Not working	12.6	4.2						
Shame/guilt pregnancy	working	12.3	4.4	-.16	148	.88	-.10	-1.42	1.21
	Not working	12.4	3.7						
Shame/guilt sex	Working	10.4	3.3	1.6	148	.12	.83	-.21	1.87
	Not working	9.5	3						

A one way between-groups analysis of variance was conducted to explore the impact of age on attitudes toward sexual debut subscales. The results are presented in table 6. There was a statistical significant difference in perceived benefits of having sex for the five age groups.

Table 6: Age difference with attitudes toward sexual debut subscales

Measure	Age	Mean	S.D	F- value	Df	P	95% of CI	
							LB	UB
Perceive benefits	13	9.3	2.8	10	149	.000**	11.4	12.8
	14	10.6	4.9					
	15	13	2.9					
	16	14.5	4					
	17	15.8	2.3					
Shame/guilt pregnancy	13	11.2	4.9	.469	149	.759	11.7	12.9
	14	12.5	4.9					
	15	12.6	3.5					
	16	12.6	2.6					
	17	12.1	3.5					
Shame/guilt sex	13	8.8	4.3	.999	149	.410	9.3	10.4
	14	9.9	3.2					
	15	9.9	3					
	16	10.7	2.6					
	17	9.5	1.6					

Note. CI= confidence interval; LB= lower Bound; UB= upper Bound; S.D= Standard Deviation, df= Degree of Freedom perceive benefits (Perceived benefit of having sex); shame/guilt pregnancy (perceive shame and guilt associated with pregnancy); shame/guilt sex (perceived shame and guilt associated with having sex)

The Post-hoc comparisons using the Tukey HSD test, indicated that the mean scores for age 13 ($M= 9.3$, $SD= 2.8$) was significantly difference from age 15 ($M=13$, $SD= 2.9$). Age 13 ($M= 9.3$, $SD= 2.8$) was also significantly different from age 16 ($M=14.5$, $SD= 4$). Age 13 ($M= 9.3$, $SD= 2.8$) was significantly different from age 17 ($M=15.8$, $SD= 2.3$). Moreover, age 14 ($M= 10.6$, $SD = 4.9$) was different from age 15 ($M=13$, $SD= 2.9$); age 14 ($M= 10.6$, $SD = 4.9$) was also significant different from age 16 ($M=14.5$, $SD= 4$) and age 14 ($M= 10.6$, $SD = 4.9$) was different from age 17 ($M=15.8$, $SD= 2.3$). This shows that as the teenagers grow older with years their attitudes of perceived benefits to having sex changes, with the older having higher scores.

Anova results showed no significant difference between the five age groups in relation to perceived shame and guilt associated with pregnancy and perceive shame and guilt associated with having sex, with $p > 0.05$.

A one way between-groups analysis of variance was conducted to explore the impact of type of parents (both parents, single mother, single father, legal guardian) on the attitudes toward sexual debut subscales. The results are presented in table 7. There was a statistical significant difference in perceived shame and guilt associated with pregnancy for all the four groups of parents ($F= 3.75$, $p =0.012 < 0.05$).The Post-hoc comparisons indicated that the mean score for both parents ($M= 13.6$, $SD= 3.8$) was significantly different from single mothers ($M=11.4$, $SD= 4.2$). This means that adolescents that are raised by both parents have high attitudes of perceived shame and guilt associated with pregnancy compare to those who are raised by single mothers.

Table 7: Type of parent difference with attitudes toward sexual debut subscales

Measure	Type parent	Mean	S.D	F-value	Df	P	95% of CI	
							LB	UB
Perceive benefits	Both parents	13.1	3.5	1.63	149	.186	11.4	12.8
	Single mother	11.8	4.6					
	Single father	13	3.9					
	Legal guardian	10.8	4.3					
Shame/guilt pregnancy	Both parents	13.6	3.8	3.75	149	.012*	11.7	12.9
	Single mother	11.4	4.2					
	Single father	13	2.7					
	Legal guardian	13.4	2.2					
Shame/guilt sex	Both parents	10.7	3.2	4.67	149	.004**	9.3	10.4
	Single mother	9	3.1					
	Single father	10.7	1.9					
	Legal guardian	11.3	2.4					

Furthermore, there was also a statistical significant difference in perceived shame and guilt associated with having sex for four groups of parents ($F= 4.67, p= 0.004 < 0.01$). The Post-hoc comparisons indicated that the mean score for single mothers ($M=11.4, SD= 4.2$) was also significantly difference from both parents ($M= 13.6, SD= 3.8$). These results show that teenagers that are raised by both parents have high attitudes of perceived shame and guilt associated with having sex compare to those who are raised by single mothers.

Legal guardian ($M=13.4, SD= 2.2$) was significantly different from single mothers ($M=11.4, SD= 4.2$). This means that teenagers that were raised by legal guardian had higher attitudes of perceived shame and guilt associated with having sex than those who were raised by single mothers. There was no statistical difference between the four groups in relation to perceive benefit of having sex. The p value was >0.05 .

Moreover, a one way between-groups analysis of variance was conducted to explore the impact of the number of family members that are staying with the adolescent on the attitudes toward sexual debut subscales. The results are presented in table 8. There was a statistical significant difference in perceived shame and guilt associated with pregnancy for three groups of family members ($F= 4.88, p = 0.009 < 0.05$). The Post-hoc comparisons indicated that the mean score for 1-5 members ($M=12.2, SD= 4.1$) was significantly different from 6-10 members ($M=11.5, SD= 4.1$). Again, 6-10 members ($M=11.5, SD= 4.1$) was significantly different from 11-15 members ($M=13.6, SD=5$). This means that adolescents who are staying with few family members (1-5) have high attitudes than those who are staying with many family members (6-10) in relation to perceived shame and guilt associated with pregnancy. Again those who are staying with more than eleven members have higher attitudes of perceived shame and guilt associated with pregnancy compare to those who are staying with 6-10 member.

There was no significant difference between the three groups in relation to perceive benefits of having sex and perceive shame and guilt of having sex, p was >0.05 .

Table 8: Number of family members difference with attitudes toward sexual debut subscales

Measure	Family member	Mean	S.D	F-value	Df	P	95% of CI	
							LB	UB
Perceive benefits	1-5	12.2	4.2	1.45	149	.239	11.4	12.8
	6-10	11.5	4.1					
	11-15	13.6	5					
Shame/guilt pregnancy	1-5	12.8	3.9	4.88	149	.009*	11.7	12.9
	6-10	10.9	4					
	11-15	13.9	3					
Shame/guilt sex	1-5	9.8	3.2	.49	149	.613	9.3	10.4
	6-10	9.7	2.9					
	11-15	10.6	3.6					

4.6. Predictors of attitudes towards sexual debut

Standard multiple regression was conducted to investigate whether authoritative, authoritarian and permissive parenting styles predict attitudes towards sexual debut. Table 9, 10 and 11

showed the results of standard multiple regression models that were fitted. Firstly multiple regression was conducted with PSDQ subscales; authoritative, authoritarian and permissive subscales as independent variables (IVs) and Perceived benefits of having sex as dependent variables (DV). Only permissive parenting style ($t=0.228$, $p<0.05$) was found to be statistically significant. This means that using permissive parenting style impacts the adolescents' attitudes towards perceived benefits of having sex.

Table 9: Standard multiple regression with Perceived benefits of having sex (DV) and PSDQ subscales (IVs)

Variable	B	T	Sig	95% CI	
				LL	UL
Authoritative	-.05	-.60	.55	-.098	.051
Authoritarian	.05	.57	.57	-.061	.113
Permissive	.23	2.81	.01*	.072	.416

*Note. ** Statistical significance ($p<0.01$); *Statistical significance ($p<0.05$); β = beta; CI= confidence interval; LL= lower limit; UL= upper limit; authoritative (authoritative parenting style), authoritarian (authoritarian parenting style), permissive (permissive parenting style),*

Another standard multiple regression was conducted with PSDQ subscales; authoritative, authoritarian and permissive subscales to determine the predictive value of Perceived shame and guilt associated with pregnancy. The results of the multiple regression showed that authoritative ($t=1.98$, $p=0.49$), authoritarian ($t=1.24$, $p=0.217$) and permissive ($t=-1.40$, $p=0.163$) were not significant. See table 10. This results means that authoritative, permissive and authoritarian parents do not contribute to adolescents' attitudes towards pregnancy.

Table 10: Standard multiple regression with Perceived shame and guilt associated with pregnancy (DV) and PSDQ subscales (IVs)

Variable	B	T	Sig	95% CI	
				LL	UL
Authoritative	.164	1.98	.49	-.00	.12
Authoritarian	.104	1.24	.217	-.03	.13
Permissive	-.115	-1.40	.163	.28	.05

Note. ** Statistical significance ($p < 0.01$); *Statistical significance ($p < 0.05$)

Simple multiple regression was also conducted with PSDQ subscales; authoritative, authoritarian and permissive subscales as IVs and perceived shame and guilt associated with having sex as DV. Only authoritative ($t = 2.11$, $p < 0.05$) and permissive ($t = 3$, $p < 0.01$) were found to be statistically significant. Permissive parenting style made the strongest unique contribution (23.5) than authoritative parenting style (16.6) to explaining the dependent variable (perceived shame and guilt associated with having sex). See table 11. In other words both authoritative and permissive parenting styles influence the way the child perceives shame and guilt associated with having sex. However permissive parents contribute more to adolescents' perceived shame and guilt associated with having sex than authoritative parents. This means teenagers who are raised by permissive parents have positive attitudes towards having sex.

Table 11: Standard multiple regression with perceived shame and guilt associated with having sex (DV) and PSDQ subscales (IVs)

Variable	B	T	Sig	95% CI	
				LL	UL
Authoritative	.166	2.11	.04*	.003	.099
Authoritarian	-.148	-1.86	.7	-.120	.004
Permissive	-.235	-3	.003**	-.307	-.063

Note. ** Statistical significance ($p < 0.01$); *Statistical significance ($p < 0.05$)

CHAPTER FIVE

DISCUSSION

5.1. Introduction

The aim of the study was to examine the relationship between child rearing practices and adolescents' attitudes toward sexual debut and to see which among these parenting styles (authoritative, authoritarian and permissive) predict initiation of sexual debut. The discussion will focus on the interpretation of the findings in relation to the research question and research objectives. Firstly, the relationship between parenting styles and attitudes toward sexual debut will be discussed. The section will further discuss the predictive role of parenting styles on adolescents' attitudes toward sexual debut that was investigated to better understand the parenting styles that have a higher predictive value on attitudes that predict initiation of sexual debut. Lastly, the mean differences between gender, employment status of parents, age, type of parents and number of family members groups pertaining to the dependent variable (attitudes toward sexual debut) will be also discussed in this section.

5.2. Relationship between PSDQ and Attitudes towards sexual debut

One of the study objectives was to determine the relationship between the parenting styles and adolescents' attitudes towards sexual debut. The Pearson product moment correlation coefficients found that there was a small positive relationship between Perceived benefits of having sex and permissive parenting style. According to these results using permissive parenting style when raising adolescent increases the levels of perceived benefits of having sex, which may result to early initiation of sexual debut. If adolescents believe that they will have positive benefits if they have sex, they are likely to initiate early sexual debut. Chia (2006) supports that adolescents are more likely to initiate sex if they have permissive or positive attitudes towards sex. This relationship supports the finding that said adolescents that scored

high on permissive parenting style have higher risky sexual behaviours than those who scored low on permissive parenting style (Okhakhume, 2015). Another research that explored the association between multiple adolescents outcomes and parenting styles on girls from high-poverty neighborhoods reported that teenagers who have mothers that were permissive, reported the most negative outcomes in sexual experience and pregnancy history (Pittman & Chase-Lansdale, 2001).

Family System Theory (FST) explains that an individual attitudes and behaviour is maintained by the family processes of that particular individual. This means that a person's misbehaviour is understood as the family's inability to operate productively during the development transitions of the child (Corey, 2013). Furthermore FST states that family systems shape it members through the use of messages and rules which are guidelines and expectations that govern the everyday interaction behaviour within the family unit (Henry, 1994). The parent-adolescent subsystem helps in understanding the relationship between the adolescent and the parent. Baumrind (1968) stated that permissive parents have few demands, they allow their children a lot of freedom and they hardly discipline them. In the parent-adolescent subsystem where the parents employ permissive style, adolescents tend to lack guidelines and discipline and their attitude and behaviour are influenced by outside factors such as media and peers. This means that this subsystem have open boundaries, it allows members and situations outside the family to influence it (Winter, 2001). Therefore the results of this study shows that using permissive parenting style when raising adolescents influences them to have positive attitudes towards sexual debut.

Furthermore, there was a small positive relationship between Perceived shame and guilt associated with having sex and authoritative parenting style. This demonstrates that as the levels of authoritative parenting style increases, the levels of perceived shame and guilt associated with having sex also increases. According to these results adolescents that are raised

by authoritative parents does not believe that they will have shame and guilt after they have had sex. This means that these adolescents have positive attitudes towards sex which can result in early initiation of sexual debut. Surprisingly, these results are contrary to Olivari, Tagliabue and Confalonieri (2013) study that found that authoritative parenting style was negatively associated with maladaptive behaviours such as substance abuse and risky sexual behaviours. Furthermore, Okhakhume (2015) also found that adolescents with low authoritative parenting style reported higher risky sexual behaviours than those with higher authoritative parenting style. According to these findings, adolescents that were raised by authoritative parents were at low risk of engaging in risky sexual behaviours. According to APA (2002) and Maccoby (1992) parents who are warm and involve; who provide firm guidelines and limits; who encourage adolescents to develop their own beliefs and who have appropriate developmental expectations tend to be most effective, however in this study they were not effective in shaping adolescents attitudes to delay sexual debut.

According to FST, in the parent-adolescent subsystem where the parent employs authoritative parenting style, parents establish rules and guidelines that are expected to be followed by a child, they are responsive and always ready to listen and cooperate with their children (Cherry, 2012). However the results of this study demonstrate that authoritative parenting style is weak when it comes to shaping adolescents' attitudes to delay sexual debut. The results speculate that adolescents that are raised by this style have positive attitudes towards sex as they do not perceive shame and guilt of having sex. These may be caused by that, parental supervision and monitoring that is necessary to promote healthy adolescent development varies depending on the neighbourhood environments and the characteristics of the adolescents' peer group (APA, 2000). Given the characteristics of the study setting where the participant resided, authoritative parenting styles may be not effective enough to shape adolescents' attitudes towards delaying sexual debut (APA, 2000).

Moreover, a small negative relationship was also found between perceived shame and guilt associated with having sex and authoritarian parenting style. These results show that using authoritarian parenting style decreases adolescents' levels of perceived shame and guilt associated with having sex. This means that adolescents that are raised by authoritarian parents have negative attitudes towards sex as they believe that they will have shame and guilt after they have had sex. Negative attitudes and perception about sexual behaviour delay sexual initiation (Carvajal, Parcel & Basen-Engquist, 1999). Surprisingly, these findings are contrary to the recent research that argued that authoritarian and permissive parenting styles predicted liberal, permissive, promiscuous and loose attitudes towards sexuality issues, while authoritative parenting style predicted restraint attitudes (Akinsola, 2010; Voisin, Hotton & Schneider, 2014). However, an old research by Miller, McCoy, Olson and Wallance (1986) agreed that adolescents' perceptions of parental strictness and rules showed that sexual permissiveness and intercourse experience was the highest among adolescents who had unstrict parents, lowest among those who had moderately strict parents and intermediate among those who had very strict parents. These findings warn that parents must be moderately strict toward the adolescents for them to have healthy sexual behaviours. Therefore, the results of this study suggests that authoritarian parenting style is effective in shaping adolescents attitudes to delay sexual debut.

FST states that authoritarian parenting style consist of closed boundaries, they use messages and rules to provide authority and control in their parent-adolescent subsystem which brings guilt in the adolescents. Authoritarian parents expect the child to adhere and follow the strict rules established by the parents, failure to follow these rules may result to punishment Cherry (2012). In this parent-adolescent subsystem, parents limits outside factors that can influence adolescent attitudes towards sex by giving strict rules and punish unhealthy behaviours.

5.3. Predictors of attitudes toward sexual debut

The other objective of the study was to determine whether parenting styles (authoritative, Authoritarian and permissive) predict initiation of sexual debut. Standard multiple regression was conducted to investigate whether these styles as independent variables (IVs) predicted perceived benefits of having sex as dependent variable (DV). Only permissive parenting style was found to be statistically significant. In other words permissive parenting style is associated with positive attitudes toward the benefits of having sex. This means that adolescents who are raised by parents that adopt permissive parenting style are having positive attitudes toward sex which may lead them to engage in early sexual debut. These results confirm the previous discussion that stated that, there was a positive relationship between permissive parenting style and perceived benefits of having sex.

Furthermore, standard multiple regression was also conducted with PSDQ subscales; authoritative, authoritarian and permissive subscales as IVs and perceived shame and guilt associated with having sex as DV. Only authoritative parenting style and permissive parenting style were found to be statistically significant. Permissive parenting style made the strongest unique contribution than authoritative parenting style to explaining the dependent variable (perceived shame and guilt associated with having sex). These results also confirm that permissive parenting style and authoritative parenting style have a high predictive role on the adolescents' attitudes toward sexual debut. Adolescent who are raised by parent who use permissive parenting styles have positive attitudes toward sexual debut (Okhakhume, 2015), followed by those who are raised by authoritative parenting styles, which increases their intentions to initiate sexual debut. Again these results also agree with the above mentioned discussion that stated that in this study authoritarian parenting style had a negative relationship with perceived shame and guilt associated with having sex. This means that permissive and authoritative parenting styles influence adolescents to have positive attitudes towards sexual

debut, while authoritarian parenting style influence them to have negative attitudes towards sexual debut.

5.4.The mean differences between the demographic groups pertaining to Dependent variable

Additionally, the study further analyzed the mean differences between the demographic groups pertaining attitudes towards sexual debut. An independent-samples T-test was conducted to compare the mean difference between the gender groups (female and male) on attitudes toward sexual debut subscale. The t-test results demonstrated that there was a statistical significant difference between the measures of female and male groups on perceived benefits of having sex. Males reported high levels of attitudes toward perceived benefits of having sex than females. These results proved that males and female have different attitudes towards sex. This difference may be caused by that, boys and girls are socialized differently in their systems and surroundings. Sexual behaviour for boys is accepted as a normative rite of passage, whereas girls tend to be labelled and stigmatized and blamed for sexual encounters (Kreager & Staff, 2009). This causes boys to have positive attitudes towards sex and may result in early initiation of sexual debut. Cuffee et al., (2007) also found that boys perceived more benefits of having sex compare with girls. Therefore parents must pay attention on how they socialize adolescents based on their gender because it has an influence on their perceptions towards sex.

Furthermore, Independent sample t-test was also conducted to compare the mean difference between employment status of parents groups (working and non-working) on the attitudes towards sexual debut subscales. The t-test results demonstrated that no statistical significant difference was found in the mean scores of perceive benefit of having sex between working parents and non-working parents. However adolescents that had parents who are not working

scored higher than those who had parents who are working on perceived benefits associated with having sex. These results means that, low socioeconomic status of parents have an influence on adolescents' attitudes toward sexual debut. According to these findings, those who have parents who are not working are likely to initiate early sexual debut compare to those with working parents. Mathews et al., (2009) agrees with these findings that low socio-economic status of a family is associated with intentions to have early sexual debut among adolescents. Mathews et al., (2009) and Kelly and Parker (2000) reported that adolescents from homes with insufficient money for everyday life were twice as likely to have early sexual debut compared to those from homes where they have affordable lives. In addition to that, one of the contributing factor may be that, adolescence stage poses a lot of pressure on teenagers to fit in the peer groups and to have a sense of belonging (Spano, 2004). This pressure causes those who have parents that are not working to be involved in intergenerational sexual relationships (Leclerc-Madlala, 2008).

Moreover, a one way between-groups analysis of variance (ANOVA) was conducted to explore the impact of age on attitudes toward sexual debut subscales, the results showed that there was a statistical significant difference in perceived benefits of having sex for the five age groups (13,14,15,16 and 17). According to these results as the adolescents grow older with years, they view benefits of having sex differently, with the older having positive attitudes. The reason for the difference between the age groups may be that adolescents from different stages (early, middle and late adolescence) experiences different exposure to the socializing agents such as their parents, family members, teachers, peers and the media (Swartz et al., 2011). These influences changes the adolescents to have permissive attitudes toward sex which may put them at higher risk to initiate sexual debut.

Furthermore, the study explored the impact of the type of parents that are raising the adolescent (both parents, single mother, single father and legal guardian) on the attitudes towards sexual

debut subscale. The results showed that there was a statistical difference in perceived shame and guilt associated with pregnancy subscale and perceived shame and guilt associated with having sex subscale for four groups of parents. The results showed that adolescents that were raised by both parents believed that they will not have shame and guilt if they get pregnant compare to those who were raised by single mothers. This means that adolescents that had both parents are having positive attitudes towards sex as they don't perceive shame and guilt of getting pregnant, while those who had single mothers are having negative attitudes towards sex.

These results are different from Longmore et al., (2009) study that reported that adolescents that are raised by single parents reported early sexual debut compare to adolescents who are raised by both parents. Sturgeon (2008) also found that adolescents from no-parent households were most likely to be sexual active, followed by adolescents from single parent households. However , Diorio, Kelley and Hockenberry-Eaton (1999); Hutchinson, Jemmott, Jemmott, Braverman and Fong (2003); Parera and Suris (2004) reported that adolescents who talk more with their mother about sexual issues than talking to friends, were less likely to initiate sexual intercourse and more likely to have conservative values. These contradictions outline that it is important that parent must employ appropriate parenting style that have good parent-child communication and closeness in their parent-adolescent subsystem regardless of being single parents or both parents, for them to influence adolescents' attitudes to delay sexual debut (Miller, Benson & Galbraith, 2001).

CHAPTER SIX

CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

This section will give the conclusions gained from the study, the limitations of the study and recommendations for future interventions that were made, in light of the research results and discussion.

6.1. Conclusion

The aim of the study was to examine the relationship between child rearing practices and adolescents' attitudes towards sexual debut and to see which among these parenting styles (authoritative, Authoritarian and permissive) predict initiation of sexual debut. Drawing from the results and discussion, it was concluded that the children that are raised by parents that use permissive and authoritative parenting styles have positive attitudes towards sexual debut, compare to those who were raised by parents that use authoritarian parenting style. According to this study using permissive parenting style when raising adolescent increases their levels of perceived benefits of having sex, which may result to early initiation of sexual debut.

Furthermore, the study concluded that adolescents that are raised by authoritative parents do not believe that they will have shame and guilt after they have had sex. In other words these adolescents have positive attitudes towards sex which can result in early initiation of sexual debut. However, it was concluded that adolescents that are raised by authoritarian parents have negative attitudes towards sex as they believe that they will experience shame and guilt after they have had sex. Therefore according to this study results, permissive and authoritative parenting styles influence adolescents to have positive attitudes towards sexual debut, while authoritarian parenting style influence them to have negative attitudes towards sexual debut.

Moreover, the study proved that males and females have different attitudes towards sexual debut. Males reported high levels of attitudes toward perceived benefits of having sex than females. Parents must pay attention on how they socialize adolescents based on their gender because it has an influence on their perceptions towards sex. The study also demonstrated that low socioeconomic status of parents have an influence on adolescents' attitudes toward sexual debut. According to this study, those who have parents who are not working are likely to initiate early sexual debut compare to those with working parents. Therefore parents need to pay attention on their children's associations and create close boundaries in their parent-child subsystem to limit outside influences. Lastly, the study also discovered that adolescents that had both parents are having positive attitudes towards sex as they don't perceive shame and guilt of getting pregnant, while those who had single mothers are having negative attitudes towards sex.

6.2. Limitations

- The limitation of this study was that it was a cross sectional survey therefore it only measured the attitudes of adolescents on one occasion it was not able to measure if the predicted attitudes towards sexual debut predicted sexual debut in the following occasions due to time.
- Sampling of adolescents from two high schools that were located in a township, limited generalizability of the results to the population from other areas such as suburban and rural areas.
- Again sampling early adolescents limit generalisability to the population of adolescents who are in the middle and late stage of adolescence.

- Another limitation is that parents were not interviewed; parents' perceived parenting styles and influence were obtained from adolescents therefore the reliability of the information was compromised.
- The study was a correlational research therefore it measured the relationship between the variables the cause and effect was not ensured.

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Appendices

Appendix 1: Letter of permission from Department of Education



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Nomangisi Ngubane

Tel: 033 392 1004

Ref: 2/4/8/458

Ms SF Luthuli
1049 Westrich
Newlands West
DURBAN
4037

Dear Ms Luthuli

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE INVESTIGATION OF CHILD REARING PRACTICES AND THE INFLUENCE THEY HAVE ON ADOLESCENT'S ATTITUDES TOWARDS SEXUAL DEBUT"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 25 June 2015 to 31 July 2016.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Ziphembeleni Secondary School

Khethokuhle Secondary School

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 19 June 2015

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Nomangisi.Ngubane@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: www.kzndoe.gov.za

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beyond the call of duty

Appendix 2: Letters of permission from school principals



School Principal Consent Form

I give consent for you to approach learners in grades 8, 9 and 10 to participate in the study:
“The investigation of child rearing practices and the influence they have on adolescent’s attitudes towards sexual debut”.

I have read the Project Information Statement explaining the purpose of the research project and I understand that:

- The role of the school is voluntary
- I may decide to withdraw the school’s participation at any time without penalty
- Learners in grade 8, 9 and 10 will be invited to participate and that permission will be sought from them and also from their parents.
- Only learners who consent and whose parents consent will participate in the study
- All information obtained will be confidential.
- The learners’ names will not be used and individual learners will not be identifiable in any written reports of the study.
- Participants may withdraw from the study at any time without punishment.
- A report of the findings will be made available to the school.
- I may seek further information on the project from Samkelisiwe Luthuli on [210500269@stu.ukzn.ac.za/ 0782376623] and Mr Mthokozisi Hlengwa at [031 260 7982/ Hlengwam1@ukzn.ac.za].

R. V. KHANYILE
Principal

28/07/2015
Date

[Signature]
Signature

ZIPHEMBELENI SECONDARY SCHOOL
A1818 KING BHEKUZULU DRIVE
INANDA NEWTOWN
4032
DEPT OF EDUCATION KZN



School Principal Consent Form

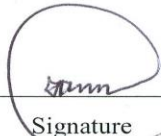
I give consent for you to approach learners in grades 8, 9 and 10 to participate in the study:
“The investigation of child rearing practices and the influence they have on adolescent’s attitudes towards sexual debut”.

I have read the Project Information Statement explaining the purpose of the research project and I understand that:

- The role of the school is voluntary
- I may decide to withdraw the school’s participation at any time without penalty
- Learners in grade 8, 9 and 10 will be invited to participate and that permission will be sought from them and also from their parents.
- Only learners who consent and whose parents consent will participate in the study
- All information obtained will be confidential.
- The learners’ names will not be used and individual learners will not be identifiable in any written reports of the study.
- Participants may withdraw from the study at any time without punishment.
- A report of the findings will be made available to the school.
- I may seek further information on the project from Samkelisiwe Luthuli on [210500269@stu.ukzn.ac.za/ 0782376623] and Mr Mthokozisi Hlengwa at [031 260 7982/ Hlengwam1@ukzn.ac.za].

Magwaza H.T.

Principal
THE PRINCIPAL
KWAZIMUTLE, 4032
P.O. BOX 58007
28/07/2015
Date
KHETHOKHLE SECONDARY SCHOOL
KZN DEPARTMENT OF EDUCATION


Signature

Appendix 3: Ethical clearance



22 January 2016

Ms Samkelisiwe Luthuli 210500269
School of Applied Human Sciences
Howard College Campus

Dear Ms Luthuli

Protocol reference number: HSS/1299/015M

Project Title: The relationship between child rearing practices and adolescents' attitudes toward sexual debut

Full Approval – Full Committee Reviewed Protocol

In response to your application received 3 September 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Mr Mthokozisi Hlengwa
Cc Academic Leader Research: Dr Jean Steyn
Cc School Administrator: Ms Ayanda Ntuli

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymam@ukzn.ac.za / mohunp@ukzn.ac.za

Website: www.ukzn.ac.za



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Appendix 4: informed consent for parents of the participants

Informed Consent for Parents/Guardians of Participants

My name is Samkelisiwe Luthuli; I am currently studying for a Masters of Social Science degree at the University of KwaZulu Natal (Howard College Campus). My contact details are provided at the bottom of this letter. I am doing a research on: “The relationship between child rearing practices and adolescents’ attitudes towards sexual debut”. I will be talking to a number of teenagers both females and males and asking them to fill in the questionnaire related to this study. Your child has been chosen to participate because s/he best fit the criteria of being a teenager in the high school level and can best talk about their perceptions and attitudes about the topic.

Whenever the research involves children, it is important to get permission from the parents or guardians first. After your concerns and questions about the research have been addressed and you have agreed, I will like to seek the permission of your daughter/son to participate in the study.

The purpose of the study is to investigate the influence that the different parenting styles (authoritative, authoritarian and permissive) have on the adolescents’ attitudes towards sexual debut. In this study your child and other teenagers will be asked to fill in a questionnaire with the questions that ask about their perceptions of your parenting style and their attitudes towards sexual debut. The questionnaire will take about 30 minutes to complete. The names of the teenagers and their parents will not be used; the information will be strictly confidential. The questionnaires will be kept safely by my supervisor and no one will access them and they will be destroyed after 5 years. There is no risk involved in participating in this study except the time that will be needed to fill in the questionnaire. There will be no benefits that will be given to the participants

The results of the study will help us to understand the relationship between the parenting styles and adolescents’ attitudes towards sexual debut and which among these parenting styles (authoritative, authoritarian and permissive) can encourage adolescents to delay sexual activities. The participation of your child will be voluntary and they will be free to withdraw from participation without the fear of undesirable consequences. I will not disclose any information that may lead to the identification of the participant.

Thank you for your permission and support. I will like you to sign below if you grant the permission.

.....

Signature

.....

date

My contact details and of my supervisor are as follow. You can contact us for any enquires and clarity.

Researcher

Samkelisiwe Luthuli
Masters Research Student
University of KwaZulu-Natal,
Howard College Campus
Durban
4001
Email: 210500269@stu.ukzn.ac.za
Cell: 078 237 6623

Supervisor

Mr Mthokozisi Hlengwa
Lecture
University of KwaZulu-Natal,
School of Applied Human
Sciences |Psychology Discipline
Durban
4001
Email: Hlengwam1@ukzn.ac.za
Phone : 031 260 7982

Research office

Mrs Mariette Snyman
Enquires /administrator
Email: snymanm@ukzn.ac.za
Phone: 0312608350

ISICELO SEMVUME KUBAZALI BABANTWANA

Igama lami nginguSamkelisiwe Luthuli, Ngenza iziqu zeMaster of Social Science enyuvesi yakwaZulu Natali (Howard College). Imininingwane yami iyatholakala ekugcineni kwalelikhasi. Ngenza ucwaningo lapho “ngiphenya umthelela wendlela okukhuliswa ngayo abantwana endleleni abacabanga ngayo ngokuqala izinto eziphathelele nezocansi”. Ngizokhuluma nedlanzana labantwana bamantombazane nabafana, ngibacela ukuba baphendule imibuzo emayelana nalolu cwaningo. Umntwana wakho uqokiwe ukuba abe yinxenye yalolu cwaningo ngoba uyintsha esakhula nesezingeni lemfundo ephezulu, ngakho uzokwazi ukusilekelela ngombono kanye nesimo sakhe mayelana nesihloko salolu cwaningo.

Njalo uma kweziwa ucwaningo oluthinta abantwana, kuye kubaluleke ukuba kutholakale imvume kubazali/ umbheki womntwana kuqala. Uma usuthole konke ukuchazeleleka ngalolu cwaningo futhi wavuma, Ngizothanda ukuthola imvume yendodakazi noma indodana yakho ukuba ibe yinxenye yocwaningo.

Inhloso yalolu cwaningo ukuthi sihlaziye umthelela wezindlela zokukhuliswa kwabantwana (okungaba ukuqinisa umthetho/ ukuba uNdlovukayiphikiswa, ukuqinisa umthetho kodwa uvumele ingane ibe novo, okanye ukungabi namthetho/ukuba umzali onesandla esithambile) ezinganeni ezisesigabeni sokuthomba, kulandele imibono yazo ekuzibandakanyeni okokuqala nezinto ezithinta ezocansi. Kulolu cwaningo umntwana wakho nabanye ontanga bakhe bazocelwa ukuba bagcwalise ihlolombuzo ekhuluma ngendlela abakhuliswa ngayo abazali, Kanye nemibono yabo mekuziwa ekuqaleni izinto eziphathelele nezocansi. Imibuzo izothatha imizuzu engamashumi amathathu ukuyiphendula. Amagama abantwana nabazali angeke asetshenziswe. Lonke ulwazi oluzotholakala kulolu cwaningo luzogcinwa luyimfihlo. Imibuzo ephenduliwe izogcinwa ngokucophelela umeluleki wami ngakho akekho ozoba nemvume yokuyifunda. Izoshiswa emva kweminyaka emihlanu. Abukho ubungozi ekubeni inxenye yalolu cwaningo ngaphandle kwesikhathi esizodingeka ukugcwalisa ihlolombuzo. Ayikho imivuzo ezonikezwa abantwana.

Imiphumela yalolu cwaningo izosisiza ukuqonda kabanzi ubudlelwano phakathi kwezindlela zokukhuliswa kwabantwana Kanye nemibono yabo ekuqaleni ezocansi nokuthi iyiphi indlela phakathi kwalezi ezintathu (okungaba ukuqinisa umthetho/ ukuba uNdlovukayiphikiswa, ukuqinisa umthetho kodwa uvumele ingane ibe novo, okanye ukungabi namthetho/ umzali onesandla esithambile) engaguqguzela abantwana ukuba bazigcine. Ukuba yinxenye komntwana wakho kuzobe kusuka othandweni futhi uvumelekile ukuhoxa phakathi nocwaningo ngaphandle kokuquliswa. Ngeke ngisebenzise imininingwane engadala ukuthi kukhombeke umntwana.

Ngiyabonga kakhulu ngemvume yakho nokungeseka. ngizocela ukuba usayine ngezansi uma unginika imvume.

.....

.....

Sayina

usuku

Imininingwane yami neyomsizi wami iyalandela, ungasithinta uma kukhona ofuna ukucaciseleka kuko.

Researcher

Samkelisiwe Luthuli
Masters Research Student
University of KwaZulu-Natal,
Howard College Campus
Durban
4001
Email: 210500269@stu.ukzn.ac.za
Cell: 078 237 6623

Supervisor

Mr Mthokozisi Hlengwa
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University of KwaZulu-Natal,
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4001
Email: Hlengwam1@ukzn.ac.za
Phone : 031 260 7982

Research office

Mrs Mariette Snyman
Enquires /administrator
Email: snymanm@ukzn.ac.za
Phone: 0312608350

Appendix 5: informed consent for the participants

Dear Learner

My name is Samkelisiwe Luthuli; I am currently studying for a Masters of Social Science degree at the University of KwaZulu Natal (Howard College Campus). My contact details are [210500269@stu.ukzn.ac.za, 0782376623] or [Hlengwam1@ukzn.ac.za, 031 260 7982].

You are being invited to consider participating in a study that involves research on: “The relationship between child rearing practices and adolescents’ attitudes towards sexual debut”. The purpose of this research is to examine the relationship between child rearing practices and adolescents’ attitudes towards sexual debut and to see which among these parenting styles (Authoritative, Authoritarian and permissive) predict initiation of sexual debut. The study is expected to enroll 150 learners, 75 learners per school, from two high schools at Inanda Newtown A, who are in grade 8, 9 and 10. The study will involve filling in of a questionnaire with the questions that ask about your perceptions of your parents’ parenting style and your attitudes towards sexual debut. The questionnaire will take about 30 minutes to complete. It will be filled in your classroom with the assistance of the researcher and research assistant.

There is no risk involved in participating in this study except the time that will be needed to fill in the questionnaire. We hope that the study will help us to understand the relationship between the parenting styles and adolescents’ attitudes towards sexual debut and which among these parenting styles (authoritative, Authoritarian and permissive) contribute to the initiation of sexual debut.

This study has been ethically reviewed and approved by the UKZN humanities and Social Sciences Research Ethics Committee (Approval number: HSS/ 1299/015M)

In the event of any problems or questions you may contact the researcher at [210500269@stu.ukzn.ac.za, 0782376623] or my supervisor [Hlengwam1@ukzn.ac.za, 0312607982]. The UKZN Humanities & Social Sciences Research ethics Committee, contact details are as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

kwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557. Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

The participation in this research is voluntary and participants will be free to withdraw at any point in time without any incur penalty. There will be no benefits given to the participants for participating in the study.

I will not disclose any information that may lead to the identification of the participant. Pseudo names such as participant 1, 2 etc will be used in the final report. The filled questionnaires will be kept safely by my supervisor in a closed cupboard and no one will access them and they will be destroyed after 5 years.

INFORMED CONSENT

Ihave been informed about the study entitled “The relationship between the child rearing practises and adolescents’ attitudes towards sexual debut” by Samkelisiwe Luthuli.

I understand the purpose and procedures of the study. I have been given an opportunity to ask questions about the study and had received answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without any incur penalty.

If I have any queries related to the study I understand that I may contact the researcher at [210500269@stu.ukzn.ac.za, 0782376623].

If I have any concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 – Fax: 27 31 2604609

Email: HSSREC@Ukzn.ac.za

Signature of participant

Signature of Witness

Date

Date

Appendix 6: Biographical Questionnaire

Section A

Biographical data sheet

INSTRUCTIONS: (Please answer the following questions by marking the appropriate boxes)

1. Gender

Female	
Male	

2. Age

13years	
14years	
15years	
16years	
17years	

3. Are you raised by:

Both parents	
Single mother	
Single father	
Legal guardian	

4. Are the parents employed?

Yes	
No	

5. If yes what type of employment

.....

6. Number of family members that are staying at your home.

1-5	
6-10	
11-15	

Appendix 7: Parenting Styles & Dimensions Questionnaire (PSDQ)

Section B

PARENTING STYLES & DIMENSIONS QUESTIONNAIRE (PSDQ)

Directions:

This questionnaire is designed to measure *how often* your parent/s exhibits certain behaviours towards you.

Please read each item on the questionnaire and think about *how often* your parent/s exhibit this behaviour and place your answer by circling the number below each item.

REMEMBER: Make ratings for each item

1 = Never 2 = Once In a while 3 = About Half of the Time 4 = Very Often 5 = Always

1. My parents are quick to respond to my feelings and needs.

1	2	3	4	5
---	---	---	---	---

2. My parents take my desires into account before asking me to do something.

1	2	3	4	5
---	---	---	---	---

3. My parents explain to me how they feel about my good and bad behaviour.

1	2	3	4	5
---	---	---	---	---

4. My parents encourage me to talk about my troubles.

1	2	3	4	5
---	---	---	---	---

5. My parents encourage me to freely express myself even when disagreeing with them.

1	2	3	4	5
---	---	---	---	---

6. My parents give comfort and understanding when I am upset.

1	2	3	4	5
---	---	---	---	---

7. My parents give praise when I am doing well.

1	2	3	4	5
---	---	---	---	---

8. My parents take into account my preferences in making plans for the family.

1	2	3	4	5
---	---	---	---	---

9. My parents show respect for my opinions by encouraging me to express them.

1	2	3	4	5
---	---	---	---	---

10. My parents allow me to give input into family rules.

1	2	3	4	5
---	---	---	---	---

11. My parents have warm and intimate times together with me.

1	2	3	4	5
---	---	---	---	---

12. My parents give me reasons why rules should be obeyed.

1	2	3	4	5
---	---	---	---	---

13. My parents help me to understand the impact of behaviour by encouraging me to talk about the consequences of my own actions.

1	2	3	4	5
---	---	---	---	---

14. My parents explain the consequences of my behaviour.

1	2	3	4	5
---	---	---	---	---

15. My parents use physical punishment as a way of disciplining me.

1	2	3	4	5
---	---	---	---	---

16. My parents explode in anger towards me.

1	2	3	4	5
---	---	---	---	---

17. My parents scold and criticize to make me improve.

1	2	3	4	5
---	---	---	---	---

18. My parents use threats as punishment with little or no justification.

1	2	3	4	5
---	---	---	---	---

19. My parents scold or criticize when my behaviour doesn't meet their expectations.

1	2	3	4	5
---	---	---	---	---

20. My parents slap me when I misbehave.

1	2	3	4	5
---	---	---	---	---

21. When I ask why I have to conform, they state because I said so, or I am your parent and I want you to.

1	2	3	4	5
---	---	---	---	---

22. My parents punishes by taking privileges away from me with little if any explanations.

1	2	3	4	5
---	---	---	---	---

23. My parents yell or shout when I misbehave.

1	2	3	4	5
---	---	---	---	---

24. My parents state punishments to me and does not actually do them.

1	2	3	4	5
---	---	---	---	---

25. My parents spoil me.

1	2	3	4	5
---	---	---	---	---

26. My parents find it difficult to discipline me.

1	2	3	4	5
---	---	---	---	---

27. My parent/s ignore my bad behaviour.

1	2	3	4	5
---	---	---	---	---

Appendix 8: Attitudes towards sexual debut questionnaire

Section C

Directions:

This questionnaire is designed to measure your perceptions and attitudes about sex and pregnancy.

Please read each item on the questionnaire and rate your attitudes. Place your answer by circling the number below each item.

REMEMBER: Make ratings for each item

1-strongly disagree 2-disagree 3-neither agree nor disagree 4-agree 5-strongly agree

1. If you had sexual intercourse, it would relax you.

1	2	3	4	5
---	---	---	---	---

2. If you had sexual intercourse, it would make you more attractive to the opposite sex.

1	2	3	4	5
---	---	---	---	---

3. If you had sexual intercourse, you would feel less lonely.

1	2	3	4	5
---	---	---	---	---

4. If you had sexual intercourse, it would give you a great deal of physical pleasure.

1	2	3	4	5
---	---	---	---	---

5. If you had sexual intercourse, your friends would respect you more.

1	2	3	4	5
---	---	---	---	---

6. It wouldn't be all that bad if you got pregnant or got someone pregnant at this time in your life.

1	2	3	4	5
---	---	---	---	---

7. Getting pregnant or getting someone pregnant at this time in your life is one of the worst things that could happen to you.

1	2	3	4	5
---	---	---	---	---

8. If you got pregnant or got someone pregnant, it would be embarrassing for you.

1	2	3	4	5
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9. If you got pregnant or got someone pregnant, it would be embarrassing for your family.

1	2	3	4	5
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10. If you had sexual intercourse, afterward, you would feel guilty.

1	2	3	4	5
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11. If you had sexual intercourse, your partner would lose respect for you.

1	2	3	4	5
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12. If you had sexual intercourse, it would upset your mother.

1	2	3	4	5
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