

Parenting Styles, Parental Monitoring and Adolescents' Risky Sexual Behavior

By

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***Declaration***

I, Alawiya Ahmed, declare that this dissertation is my original work and that it has never been submitted to any institution of higher learning for an academic award.

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Date: .....*19<sup>th</sup> / 10 / 2018*.....

*Approval*

This dissertation on the study titled parenting styles, parental monitoring and adolescents risky sexual behavior has been submitted with my approval as supervisor.

Signed..........

Date.....19/10/18.....

Dr. Karugahe Wilber.

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### *Dedication*

This work is dedicated to my late uncle, Mr. Mustapha Ramathan, for his financial and moral support, to my children, Sophie and Janat, for their patience while I pursued this course.

### *Acknowledgement*

Several people have supported me directly or indirectly during this research project. It is not possible to mention all but I extend my sincere appreciation to them all. Special and sincere thanks go to my supervisor, Dr. Janet Nambi, for her guidance, constructive critique and advice while I pursued this research study.

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*Abbreviations*

HIV	Human Immunodeficiency Virus
AIDS	Acquired Immunodeficiency Syndrome
STDs	Sexually Transmitted Diseases
STIs	Sexually Transmitted Infections
USE	Universal Secondary Education
NPHC	National Population and Housing Census
CVR	Content Validity Ratio
PSDQ	Parenting Styles and Dimensions Questionnaire
SPSS	Statistical Package for Social Scientists
ANOVA	Analysis of Variance
HSD	Honest Significant Difference

### *Operational Definitions*

Parent	Is a caregiver who may be real parents, relatives, guardians or whoever is in the adolescent's life that looks after him or her.
Parenting	Is a process of raising a child which involves promoting and supporting the physical, emotional, social and intellectual development of the child from childhood to adulthood by biological or non-biological care giver
Parenting styles	Is the emotional climate in which parents raise their children. It is also a type of behavior that is highly correlated or associated with a specific kind of parenting.
Parental monitoring	Is perceived parents' knowledge of the adolescent's whereabouts friends and activities they engage in
Authoritarian parenting	Parents are not warm, are very controlling, and have low responsiveness, set strict rules and high expectations of their children yet do little in terms of nurturance
Authoritative parenting	Parents are warm and responsive, are supportive and loving, set high standards and clear rules, and engage in discussions with their children, although ultimate decision making lies with the parent.
Permissive parenting	Parents are warm with high responsiveness but have low demands, tend to be very loving, set few guidelines and rules which they do not follow through, and they seem more like friends than parental figure.
Neglectful parenting	Parents are not warm, lack responsiveness to their children's needs, make no demands of them and are often not interested in parenting and thus are uninvolved.
Adolescent risky sexual behavior	Is the frequency with which the adolescent gets involved in sexual activities, number of sexual partners and unprotected sex
Adolescent	Is a person aged between 10-19 years, who is undergoing a period of physical, psychological and social transition from childhood to adult hood.
ANOVA	Is an instrument used to determine statistically significant differences between the means of three or more independent

One way ANOVA	(un related) groups Is a method which compares the means between the groups being investigated and determines if any of those means are statistically significantly different from each other.
Two way ANOVA	It is an instrument that examines the influence of two different categorical independent variables on one continuous dependent variable. It is an extension of one way ANOVA
Tukey's HSD	It is a single-step multiple comparison procedure and statistical test used as a follow up to ANOVA. ANOVA test provides results that are significant overall while Tukey's HSD shows where those differences lie

### *Abstract*

The study investigated the relationships between parenting styles, parental monitoring and adolescents 'risky sexual behavior of 300 secondary school adolescents of senior four to six of 2016 in Rubaga Division, Kampala district, aged 16to19 years.

A cross sectional study design using quantitative approach was adopted. Simple random sampling technique was used to give every adolescent an opportunity to participate in this study. Primary data was collected using questionnaire that comprised of scales to measure parenting styles, parental monitoring and adolescent risky sexual behavior, supplemented by secondary data. Three Hypotheses were tested using one-way ANOVA, Spearman rank order correlation coefficient and two-way ANOVA. The findings showed significant differences in adolescent risky sexual behavior according to the different parenting styles, a strong negative relationship between perceived parental monitoring and adolescent risky sexual behavior ( $\rho=-.764$ ) and a significant combined effect between perceived parenting styles, perceived parental monitoring and adolescent risky sexual behavior. The study recommended that parenting styles and parental monitoring should be emphasized and used by parents to control the activities of their children whether at home or at school.

## Chapter One

### Introduction

#### *Background of the Study*

Adolescence is the age bracket between 10-19 years - a developmental period characterized by rapid physical, psychological, social/cultural, and cognitive changes (Santrock, 2000). In this study, secondary school starting age (years) in Uganda was last measured at 13 in 2014, according to the World Bank (2014), however the adolescents this study targeted were those in senior four to six of 2016 in Rubaga division, aged 16-19 years because schools begin socializing students at the age of 16 years when they are in senior four. Although many adolescents navigate the sometimes turbulent course from childhood to adulthood to become productive and healthy adults, there is growing concern that far too many others may not achieve their full potential. Adolescence, unfortunately, is also a period fraught with many threats to the health and well-being of adolescent Koller et al. (2009).

In Uganda, there have been indications in recent years that secondary school adolescent sexual behavior is becoming more risky Nambatya, Kobwemi, Kateeba and Nalugo, (2011). The initiation of sexual activity starts as early as 10-14 years of age with a mean of 15 years Kibombo, Neema and Ahmed, (2007). National statistics indicate increasing trends of multiple sexual partners among secondary school adolescents and an increased proportion of secondary school adolescents who are sexually active in risky behavior (Singh & Rogers, 2003). In their study, Twa-Twa, Oketcho, Siziya and Muula (2008) found that 11.3% (14.9% of male, and 7.9% of female) in-school adolescents reported having had sexual intercourse within 12 months prior to the survey. A minority (39.1%) reported having had a single sex partner while 60.9% reported having more than one sex partner. Prevalence of condom use at last sexual intercourse was 77.3%. Thus,



many Uganda secondary school adolescents today, and perhaps increasing numbers in the years to come, are at risk for adverse outcomes stemming from their risky sexual behavior such as teenage pregnancy and Sexually Transmitted Diseases (STDs), to name but a few Nambatya, Kobwemi, Kateeba and Nalugo,( 2011).

According to Kagolo, Ariba & Sande (2013), Businge, who heads Kawaala Health Centre III in Rubaga Division, Kampala, revealed that between six to seven out of 10 adolescents, who visit the clinic, had sexually transmitted diseases. Although young people are now starting sexual activity at a later age than in the past, the age at sexual initiation is still early Kibombo, Neema and Ahmed,( 2007). Fourteen percent of both boys and girls aged 15–24 reported they had had sex before age 15, and 63% of girls and 47% of young boys had had sex before the age of 18.4. Even if young people 15-19 were the most likely age group to have used a condom at last sex (27% of girls and 47% of boys), this percentage is still low. Their increased vulnerability to HIV infection is still compounded by the fact that most sexual encounters are without the benefit of consistent and correct condom use. Furthermore, among girls who had sex in the last 12 months, 7.6% (15-19) and 3.8% (20-24) years had 2 or more sexual partners Kibombo, Neema and Ahmed,( 2007).

Although a myriad of diverse factors associated with adolescents' risk behaviors have been identified Terzian, Andrews and Moore,( 2011), there is emerging interest in understanding the impact of parental influence on adolescents' risky sexual behavior Somers and Wafa,( 2011). Parental influence is not a unitary dimension, rather, it is a multidimensional construct comprised of heterogeneous psychological and social factors. Factors, such as family connectedness, parent-adolescent communication, parental monitoring, parental modeling and parenting style, have been identified as influencing adolescents' sexual behavior DeVore and Ginsburg,( 2005). Studies have shown that the

quality of parental communication, parental monitoring and parenting style adolescents receive appear to be strong determinants of adolescent sexual behavior Blake, Simkin, Ledsky, Perkins and Calabrese,( 2001).

Miller and colleagues (1998) reckon that parents are in a unique position to help socialize adolescents into healthy sexual adults, by providing accurate information about sex and by fostering responsible sexual decision making skills. Parents can tailor the presentation of information to be consistent with their own values and relevant to the life circumstances (social and familial context) of the adolescent Jaccard, Dodge and Dittus, (2002). This is supported by observations made by Huberman (2002) that when parents approach their role as sex educators in positive, affirmative ways, young people are better able to make healthy sexual decisions and to build loving relationships. Parental monitoring (attention, tracking, and structuring contexts) have also been found to affect adolescent risk sexual behavior. Research has suggested that open lines of communication and knowledge of an adolescent's whereabouts (i.e., parental monitoring) are important in reducing high-risk behaviors Borawski, Ievers-Landis, Lovegreen and Trapl,( 2003). However, in Uganda, the problem of declining parental influence on their children is increasing Neema and Bataringaya, (2000), Muyinda, Kengeya and Pool,( 2001). For example, in Bastien, Kajula and Muhwezi's (2011) study, adolescents reported moderate to high levels of parental monitoring and low levels of parent-child communication about sexual matters. There has been a tendency of parents reducing their influence on adolescents as they grow Neema, Musisi and Kibombo,( 2004).

It has been revealed that over 97 percent of Ugandan children lack the adequate parental care necessary Eremu( 2000). According to Atwikirize (2011), this finding was consistent with Rutare's report (1999) that revealed that adolescents are struggling to find their identity apart from their parents. Rutare found that Ugandan society is undergoing a

lot of changes and the parenting methods that worked half a century ago may not be applicable today. There is a transition between traditional parenting practices and the western parenting styles and there is no clear cut pattern today. The adjustments involved in a changing society have not taken place; hence, changes in the parenting styles and monitoring like housemaids substituting as mothers seem to have had effects on the adolescents' sexual behavior.

Katwesigye (2000) summarized the current crisis in the parent responsibilities towards their children by lamenting that today's youth are a generation with no umbilical cord. His cry is for parents to be more responsible, for they have abandoned their children to housemaids, they are not good role models and they have not built their children's confidence. The cry for parenting school indicates that the traditional parenting styles and monitoring have faced turmoil and are not adaptive anymore (Lwanga, 2000). In Uganda, most parents lately have left all their parenting roles to the school and peers. Thus, there was need to investigate whether parental influence was related to secondary school adolescent risky sexual behavior in Uganda.

#### *Statement of the Problem*

Risky sexual behavior among secondary school adolescents is a major public health, economic and social problem to the secondary school adolescents themselves, their family and the nation at large. The percentage of secondary school adolescents engaging in risky sexual behavior is increasing (Singh and Rogers, (2003)). At the same time, parental influence in the form of parenting style and parental monitoring among adolescents has been reported to be declining (Neema and Bataringaya, (2000), Muyinda, Kengeya and Pool, (2001)). Poor parenting style and parental monitoring among adolescents is likely to contribute to secondary school adolescents' engagement in more risky sexual behavior and therefore running high risk of acquiring sexually transmitted

infections (STIs), including HIV, but also for girls, teen pregnancy with all its implications of dropping out of school and stigmatization that goes with premarital pregnancy. However, if the situation is not controlled or no intervention is made, there is likely to be danger of a high rate of population growth due to high birth rate, unwanted children and juveniles who may not be psychologically well adjusted and sometimes death due to malnutrition and diseases. In addition, there is likely to be high illiteracy, high crime rate and high dependency burden due to increased birth rate and school dropouts leading to alcohol and drug abuse including suicidal tendencies owing to frustration.

#### *Purpose of the Study*

The purpose of this study was to examine the relationship between parenting styles, parental monitoring and how they affect secondary school adolescent risky sexual behavior in Rubaga division, Kampala district.

#### *Objectives*

The objectives of the study were:

1. To investigate whether parenting styles affects adolescents' risky sexual behavior.
2. To establish the effect of parental monitoring on secondary school adolescent risky sexual behavior.
3. To investigate the combined effect of parenting style and monitoring on adolescent risky sexual behavior.

#### *Scope of the Study*

*Geographical scope:* This study was carried out in Rubaga division, Kampala district. It is one of the five divisions that make up Kampala district, In addition to Kampala central, Nakawa, Makindye and Kawempe division. Rubaga division has a population of 384,386 persons NPHC(2014) although by 2018, It was estimated to have

approximately 414,750 people, Dennis Obbo (2014). The division is situated West of Kampala city, and located 00 18N, 32 33E (Latitude 0.3029, Longitude 32.5529). It borders with Wakiso district in the west and south of the division, Kampala central division in the east and Kawempe in the north. Administratively, Rubaga division comprises of 13 parishes with 897 villages, and with unequal number of informal settlements in each parish. The parishes are; Busega, Kabowa, Kasubi, Luby, Lungujja, Mutundwe, Najjanankumbi I, Najjanankumbi II, Nakulabye, Namirembe, Natete, Ndeeba and Rubaga. The division has 41 secondary schools located in the thirteen (13) parishes (Table 1). Some of the schools are boarding, while others are day schools. Others are mixed and others are single gender schools. However, although Rubaga division has access to education through government programs such as universal secondary education (USE), aimed at providing secondary school education for all and in every parish, most of the education facilities are owned and run by private individuals, with government providing the supervisory role through ministry of education and sports (Dennis Obbo,2014).

*Content Scope:* The study focused on whether parenting styles affects adolescent risky sexual behavior, the effects of parental monitoring on secondary school adolescents risky sexual behavior and investigated the combined effect of parenting style and monitoring on adolescent risky sexual behavior.

*Time Scope:* Adolescents of senior four to six of 2016 in Rubaga division, Kampala district participated in the study. The study covered the period 1986-2018.

#### *Justification of the Study*

The researcher was motivated to carry out the study due to several research studies below that have been conducted in relation to the topic; Ugoji and Ebebuwa (2015), Biddlecom et.al (2009), Oluyemi et.al (2017), Biddlecom et.al (2007), Kibombo, Neema and Ahmed

(2007), Okhakhume (2014), but there was limited or scanty research study evidenced and conducted on parenting styles, parental monitoring and adolescents' risky behavior in Rubaga division, Kampala district. While Ugoji and Ebenuwa (2015), examined parenting styles, peer group influence as correlates of risky sexual behavior among undergraduate adolescent students in Delta state University, Abraka, and analyzed effect of parenting styles on adolescent risky sexual behavior and whether peer group influence were significantly related to adolescent involvement in risky sexual behavior; Biddlecom et.al (2009), in their journal of peer reviewed research, concentrated on the role of parents on adolescent sexual and contraceptive use in Burkina Faso, Ghana, Malawi and Uganda. Kibombo, Neema and Ahmed (2007) in their African journal of reproductive health, focused on perceptions of risk to HIV infection among adolescents in Uganda and investigated whether they are related to sexual behavior. Biddlecom et.al (2007) discussed the role of family environment in adolescent sexual activity in Ghana, Burkina Faso, Malawi and Uganda where they found out that unmarried adolescents report high levels of parental monitoring in contrast to parental communication. Oluyemi et.al (2017) on the other hand dealt with parental influence on secondary school adolescent sexual behavior in Ogbomoso, in south west Nigeria where they investigated the influence of parental communication and parental monitoring on adolescent sexual behavior. Okhakhume (2014) investigated the influence of self-esteem, parenting style and parental monitoring on sexual risk behaviors of adolescents in Ibadan and found out that adolescents with low self-esteem significantly reported higher risk sexual behavior than those with high self-esteem, while adolescents with low parental monitoring significantly reported higher risk sexual behavior than those with high parental monitoring. Additionally, the results also indicated that adolescents with low authoritative parenting style significantly reported higher risky sexual behavior than those with high authoritative

parenting style. Authoritarian parenting style had no significant effect on adolescent risk sexual behavior, while adolescents with high permissive parenting style significantly reported higher risk sexual behavior than those with low permissive parenting style and that self-esteem, parental monitoring and parenting style jointly predicted adolescent risk sexual behavior. However, although some aspects of parenting styles, parental monitoring and communication and adolescents' risk sexual behavior were reported in the above studies, the current study focused on parenting styles, parental monitoring and adolescents' risk sexual behavior in Rubaga division, Kampala district. This final report will be an important document highlighting the importance of parental influence in shaping behavior of adolescents.

### *Significance*

The findings from this study are intended to create awareness among parents about the extent to which parenting styles and parental monitoring influence adolescents' sexual behavior. Gaps in the parental influence may also be identified.

Results may provide information to parents, counselors, advocacy groups, and policy makers about the magnitude of adolescent risky sexual behavior. This may help to lay strategies on how to introduce both prevention and intervention measures against this behavior, which may help guide on how parents may positively influence their adolescents and thus curber their involvement in risky sexual behavior.

This study may help to create awareness among parents on how they are perceived, which may motivate them to get actively involved in the issues to do with children's sexual behavior. This may also lead to a closer relationship between parents and children, as well as helping the children avoid sexual risky behavior.

From the findings, researchers may realize that adolescent risky sexual behavior is still an area that needs continuous research because times keep changing. Other factors

that influence behavior, such as the media, peer pressure, culture, and family values change, too.

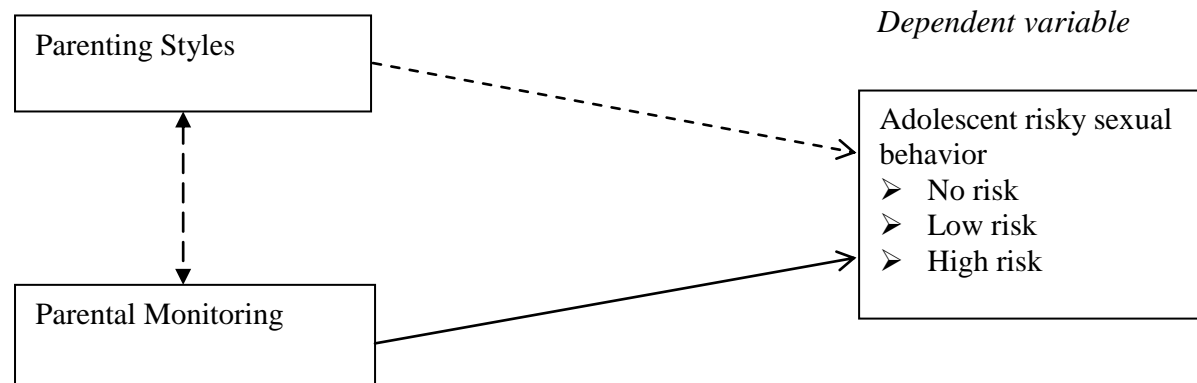
Findings may help the academicians enrich their knowledge about how parenting styles and parental monitoring are related to secondary school adolescents' risky sexual behavior. This knowledge may be used in their various professions.



### *Conceptual Framework*

Parenting styles and parental monitoring are the independent variables while adolescents' risky sexual behavior is the dependent variable.

#### *Independent variable*



*Figure 1: Parenting styles, parental monitoring, and adolescent risky sexual behavior.*

In Figure 1, changes in parenting styles and parental monitoring may be related to adolescent risky sexual behavior. That is, permissive parenting styles and neglectful parenting styles may be related to more involvement in adolescent risky sexual behavior. Authoritarian parenting styles and authoritative parenting styles may be related to less involvement in adolescent risky sexual behavior. In addition, poor parental monitoring may be related to more involvement in adolescent risky sexual behavior. Likewise, better parental monitoring may be related to less involvement in adolescent risky sexual behavior. On the other hand, adolescent's risky sexual behavior may be increased or reduced because of the interaction effect between perceived parenting styles and parental monitoring.

## Chapter Two

### Literature Review

#### *Introduction*

This chapter reviews literature on parenting styles and parental monitoring in relation to adolescent risky sexual behavior. The first section is the theoretical review. The second section is a literature review of adolescence as a development phase and parenting styles and parental monitoring. The other sections are reviewed according to the objectives of the study.

#### *Theoretical Review*

Several theories have been proposed to explain the psychological significance of parent influence on their children's relationships and why they are strongly linked with children's behavior O'Connor and Scott, (2007). One of the theories that can be used in this study to explain how parenting styles and monitoring relate to adolescents' sexual risk behavior is the social learning theory. Broadly put, social learning theory argues that children's real-life experiences and exposures directly or indirectly shape their behavior. Some advocates consider the cognitive or 'mindful' processes that underlie the parent's behavior and its effects on children O'Connor and Scott,( 2007). Whether the assessment and conceptual focus is on behavior or cognitions, the theory suggests that children learn strategies about managing their behavior not only from their experiences, but also from the way others responded to their own reactions. For the children, the primary source of these experiences is in the context of the parent-child relationship and the family environment.

Given its historical emphasis on altering negative behavior in children, models of parenting based on social learning theory have tended to put emphasis on parental coercion and consistent discipline. However, more theorists have incorporated positive

dimensions of parenting as a way of promoting child positive behavior and affect, improving the pleasurable nature of parents' and children's interactions with one another Bakermans-Kranenburg, van IJzendoorn and Juffer,( 2003).

Another theory that can be used in this study to explain how parenting styles and monitoring relate to adolescents' sexual risk behavior is the attachment theory. Attachment theory largely arose from the work of John Bowlby and Mary Ainsworth in the second half of the twentieth century and Boutelle, Eisenberg, Gregory, and Neumark-Sztainer,( 2009). Attachment theory is concerned with fundamental issues of safety and protection; in psychological terms, it focuses on the extent to which parent-child relationship provides the child with protection against harm and with a sense of emotional security Cicchetti, Rogosch and Toth, (2000); Bakermans-Kranenburg, van IJzendoorn and Juffer, (2003).

According to this perspective, young children develop perceptions of how reliable an attachment figure generally is, and how likely the child is to inspire their attachment figure to respond. Throughout their life, an individual's attachment style has implications for their fundamental beliefs regarding how trustworthy other people are, as well as how worthy of love they are Cassidy, (2001). From the perspective of attachment theory, relationships with attachment figures remain one of the most influential factors in nearly every aspect of a person's life into adolescence and beyond Laible, Carlo, and Roesch, (2004), Parker and Benson,( 2004); Simons, Paternite, and Shore,( 2001). This process has implications for the adolescent's successful passage into adulthood and avoidance of negative outcomes, including engagement in risky behaviors Pace and Zappulla,( 2011), Brown and Rinelli, (2010), Higgins, Jennings, and Mahoney,( 2010), Boutelle, Eisenberg, Gregory, and Neumark-Sztainer,( 2009).

### *Adolescence as a Development Phase*

The term adolescence is commonly understood to define the period of life between childhood and adulthood Kaplan,( 2004), p. 1). This time frame, however, not only describes a very diverse reality, but adolescence varies considerably across cultures, over time, and within individuals.

Therefore, one developmental term or stage marked “adolescence” clearly fails to provide the best frame of reference for this diversely experienced developmental period of life. Western culture, for example, defines adolescence as the period from puberty to age 18 or 21, but African traditional cultures tend to mark the beginning of adulthood with rites of passage often following the onset of puberty. These rites mark the end of an individual’s childhood and his or her acceptance into adult society. The Uganda Ministry of Health (2000) defines the term "adolescents" to refer to those aged between 10 and 19. The Uganda Ministry of Health (2000) explains that adolescence is a period of physical, psychological and social transition from childhood. In Uganda, adolescence is a life period of experimentation and frequent risk taking Neema, Musisi and Kibombo,( 2004).

Likewise, adolescence has not always lasted until age 18 or 21. For example, prior to the Industrial Revolution, the family functioned as an inclusive unit; thus, the transition from childhood to adulthood was relatively short. As children performed adult tasks, they became adults as early as age 13 ,Sisson, Herson, and Van Hasselt, (1987). Last, among teens themselves, adolescence is experienced differently by individuals of the same biological age. Experiences and physical maturation are not the same for all teens. The age of onset of puberty, the rate of development, and the expression of such development differs among different teenagers Kaplan,( 2004), making even the physical marks of adolescence vague and misleading. The concept of adolescence and the term teenagers

seem to have originated within Western culture. The transitional period as described by Kaplan (2004), p. 1 varies by society and culture.

### *Parenting Styles and Parental Monitoring*

In line with previous researchers including Michiko (2011) and Okhakume (2014) who studied parenting styles and parental monitoring as two separate concepts, this study adopts the same approach. Thus, parenting styles and parental monitoring were considered as two separate variables or concepts and the differences between them are discussed below.

Parental monitoring is a specific action or practice parents employ in their parenting McCoby and Martin, ( 1983). Baumrind (1991) categorized four patterns of parenting styles according to two types of parenting behavior namely; demandingness (control) which is the extent parents manage their children's behavior from being very controlling to setting a few rules and demands, and responsiveness (warmth) which is the degree to which parents are warm, accepting and sensitive or responsive to their children's emotional development needs. While there is no uniform definition of parental monitoring, Dishion and McMahon (1998) maintain that it involves adolescents' parental awareness, watchfulness and supervision of adolescent activities at home, in school and with friends, and communication to the adolescent that the parent is concerned about and aware of those activities. It also refers to adolescents' perception of their parents' knowledge about whom they are with and where they are spending their time when they are not home or attending schools Jacobson and Crockett (2000). Although parenting style largely determines the kind of environment a child is raised in, how a child turns out or the child's outcomes may be determined by differences in cultural and ethnic contexts, child temperament and parenting practices such as being supportive, behavioral monitoring and communication. Therefore, parents using same parenting style may have

different child outcomes in different areas such as academic achievement, social skills and sexual health due to utilizing different parental practices such as parental monitoring. (McCoby and Martin, 1983). In several studies, poor parental monitoring and supervision of child and adolescent activities has been demonstrated to predict adolescent risk sexual behavior. Monitoring was also found to mediate other family effects. Low levels of parent support were indirectly related to increasing adolescent risk sexual behavior through poor parental monitoring (Cecilia and Essau, 2008). Children who are reared in a supportive, nurturing environment such as under authoritative parenting were likely to be more receptive to parental monitoring and in turn were less likely to engage in risk behaviors during adolescence, poor parental monitoring may also be an important risk factor for the development of adolescent risk behavior. Monitoring also was found to interplay with other family, peer and socio-demographic risk factors in the development of risk behavior. Even under authoritative and authoritarian parenting, in extreme cases of low parental monitoring, extreme risk behaviors may emerge. In a study that was conducted among teens, where parental oversight of teens was lax, permitting them to gather unsupervised and model sexual acts that they simultaneously viewed on cable television programs, the teens were motivated to engage in these acts to gain favor with each other (Lori and Blair, 2003). In another study which investigated the intention to use monitoring systems with responsiveness and control as forms of parenting behavior, findings revealed that parenting styles was a predictor of parental monitoring. Adolescents' perceived parental control being the most significant predictor of parents' intention to use parental monitoring and adolescents' perceived parental responsiveness being their intention to respond to parental monitoring. Therefore, it was clear that parenting style was differently affected by parental monitoring. The significant predictor/difference in parents' intention to use parental monitoring was their tendency to

control and that of adolescents' receptiveness to parental monitoring was their responsiveness, Michiko, (2011) thus control was adolescents' perceived parents' awareness or knowledge of his/her whereabouts so as to make him behave, while responsiveness was adolescents' receptiveness (being sensitive) to use the perceived monitoring by parent to behave. Parent support, closeness, warmth have been linked with delayed age of sexual initiation, greater condom use and fewer partners among adolescents, (Gillmore et.al, 2011) while increased parental monitoring is linked with adolescents' greater intentions to delay their initiation of sexual behavior, later age of sexual initiation, (Parks et.al, 2011), not having multiple sexual partners (Luster and Small, 1994) and greater condom use, (Parks et.al, 2011). Therefore, parenting being one of the biggest part of the environment a child is exposed to since birth, it is believed to have a significant effect on a child, and thus finding ways to increase parental involvement is important in reducing adolescent risk taking and has been shown to enhance impact of sexual health, (Blake et.al, 2001)

#### *Parenting Styles and Adolescent risky sexual behavior*

Baumrind (1991) identified four patterns of parenting styles based upon two aspects of parenting behavior: control and warmth. According to him, parental control refers to the degree to which parents manage their children's behavior from being very controlling to setting few rules and demands. While parental warmth refers to the degree to which parents are accepting and responsive of their children behavior as opposed to being unresponsive and rejecting. When the two aspects of parenting behavior are combined in different ways according to him, four primary parenting styles emerge - authoritative parents, authoritarian parents, permissive parents and uninvolved parents. These four parenting styles were also confirmed by Berk (2000), who in his study found that

authoritative, authoritarian, permissive, and neglectful parenting styles are important to consider when examining adolescent risky sexual behavior.

There is a relationship between parenting styles and children's development (Ojiambo, 2002), as they have been found to predict child well-being in a number of areas, including social skills, academic performance and the degree of problem behavior (Engles, Dekovic and Meeus, 2002). For example, researchers have consistently validated the benefits of authoritative parenting style in mediating the positive developmental outcomes for children. (Freeman and Brown, 2001) found that authoritative parenting style is a positive parenting style. This is because it is being responsive, supportive and loving, and has been demonstrated as promoting social competence.

Authoritative parents engage in discussions and debates with their adolescents, although ultimate responsibility resides with the parent. By knowing that their opinions are valued, adolescents are more likely to be socially competent, responsible, and autonomous, which may enable them behave responsibly in their adolescent stage (Mahwah, Erlbaum and Wargo, 2007).

Furthermore, in the authoritative parenting model, parents are assertive, but not intrusive and restrictive; they are flexible but firm in maintaining control and discipline, they have clear expectations for behavior and conduct, which they monitor, and their discipline fosters responsibility, cooperation, and self-regulation. Children are treated with mutual respect and allowed to participate in decision-making and rule setting (Baumrind, 1991).

Authoritarian parents on the other hand are highly directive and show less warmth. They are obedient and status-oriented, and expect their orders to be taken without explanation. They discourage discussion and provide well-ordered and structured environments with clearly stated rules which are not debated (Baumrind, 1991). Research



further reveals that adolescents of authoritarian parents learn to follow parental rules, and adherence to strict discipline is valued over independent behavior. As a result, adolescents may become rebellious or dependent, which is likely to affect their behavioral development (Berns, 2004). Some children respond to this style by being compliant, others by being oppositional (Morelli, 2006).

Previous research has also confirmed that parental strictness and lack of flexibility in rearing practices can be directly related to risky sexual behavior (Engles, Dekovic and Meeus, 2002). Thus, teens who are allowed psychological autonomy develop the psychological maturity and moral internalization necessary to make mature sexual decisions and to demonstrate low-risky sexual behavior.

Another parenting style is permissiveness, where parents are very warm but undemanding. They are passive in their parenting and believe that the way to demonstrate their love is to give in to the adolescent's wishes. Permissive parents do not like to say no or disappoint their children. As a result, teens are allowed to make decisions without parental input (Berk, 2000). This may contribute to adolescents getting involved in risky sexual behavior.

The fourth parenting style is neglectful where parents are not warm and do not place any demands on their teenagers. They minimize their interaction time, and, in some cases, are uninvolved. Uninvolved parents are indifferent to the adolescent's needs, whereabouts, or experiences at school or with peers. These parents rarely consider their teens input when making decisions. Research reveals that uninvolved parents tend to be interested in their own lives and are less likely to invest time in parenting, which is likely to lead the adolescents into any kind of risky behaviors (Hoffmann, 2002).

It is not clear which type of parenting style is efficient in shaping up the adolescent behavior. However, (Maccoby and Martin, Noller and Bagi as cited in Howel,

2000) found that both authoritarian and permissive styles of parenting have negative effects on family relations. This was also observed by Darling (as cited in Kizza, 2005), who found that permissiveness leads to problem behaviors among children more than other parenting styles. This is because permissive parents allow children to make their own decisions at an age when they are not yet capable of doing so, (Berk, 2000).

Developmental psychologists support the authoritative parenting style as the optimal parenting style for raising adolescents, (Steinber, 1996) because it is associated with healthy adolescent development and provides a balance between affection and support and an appropriate degree of parental control in managing adolescent behavior. Kigozi (2006) observed that, compared to the adolescents of authoritative parents, children of authoritarian and permissive parents are more likely to develop problem behavior, including that of a sexual nature, due to the lack of assertiveness and loss of self-control associated with the respective parenting styles. Although the authoritative parenting style proves most successful, Baumrind noted that well-functioning children also came from other types of homes, especially democratic ones, while (Hoffman, 2002) found out that no single parenting style could be efficient and they call for an interaction of them, but how these parenting styles can be combined is not mentioned. This knowledge gap will be one of the essences of this study and thus information obtained will answer the third objective

#### *Parental Monitoring and Adolescents' Risky Sexual Behavior*

There is no uniform definition of parental monitoring. However, there seems to be consensus that two important aspects of parental monitoring are adolescents' perceptions of their parents' knowledge about whom they are with and where they are spending their time when they are not at home or attending school. Jacobson and Crockett (2000) defined parental monitoring as "the parent's knowledge of their children's whereabouts,

activities, and friends” (2000, p. 66). Parents’ awareness and supervision of adolescents’ activities and peers has been a predictor of adolescent risky sexual behavior Dishion and McMahon (1998).

Less perceived parental monitoring has been associated with greater participation in more sexual risk-taking. Children who are less monitored tend to exhibit increased levels of sexual activity (Miller, 2005). For example, black adolescents who received less parental monitoring were more likely to report having had multiple sex partners in the past six months, and to have had sex with a partner believed to have concurrent sex partners (DiClemente et al, 2001).

In another study of a group of 2,701 students enrolled in six rural high schools in the southeastern United States, Boonstra (2007) found a direct relationship between adolescent sexual risk taking behavior and parental monitoring. Those adolescents who were often supervised by their parents were not frequently involved in sexual risk taking behaviors compared to those adolescents who had low levels of parental monitoring.

On the other hand, high levels of parental monitoring were predictive of lower levels of adolescent risky sexual behavior in problem behaviors as noted by (Fletcher, Steinberg & Williams, 2004). However, too many rules and too much supervision have been related to a greater likelihood of adolescent sexual risk behavior, yet a permissive or lack of supervision appears to also contribute to sexual risk behavior (Meschke, Bartholomew and Zentall, 2000). Thus, a balanced level of intervention of parental monitoring that is not practiced in extreme levels on either side is required.

Rodgers (1999) also maintained that when parents tend to monitor adolescents a great deal, adolescents may instead take on high-risky sexual behavior. The researcher specifically found out that adolescents who perceive a high level of psychological control in their parent’s monitoring were more likely to report high-risky sexual behavior. She

further explained that parental control, especially through guilt provocation, is less likely to allow adolescent's psychological maturity, which in turn prevents the internalization of morals associated with responsible sexual decision making. Thus, such adolescents are prone to high risky sexual behavior.

Communication among parents and adolescents has been found to be related to sexual risk-taking behavior among adolescents. In a study conducted on a sample of 8,098 high school students, adolescents who discussed Human Immunodeficiency Virus (HIV) with their parents were less likely to have had multiple partners, or unprotected sex, than did those who did not discuss HIV with their parents (Holtzman and Rubinson, 1995). Similarly, Luster and Small (1994) found that low-risk females, defined as those who had only one partner and always used contraception, were more likely to report having discussed birth control with their mothers than were those defined as high-risk, including those who had multiple partners and never or rarely used contraception. Timing of these discussions also seems to be relevant to adolescent risky sexual behavior. For example, Miller, Levin, Whitaker, and Xu (1998) found that mothers' discussion of condom use with adolescents before adolescents' sexual debut was more strongly related to condom use among adolescents than was mothers' discussion of this topic after the onset of sexual activity among adolescents.

Parents' style of communication may also be related to adolescent risky sexual behavior. (Miller, Benson, and Galbraith, 2001) discovered from their extensive literature review that open, positive, and frequent communication about sex was related to adolescents being abstinent, delaying their first sexual intercourse, as well as having fewer partners. (Whitaker, Miller, May and Levin, 1999) found that parent communication among adolescents about sexuality and risks associated with sex may be

related to more condom use; however, this was only if the parents were skilled, comfortable, and open in their discussion.

Similarly, Hadley, et al. (2009) emphasized that the quality of parental communication about sex and sexuality appear to be strong determinants of adolescent risky sexual behavior. Relationships to adolescent risky sexual behavior have been found in both cross-sectional and prospective studies, particularly when parent-child communications were characterized as being open and receptive.

The extent and the manner in which parents are involved in their children's lives are critical factors in the prevention of high-risk sexual activity. Children whose parents talk with them about sexual matters or provide sexuality education or contraceptive information at home are more likely than others to postpone sexual activity. In addition, when these adolescents become sexually active, they have fewer sexual partners and are more likely to use contraceptives and condoms than young people who do not discuss sexual matters with their parents, and therefore are at reduced risk for pregnancy, HIV and other sexually transmitted diseases (STDs) (Hadley et al., 2009).

Several studies suggest that when parents talk with their children about sex, adolescents report greater contraceptive use, including condom use (DiClemente, Crosby, Harrington, Hook, and Oh, 2001). For example, mother-child discussion about condom use prior to sexual debut has been correlated with adolescent condom use at last sex (Miller, Levin, Whitaker and Xu, 1998). Likewise, a similar study found that 76% of sexually active adolescents who reported having had a conversation with either parent about condoms used a condom at most recent intercourse and reported greater lifetime condom use than those who had not discussed condoms with a parent (Whitaker and Miller, 2000).

In contrast, other studies have linked parent-adolescent communication with increased sexual risk behaviors (DiIorio, Resnicow, Thomas, Wang, Marter and Lipana, 2002) or have found no relationship at all (Huebner and Howell, 2003). Study methodologies may account for these different findings. Specifically, measurement of parent-adolescent communication in DiIorio et al. (2002) differs from other studies by assessing the summed occurrence of sexual discussions (across multiple topics), while other studies (Huebner and Howell, 2003) examine general communication topics as well as sexual topics, possibly weakening the link between communication and condom use.

Similarly, Somers and Wafa (2011) observed that not all studies support the idea that parent communication is related to safer sexual behavior. Furstenberg, Herceg-Baron, Shea, and Webb (as cited in Somers and Wafa, 2011) sampled mothers and daughters from family planning clinics and found that although parental communication rose when daughters started going to the clinics, the daughters did not report feeling more comfortable in talking to their mothers about sex. In another study, which involved a sample of 157 adolescents, Somers and Paulson (2000) reported that parental communication was not related to risky sexual behavior. It was suggested in these studies that more communication and more closeness starts when adolescents begin engaging in risky sexual behavior.

Thus, from the literature reviewed, it is shown that findings and arguments relating parental communication and adolescent sexual risk behaviors are still inconclusive. This is because some show a positive relationship while others show a negative relationship or no relationship. Thus, it is impossible to apply any of the findings and arguments to the context of Kampala and hence the need to conduct this study to find out what the situation is in Kampala.

*Combined Effect of Parenting Style and Monitoring on Adolescent Risky Sexual Behavior*

Previous research Rodgers as cited in Howell (2001) suggests that sexual risk-taking may be predicted by an interaction of parenting process variables such as parenting style and parental monitoring. Stattin and Kerr (2000) have argued that parent-child processes are interactive, involving reciprocity, cooperation, coordination and co-regulation. Yang, Stanton, Li, Cottrel, Galbraith and Kaljee (2007) have emphasized the interactive nature of monitoring and maintain that parental monitoring is relational, requiring parental efforts to establish channels of communication and supervision and children's willingness to share their activities with parents.

Howell (2001) examined the influence of the family stretching beyond a one-scale communication variable to the use of a three-fold assessment of interaction between parent(s) and adolescents, namely perceptions of parental monitoring, parent-adolescent communication, and parenting styles. A significant interaction effect was indicated for perceived parental monitoring by parenting styles ( $p < .01$ ,  $X^2 = 10.56$ ,  $df = 3$ ,  $n = 286$ ) indicating that an increase in perceived parental monitoring and the adolescent's perception of authoritative parenting styles in the home decreased the likelihood that an adolescent would engage in sexual risk-taking. Of interest, trends were also indicated for parent-adolescent communication by parental monitoring as well as parent-adolescent communication by parenting styles.

Rodgers ,as cited in Howell(2001) hypothesized an interaction effect between the closeness of the parent-adolescent relationship and the effectiveness of parental monitoring. Her results showed that the closeness of the relationship did not enhance the effect of monitoring such that parental monitoring "can be a protective process independent of parental support" (p. 106). Rodgers concluded: "Teaching parents about the importance of parental monitoring and how they can monitor without being intrusive

is one way to ensure low-risk sexual behavior among sexually active teens" (p. 107). Rodgers' research indicated the potential for interaction effects of parenting process variables (i.e., parental monitoring by parent-adolescent communication) to be a key factor in relation to adolescent sexual risk-taking.

The findings related to interaction effects suggest that parenting processes enhance one another. In other words, parental monitoring within the context of authoritative parenting styles is likely to inhibit the sexual risk-taking of adolescents whereas parental monitoring perceived as an intrusive action by an authoritarian parent may increase sexual risk-taking behaviors. Monitoring and style of parenting are all important processes to gather information about in a clinical setting.

### *Hypotheses*

The hypotheses of the study were:

1. There is significant effect of parenting styles on adolescent risky sexual behavior.
2. There is significant effect of parental monitoring on adolescent risky sexual behavior.
3. There is a significant combined effect of parenting style and parental monitoring on adolescent risky sexual behavior.



## Chapter Three

### Methodology

#### *Introduction*

This chapter comprises of the approaches the researcher used to gain information on the research problem. It includes the research design, study population, sample size, sampling techniques and procedure, instruments, Data management, procedure of data collection and data analysis.

#### *Research Design*

A cross sectional study design adopting quantitative approach was used. This design was used because it enabled the researcher to target a large group of respondents to obtain information without making a follow up of the respondents once information from them was obtained as supported by Sekaran (2003) and Amin (2005). Therefore, this survey helped to save on time and resources during data collection. The quantitative approach allowed the researcher to solicit information that was quantified as supported by Mugenda and Mugenda (1999). Quantitative data was captured using questionnaire.

#### *Study Population*

This study population included all adolescents from senior four to six in secondary schools in Rubaga Division, Kampala District in 2016. This was because it had been established that adolescents start engaging in sexual relationships while in these classes when schools organize for them social activities with other schools Nambatya, Kobwemi, Kateeba and Nalugo (2011). Thus, the population from which the sample was selected was the 10,524 senior four to six secondary school adolescents of 2016 in Rubaga division ,Kampala district as shown in table 1.

Table 1  
*S4-S6 Student Population in Rubaga Division Secondary Schools per Parish in 2016.*

Parish	Secondary School	Total No. Of students in S4, S5 and S6
Busega	New Kabale H.S	135
	Mugwanya Summit College	191
Kabowa	Jakayz S.S	197
	Kabowa H.S	239
	Najja H.S	157
	Vienna H.S	471
Kasubi	Campus H.S	125
	Central College, Kawaala	86
	Church of God H.S	113
	Excel S.S	129
	Kawaala College School	104
	Kawaala High School	214
	Kasubi Parents S.S	143
	Namungoona Parents	482
	Namungoona salaf	170
	St. Andrew Kaggwa Gombe H.S	91
	Strive H.S	164
Lubya	Kasubi S.S	676
	Namungoona H.S	229
	St. Charles Lwanga H.S	180
Lungujja	St. Mary's H.S, Lubaga	119
	Victory S.S	93
	Chwa II Memorial College	118
Mutundwe	Baptist H.S	283
	Kitebi S.S.S	887
	Uplands H.S	184
Najjanankumbi I	Young Christian S.S	87
Najjanankumbi II	Winston Standard S.S	147
Nakulabye	Global Skills S.S	131
	Our Lady of Fatima S.S	245
Namirembe	Mengo S.S.S	1488
Natete	Natete Muslim H.S	240
	Mackay Memorial College	485
	School	
Ndeeba	Eagles Nest S.S	159
	Lubiri H.S	480
	Nakasero S.S	122
	St. Joseph Centenary S.S	143
Rubaga	Rubaga Girls S.S.S	321
	Lubiri S.S.S	1075
	Uganda Martyrs H.S	320
	St. George H.S- Kabuusu	101
	Total	10,524

Source: Formulated by the researcher basing on Rubaga division school census 2016 and field data.

### *Sample Size*

Using Krejcie & Morgan sample size table (Appendix B) a sample of 373 secondary school adolescents was selected to participate in the study.

### *Sampling Techniques and Procedure*

Rubaga division was purposively selected for the study because it is an area experiencing high rates of secondary school adolescents risky sexual behavior Kibombo, Neema, and Ahmed (2007 ) and it is in Kampala district where the researcher resides, and she has observed many adolescents involved in risky sexual behavior like early initiation of sexual relationships, having multiple sexual partners and rampant cases of teenage pregnancy which is an indicator of lack of condom use among adolescents. There were 41 secondary schools located in the thirteen (13) parishes of the division as shown in table 1. One secondary school was selected or sampled from each parish for study. Probability random sampling was used to select one school from among many schools in a parish for study. Names of schools from the affected parish were written on small pieces of paper, these were rolled and tossed to select only one school for study. This was done to avoid bias. A total of 13 schools from 13 parishes were selected for the study. Class lists of S4, S5 and S6 students were requested from authorities in the selected schools. Names of adolescent students of the above classes were re-arranged, and re-written on one alphabetized list or sheet for each selected school. Systematic random sampling was used to select adolescents from the generated list of each of the thirteen selected schools in the division, where every sixteenth (16<sup>th</sup>) adolescent student participated in the study and was interviewed. Both male and female school adolescents were randomly selected to avoid gender biased findings. The number of respondents varied from school to school. A total

of 373 adolescent students were provided with questionnaires to fill but only three hundred (300) respondents filled and returned the questionnaires for data processing. The researcher continued with the study basing on the 300 respondents. The composition of the sample is shown in table 2.

Table 2

*Sampling Procedure and Sample size in Selected Secondary Schools*

Parish	Secondary school	S4,5 &6 students.	Samples	Actual respondents	Gender		Male %	Female %	Total %
					Male	Female			
Busega	New Kabale H.S	135	8	7	4	3	1.33	1.00	2.33
Kabowa	Vienna H.S- Kabowa	471	29	23	13	10	4.33	3.33	7.66
Kasubi	Namungoona Parents	482	30	24	14	10	6.67	3.33	8.00
Lubya	Kasubi S.S.S	676	42	33	18	15	6.00	5.00	11.0
Lungujja	Chwa II Memorial Col.	118	7	5	2	3	0.67	1.00	1.67
Mutundwe	Kitebi S.S.S	887	55	44	24	20	8.00	6.67	14.67
Najjanankumbi I	Young Christian S.S	87	5	5	3	2	1.00	0.67	1.67
Najjanankumbi II	Winston Standard S.S	147	9	7	5	2	1.67	0.67	2.34
Nakulabye	OurLady of Fatimah	245	15	12	7	5	2.33	1.67	4.00
Natete	Mackay Memorial Col.	485	30	24	13	11	4.33	3.67	8.00
Namirembe	Mengo S.S	1488	93	74	48	26	16.00	8.67	24.67
Ndeeba	Lubiri H.S	480	30	25	14	11	4.67	3.67	8.34
Rubaga	Uganda Martyrs- Lubaga	320	20	17	9	8	3.00	2.65	5.67
	TOTAL		373	300	174	126	58%	42%	100%

Source: Formulated by the researcher basing on Rubaga division school census 2016 and field data.

*Instruments*

Both primary and secondary data were captured during the study. A questionnaire was used to collect data from secondary school adolescents in selected schools. This instrument was used because of its ability to gather data which deals with the research

topic in depth and detail Amin (2005). The questionnaire was strictly in English language because the respondents were conversant with the language. It included background information on two personal variables; age and gender, and survey items from existing scales were used to assess parenting styles, parental monitoring and adolescents' risky sexual behavior.

*Parenting styles.*

To measure parenting styles, a Parenting Styles and Dimensions Questionnaire (PSDQ) adopted from Robinson, Mandleco, Olsen and Hart (2001) was used. It assessed the adolescents' perception of parenting styles by asking their opinion about the behavior of parents/caretakers towards them. It comprised 32 items about the father's/male caretaker's parenting style and 32 items about the mother's/female caretaker's parenting style. The reliability of the PSDQ as reported by Mandleco, Olsen and Hart (2001) was  $\alpha = .75$ .

*Parental monitoring.*

A Parental Monitoring Scale adopted from Small and Kerns (as cited in Jermaine, 2005) was used to measure parental monitoring. It comprised eight items accompanied with a five-alternative response scale. The adolescents were asked how often the eight items were true for them. Adolescents chose from five possible responses: "never", "rarely", "sometimes", "often", and "very often". Each question's score ranged from 0 to 4 with "never" scored as 0. The reliability of the Parental Monitoring Scale as reported by McCarty and Doyle (2001) was .78.

*Adolescent risky sexual behavior.*

To measure adolescent risky sexual behavior, a survey scale adopted from Howell (2001) was used. It had three survey items that were used to determine the sexual risk-taking behaviors of the adolescent respondents.

### *Validity and Reliability*

#### *Validity.*

For the instruments to yield relevant and correct data, they were given to two lecturers conversant with the study area to comment on the ambiguity, difficulty and relevancy of questions to ensure construct, content and face validity. A content validity ratio (CVR) was then computed using the following formula:

$$\text{CVR} = \frac{\text{Number of items rated relevant}}{\text{Total number of items rated in the instrument}}$$

The CVR was .723, which is above 0.70, which is recommended by Nunnally as cited by Kent (2001). Thus, the questionnaire was considered suitable for collecting data.

#### *Reliability.*

In order to ensure the degree to which questionnaires produced consistent results if used under the same conditions, they were pilot tested on 20 adolescents and the results subjected to Cronbach's alpha reliability. The Cronbach's coefficient Alpha was .834, which was above .70, which is recommended by Nunnally cited by Kent (2001), an indication that the instrument was reliable. Cronbach's alpha scores were all above .70.

Documentary review provided secondary data from various /diverse sources that included; journals, books, magazines and reports. Generally, these sources helped in provision of related literature and discussion of results.

#### *Data Management*

According to Robinson et al. (2001), instead of identifying parents according to a specific parenting style, the PSDQ indicates scores on the utilization of all the three parenting styles. Thus each parent was measured according to all the three parenting styles. The data was coded as follows; For parenting styles, adolescents were required to complete 32 items about father/male caretaker parenting style and 32 items about

mother/female caretaker parenting style. They chose from the five possible responses: 1 = Never, 2 = Once in a while, 3 = About half of the time, 4 = Very often and 5 = Always. The questionnaire assessed parenting styles of authoritative parenting - parents who were controlling but also confident in warmth and support; authoritarian parenting - parents who were less warm in interactions with children and more controlling of their children, who used physical or verbal coercion; permissive parenting - parents who were non-controlling and non-indulgent (Robinson et al., 2001).

The following domains that were measured as arrived at by Robinson et al (2001). The authoritative domain comprised of 15 items, the authoritarian domain included 12 items and the permissive domain consisted of five items. For authoritative there was a connection dimension with warmth and support as characteristics of which 5 items (Items 1, 3, 12, 14, 27) were related to this dimension in the questionnaire. A regulation dimension with reasoning or induction as characteristics of which 5 items (items 5, 11, 21, 25, 31) were related to this dimension in the questionnaire and an autonomy granting dimension with democratic participation as characteristics of which 5 items (items 7, 9, 18, 22, 29) were related to this dimension in the questionnaire. The authoritarian parenting style had the following three dimensions. A physical coercion dimension with physical punishment as a characteristic of which 4 items (items 2, 6, 10, 32). A verbal hostility dimension with anger and criticism as a characteristic of which 4 items (items 13, 16, 23, 30) and a non-reasoning/punitive dimension whereby the parent punishes with no justification as a characteristic of which 4 items (items 4, 19, 26, 28). The permissive parenting style had the following dimension: non indulgent dimension whereby parent states punishment but does not follow through. This was seen as a characteristic of which 5 items (items 8, 15, 17, 20, 24). Total scores on each construct were calculated, with

higher scores indicating a higher level of involvement in the particular type of parenting behaviour.

To measure parental monitoring, adolescents completed the eight survey item on how often the items were true for them. They chose from the five possible responses: never, rarely, sometimes, often, and very often. A response of never was coded as 0, rarely coded as 1, sometimes coded as 2, often coded as 3 and very often coded as 4. A total score was computed. Thus, the possible total scores ranged from 0-32. This was categorized into five groups as recommended by Small and Kerns (as cited in Jermaine, 2005) where 0 indicated that no parental monitoring. From 1-32, it was divided into four percentiles where 1-8.25 indicated that parental monitoring was rarely occurring, 8.26-16.50 was sometimes occurring, 16.51-24.75 was often occurring, and 24.76-32 was very often occurring. Thus, a high score implied frequent parental monitoring.

For risky sexual behavior, the respondents were placed in one of three categories suggested by Howell (2001), depending on their answers to the three questions. One category, Non-sexually active adolescents was considered Not at Risk coded as 0. Sexually at Lower Risk included those respondents who had had sex but had used a condom during the last time they had intercourse and had not had more than one sexual partner coded as 1. Respondents were considered Sexually at High Risk if they had either not used a condom during the last time they had sexual intercourse or had more than one partner during their lifetime coded as 2.

Data from the questionnaire was entered in the computer and statistical package for social scientists (SPSS) programme was used to analyze it. The number of respondents according to variables such as sex/gender, age, parenting styles, parental monitoring and risk sexual behavior were quantified and presented in tables as shown in chapter 3 and chapter 4.



### *Procedure of Data Collection*

Once the research proposal was approved, the researcher obtained a letter of authorization from Makerere University to authorities of Rubaga division (study area) as a request for permission to conduct the study. A covering letter explaining the nature and purpose of the study was attached to data collection instruments to solicit for the respondents' cooperation. Having secured permission to conduct the study, lists of adolescent students of S4,S5and S6 were requested from the authorities of the selected schools. Questionnaires were then distributed directly to the selected adolescent respondents to fill, and these were collected once they were completed. The principles of research ethics - informed consent, privacy and confidentiality, and accuracy were adhered to during the study. Participants were requested to participate (informed consent), were not required to indicate their identity anywhere on the questionnaire (privacy and confidentiality), received full disclosure of the nature of the study, the risks, benefits and alternatives, with an extended opportunity to ask pertinent questions regarding the research (accuracy). The researcher treated all information provided by participants with maximum confidentiality. This was achieved by assigning respondents codes instead of using the actual names of the respondents, which were known to other people. Honesty was maintained throughout the research process; in reporting data, results, methods and procedures in order to avoid fabrication, falsification, or misrepresentation of data. All quotations used and sources consulted were clearly distinguished and acknowledged by means of references.

### *Data Analysis*

Quantitative data analysis was used. It consisted of frequencies, percentages and inferential statistics (ANOVA, Spearman correlation and Two-way ANOVA). The frequencies and percentages were used to determine the respondents' views on parental styles, parental monitoring and adolescents' risky sexual behavior. One-way ANOVA

was used to test the first hypothesis because parenting styles were measured using a categorical scale which has more than two groups that were compared. A multiple comparison using Tukey's HSD analysis was carried out to examine and determine further the effects of particular aspects of the independent variables. Spearman correlation was used to test hypotheses two. The correlation coefficient (*rho*) was used to determine the strength of the relationship between parental monitoring and adolescents' risky sexual behavior because the scale accompanying this instrument was ordinal scales. The sign of the correlation coefficient (+ or -) was used to determine the nature of relationship. The significance of the correlation coefficient (p) was used to determine the confidence in the findings of the relationship between perceived parental monitoring and adolescent risky sexual behavior. Two-way ANOVA was used to test hypothesis three to find out whether the interaction between perceived parenting styles and perceived parental monitoring significantly related to adolescent risky sexual behavior. A multiple comparison using Tukey's HSD analysis was carried out to examine and determine further the effects of particular aspects of the independent variables.

## Chapter Four

### Data Presentation, Analysis and Interpretation

#### *Introduction*

In this chapter, the data is presented, analyzed and interpreted. It is divided into three major sections. The first section presents and interprets findings on the demographic information of the adolescents. The second section presents, and interprets findings on the study variables (perceived parenting styles, perceived parental monitoring and adolescent risky sexual behavior). The last section presents results of the tested hypotheses.

#### *Demographic Information of the Adolescents*

##### *Age of adolescents.*

Adolescents were asked about their age. Findings are presented in Table 3.

Table 3

#### *Distribution of Adolescents by Age*

<i>Age</i>	<i>Frequency</i>	<i>Percent</i>
10-14 years	85	28
15-19 years	215	72
Total	300	100

Findings show that most of the adolescents (72%) who participated in the study were aged 15-19 years while few adolescents (28%) were aged 10-14 years. It is argued in this study that there were higher chances for adolescents aged 15-19 years to engage in risky sexual behavior compared to those aged 10-14 years.

##### *Gender of adolescents.*

Adolescents were asked about their gender. Findings are presented in Table 4.

Table 4

*Distribution of adolescents by gender*

<i>Gender</i>	<i>Frequency</i>	<i>Percent</i>
Male	174	58
Female	126	42
Total	300	100

Findings show that more male adolescents (58%) participated in the study compared to the proportion of female respondents. Thus, this shows small difference between male and female respondents who participated in this study.

*Parenting style.*

Adolescents were asked to respond to 32 items about the father's/male caretaker's parenting style and 32 items about the mother's/female caretaker's parenting style (see Appendix A, Section ii). This was used to assess the different perceived parenting styles as indicated under the measurement section in Chapter Three. Findings are presented in Table 5.

Table 5

## Perceived Parenting Style

<i>Parenting styles</i>	<i>Frequency</i>	<i>Percent</i>
Authoritarian	40	13.3
Authoritative	119	39.7
Permissive	141	47.0
Total	300	100.0

Table 5 shows that over half of the adolescents (53.0%) perceived their parents practicing either authoritarian or authoritative parenting styles, while less than half of

adolescents (47.0%) perceived their parents practicing permissive parenting styles. Thus, the findings showed almost half of the parents seek opinions of the adolescents but have the final say and encourage discussions but also expect their rules to be followed. Less than half of the parents (47.0%) trust the adolescents to make their own decisions.

*Perceived parental monitoring.*

Adolescents were presented eight items to assess how they perceived parental monitoring by their parents and were to choose from the five possible responses, which include “Never”, “Rarely”, “Sometimes”, “Often” and “Very often”. A total score of the eight items for each adolescent was computed as indicated under the measurement section in chapter three to indicate how often the adolescents perceived parental monitoring. The findings are presented in Table 6.

Table 6

*Adolescents' Perceived Parental Monitoring*

<i>Parental Monitoring</i>	<i>Frequency</i>	<i>Percent</i>
Never	12	4.0
Rarely	30	10.0
Sometimes	43	14.3
Often	80	26.7
Very often	135	45.0
Total	300	100.0

Table 6 shows that majority of adolescents (45%) perceived that parental monitoring was very often and the least (4%) perceived no parental monitoring. Since most adolescents (71.7%) perceived parental monitoring as occurring often and very often, this shows that most parents were knowledgeable about their adolescents' whereabouts and activities.

*Adolescent risky sexual behavior.*

The study established the average number of times adolescents got sexually involved in a period of four months prior to the time of the study. The aim was to find out those who had high or low levels of sexual involvement. The responses are presented in Table 7.

Table 7

*Average Episodes of Sexual Intercourse in Four Months*

Number of times	Ranking	Adolescents	Percent
Not at Risk	None	21	7
Sexually at Lower Risk	Low	187	62
Sexually at High Risk	Moderate	92	31
Total		300	100

Table 7 shows that the percentage of the adolescents who were sexually at no risk was 7 percent while adolescents who are at lower risk was 62 percent, and adolescents who were sexually at high risk were 31 percent. Thus, the findings show that most of adolescents were sexually at lower risk to sexually at high risk.

*Hypothesis Testing*

The previous section presented descriptive findings on each of the variables independently (that is descriptive findings on perceived parenting styles, perceived parental monitoring and adolescent risky sexual behavior). This section focuses on hypothesis testing. Three hypotheses were tested in this study. Findings are presented in the following subsections.

*Hypothesis one: There is significant effect of parenting styles on adolescent risky sexual behavior.*

One-way ANOVA was used to test this hypothesis. Results are shown in Table 8.

Table 8

*Parenting Styles and Adolescent Risky Sexual Behavior*

Descriptive					
Dependent Variable: Adolescent risky sexual behavior					
<i>Parenting styles</i>	<i>N</i>	<i>Mean on adolescent risky sexual behavior</i>			
Authoritarian	40	.68			
Authoritative	119	1.92			
Permissive	141	2.37			
Total	300	1.96			
ANOVA					
	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig. (p)</i>
Between Groups	93	2	31	29	.001
Within Groups	255	298	1		
Total	348	300			
Multiple Comparisons					
Dependent Variable: Adolescent risky sexual behavior					
<i>(I) Perceived parental style</i>	<i>(J) Perceived parental style</i>	<i>Mean Difference (I-J)</i>		<i>Sig. (p)</i>	
Permissive	Authoritative	0.45		.009	
	Authoritarian	1.69		.001	
Authoritative	Authoritarian	1.24		.001	

The mean show which parenting style is associated with highest to lowest adolescent risky sexual behavior, whereby the higher the mean the greater the adolescent risky sexual behavior. Thus, results in Table 8 show that adolescent risky sexual behavior was lowest on the authoritarian parenting style ( $\mu = .68$ ) and highest on the permissive

parenting style ( $\mu = 2.37$ ). The implication of these findings is that adolescent risky sexual behavior is lowest under the authoritarian and authoritative parenting styles, and highest under the permissive parenting styles. In other words, parenting styles such as authoritarian and authoritative, which are characterized by parents being responsive and supportive while being highly directive are related to low adolescent risky sexual behavior.

These findings were subjected to an ANOVA test of significance (see ANOVA statistics in Table 8. Given that the significance ( $p = .001$ ) of the Fisher's ratio ( $F = 29$ ) was less than the critical significance at  $.05$ , this showed that there was a significant difference for parenting styles in relation to adolescent risky sexual behavior. This implied that the finding had a five percent ( $.05$ ) chance of not being true or alternatively the finding had a 95% chance of being true. Thus, hypothesis one, "*There is significant effect of parenting styles on adolescent risky sexual behavior*", was accepted.

The study went further to make a multiple comparison using Tukey's HSD analysis to determine whether the differences in the parenting styles, in relation to adolescent risky sexual behavior were significant. Findings show there was significant difference between permissive and authoritative parenting styles in relation to adolescent risky sexual behavior with Mean Difference = 0.45 between the two parenting styles given that the significance ( $p = .009$ ) was less than the critical significance at  $.05$ . In addition, there was significant difference between permissive and authoritarian parenting styles in relation to adolescent risky sexual behavior with Mean Difference = 1.69 between the two parenting styles given that the significance ( $p = .001$ ) was less than the critical significance at  $.05$ . Lastly, there was significant difference between authoritative and authoritarian parenting styles in relation to adolescent risky sexual behavior with



Mean Difference = 1.24 between the two parenting styles given that the significance ( $p = .001$ ) was less than the critical significance at .05.

*Hypothesis two: There is significant effect of parental monitoring on adolescent risky sexual behavior.*

Hypothesis Two was tested using Spearman rank correlation coefficient. Findings were presented in Table 9.

Table 9

*Parental Monitoring and Adolescent risky Sexual Behavior*

Spearman rank correlation coefficient	Perceived parental monitoring
Adolescent's sexual involvement	$\rho = -.764^{**}$
	$\rho^2 = .584$
	$p = .001$
	$n = 300$

Given that the significance ( $p .001$ ) of the correlation coefficient ( $\rho = -.764$ ) was less than the critical significance at .05 and the correlation coefficient fall in a range from .6 to .8 for strong correlations, this showed that there was a strong significant negative relationship between parental monitoring and adolescent risky sexual behavior. This implied that the finding had a five percent (.05) chance of not being true or alternatively the finding had a 95% chance of being true. Using the coefficient of determination ( $\rho^2 = .584$ ), findings show that parental monitoring accounted for 58.4% change in adolescent risky sexual behavior. Thus, from the findings it is shown that more frequent parental monitoring is significantly related to less adolescent risky sexual behavior, and less frequent parental monitoring is significantly related to more adolescent risky

sexual behavior. Therefore, hypothesis two, “ *There is significant effect of parental monitoring on adolescent risky sexual behavior*” was accepted.

*Hypothesis three: There is a significant combined effect of parenting style and parental monitoring on adolescent risky sexual behavior.*

Hypothesis three was tested using two-way ANOVA. Findings are presented in Table 10.

Table 10

*Combined Effect of Parenting Style and Parental Monitoring on Adolescent Risky Sexual Behavior*

	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	274.0 <sup>a</sup>	13	21.1	65.4	.001
Intercept	439.1	1	439.1	1361.4	.001
Perceived parenting style	42.5	3	14.2	44.0	.001
Perceived parental monitoring	74.7	4	18.7	57.9	.001
<i>Perceived parenting style * Perceived parental monitoring</i>	18.9	6	3.1	9.8	.001
Error	73.5	228	.3		
Total	1276.0	242			
Corrected Total	347.6	241			

<sup>a</sup> *R Squared = .788 (Adjusted R Squared = .776)*

Given that the significance (p .001) of the Fisher’s ratio (F = 9.8) was less than the critical significance at .05, this showed that there was a significant interaction effect between perceived parenting styles and perceived parental monitoring on adolescent risky sexual behavior. This implied that the finding had a five percent (.05) chance of not being

true or alternatively the finding had a 95% chance of being true. Thus, the interaction between parenting styles and parental monitoring significantly relate to adolescent risky sexual behavior. Therefore, hypothesis three, “*There is a significant combined effect of parenting style and parental monitoring on adolescent risky sexual behavior*” was accepted. The adjusted R square (.776) shows that the interaction effect between perceived parenting styles and perceived parental monitoring account for 77.6 percent change on the adolescent risky sexual behavior. In order to see where the effect was, a Tukey’s HSD was computed. Findings are presented in Table 11.

Table 11

*Tukey’s HSD Combined Effect of Parenting Style and Parental Monitoring on Adolescent Risky Sexual Behavior*

<i>Perceived parenting style</i>		<i>Mean Difference</i>	<i>Sig. (p)</i>
Permissive	Authoritative	.45	.001
	Authoritarian	1.69	.001
Authoritative	Authoritarian	1.25	.001
<i>Perceived parental monitoring</i>			
Never	Rarely	.59	.033
	Sometimes	.93	.001
	Often	2.25	.001
	Very often	2.86	.001
Rarely	Sometimes	.34	.170
	Often	1.65	.001
	Very often	2.27	.001
Sometimes	Often	1.32	.001
	Very often	1.94	.001
Often	Very often	.62	.001

The mean difference in Table 11 shows where the interaction is highest to lowest under the perceived parenting styles and perceived parental monitoring. Significant mean differences of the interaction are those with  $p < .05$ . Thus, findings show that the difference in the interaction effect of all parenting styles on adolescent risky sexual behavior are significant, and the interaction effect is highest with permissive and authoritarian parenting style ( $\mu = 1.69$ ;  $p = .001$ ). Findings further show that apart from when parental monitoring is rare or sometimes, the difference in the interaction effect of other frequencies in parental monitoring on adolescent risky sexual behavior is significant and the interaction effect is highest when parental monitoring is perceived as lacking (never) or very often ( $\mu = 2.86$ ;  $p = .001$ ).

## Chapter Five

### Discussion, Conclusion and Recommendations

#### *Introduction*

This chapter presents the discussion, conclusions and recommendations. It is divided into three major sections. The first section presents the discussion according to the objectives of the study. The second section presents the conclusions. The third section presents the recommendations.

#### *Discussion*

##### *Parenting styles and risky sexual behavior*

Results indicated over a third of the parents were authoritative and approximately 10 percent were authoritarian in their parenting styles, while nearly half of parents were permissive. Thus, the parenting styles as perceived by the adolescents range from being very controlling to setting few rules and demands. This falls in category of parental control, which concurs with Baumrind (1991) Berk (2000) and Ojiambo (2002). According to Baumrind (1991), parental control refers to the degree to which parents manage their children's behavior from being very controlling to setting few rules for their children. The results of this study also relate to Berk's (2000) observation in that authoritative style is both demanding and responsive and that parents retain their authority, stay in control and expect mature behavior from their children. On the other hand, Ojiambo (2002) found out that in Uganda, authoritative parenting is the most common parenting style used on children.

Regarding adolescent risky sexual behavior, the study established that almost half of the adolescents were sexually at low risk to sexually at high risk. Similar findings were revealed by the Uganda National Council for Children report (as cited in Kamuhanda,

(1999) regarding the high adolescent risky sexual behavior in secondary school adolescents.

The study found out how different parenting styles significantly related to adolescent risky sexual behavior by testing hypothesis one. It was established that adolescent risky sexual behavior was lowest when the parenting style was authoritarian. It increased when the parenting style was authoritative and permissive, respectively. This is because both authoritarian and authoritative parenting styles have elements of more controlling, supervising and monitoring of adolescents by their parents Baumrind (1991). The findings of this study emphasize the importance of parenting styles in relation to adolescent risky sexual behavior. Berk (2000) and Ojiambo (2002) support the findings of this study as they were of the view that those adolescents who were closely supervised and controlled by their parents have a lower amount of sexual risk taking compared to those adolescents who have low amounts of supervision and controlling from their parents. However, these results are contrary to the findings of Rodgers (1999), who observed that adolescents who are allowed psychological autonomy develop the psychological maturity and moral internalization necessary to make mature sexual decisions and to demonstrate low-risk sexual behavior.

Other reasons as to why adolescents' risky sexual behavior is low where the perceived parenting styles are authoritarian and authoritative, while it is high where the perceived parenting styles are permissive could be attributed to the findings of other researchers. For example, it was revealed that children raised under the authoritative model are treated with respect and allowed to participate in decision-making and rule setting Baumrind (1991). Thus, by knowing that their opinions are valued, adolescents are more likely to be socially competent, responsible, and autonomous, which may enable them to behave responsibly in their adolescent stage Mahwah, et al. (2007). As for the

authoritarian parenting style, low sexual involvement could be associated to the findings of Baumrind (1991) who revealed that adolescents of authoritarian parents learn to follow parental rules, and adherence to strict discipline is valued over independent behavior.

Consistent with this study are the research findings of Darling, as cited in Kizza, (2005), who found that neglectfulness and permissiveness lead to problem behavior among children more than other parenting styles. It is argued that parents using the neglectful and permissive parenting styles tend to be interested in their own lives, put no demands on teenagers, and invest less time in parenting. These are likely to lead adolescents into all kinds of risky behavior Hoffman (2002). Kigozi (2006) further observed that compared to the adolescents of authoritarian and authoritative parents, children of neglectful and permissive parents are more likely to develop problem behavior, including that of a sexual nature, due to the lack of assertiveness and loss of self-control associated with the respective parenting styles. In addition, permissive parents allow their children to make their own decisions at an age when they are not intellectually and sexually mature Berk (2000). In all, this indicates that the permissive parenting styles are not effective in providing guidance and structure for the adolescent risky sexual behavior.

*Parental monitoring and adolescent risky sexual behavior.*

The findings from this study showed that most parents were perceived as knowledgeable about their adolescents' whereabouts and activities. In addition, results showed a significant negative relationship between perceived parental monitoring and adolescent risky sexual behavior, whereby parental monitoring perceived as frequent was related to less adolescent risky sexual behavior, and vice versa. This suggests that parents perceived as often monitoring their children (in trying to find out their whereabouts, activities and friends) have children who are less sexually involved.

The study results regarding the relationship support Dishion and McMahon (1998), who found that parents' awareness and supervision of adolescents' activities and their peers is a predictor of adolescent risky sexual behavior. This may be explained by the fact that parents who are in position to know what their children are doing, with who and what time are more likely to offer timely and continuous guidance which may be helpful to check children's unwanted behavior in time. The study findings are also consistent with the findings of Fletcher, Steinberg and Williams (2004) who noted that high levels of parental monitoring were related to lower levels of adolescent involvement in problem behaviors.

Consistent with this study are the research findings of Huebner and Howell (as cited in Miller, 2005), who noted that children who are less monitored tend to exhibit increased levels of sexual activity. Similarly, the study findings support Meschke, Bartholomew and Zentall (2000), who noted that lack of supervision, appears to contribute to sexual risk behavior.

On the other hand, the results of this study are contrary to the findings of Rodgers (1999) and Bartholomew and Zentall (2000) who observed that too many rules and too much supervision have been related to a greater likelihood of adolescent sexual risk behavior. Rodgers maintained that when parents tend to monitor adolescents a great deal, adolescents might instead take on high-risk sexual behavior. She argued that this could be as a result of parental control, especially through guilt provocation. According to Rodgers (1999), this is less likely to allow adolescent's psychological maturity, which in turn prevents the internalization of morals associated with responsible sexual decision making. Therefore, in the context in which this study was conducted, Rogers' fears are rested as per the findings of this study. Furthermore, Rogers' argument is also contrary to the findings of this study as she based it on the western culture where authoritative parenting



is considered optimum and yet Ojiambo (2002) emphasized that in Uganda, authoritative parenting could predict child well-being in a number of areas including problem behavior.

*Perceived parenting styles, perceived parental monitoring and adolescent risky sexual behavior.*

Hypothesis three stated that the interaction between perceived parenting styles and perceived parental monitoring significantly related to adolescent risky sexual behavior. The results indicated a significant interaction effect between perceived parenting styles and perceived parental monitoring on adolescent risky sexual behavior.

This finding is similar to Hoffmann (2002), who noted that no single parenting approach could be efficient in controlling adolescent risky sexual behavior and therefore suggested the practice of different parenting approaches together. This argument supports the findings of the current study, which revealed that a combination of parenting styles and parental monitoring significantly relates to adolescent risky sexual behavior. From the findings of this study, it is argued that authoritative and authoritarian parenting styles if practiced with frequent parental monitoring would relate to less sexual involvement among adolescents.

The current findings are also consistent with another study which noted that perceived parental monitoring within the context of authoritative parenting positively influenced adolescents and decreased the likelihood of sexual risky behavior (Howell, 2001). Furthermore, these findings also concur with studies which indicated that parental monitoring of teens and parental supervision of dating activities Luster and Small (1994), and family rules and household routines Danziger(1995), Ku, Sorenstein and Pleck, (1999), all are associated with teens abstaining from sexual intercourse, having later sexual debut or having fewer sexual partners. Hence, this study is in support of the

interaction of parenting styles and parental monitoring as a positive force towards the lives of adolescents and their risky sexual behavior.

### *Conclusions*

Conclusions were made based on the findings of the study. The first hypothesis tested the relationship between different parenting styles and adolescent risky sexual behavior. Authoritarian and authoritative parenting styles related to low adolescents risky sexual behavior compared to permissive parenting style. The implications of the finding is that the magnitude of influence that parenting styles exert on adolescents' risky sexual behaviors indicates a clear need for parents to be more demanding over their children and responsive and to retain most of their authority and control over their children to improve adolescent sexual behavior outcomes.

The second hypothesis tested whether there is a significant relationship between perceived parental monitoring and adolescent risky sexual behavior. Parental monitoring perceived to be very often occurring (where parents frequently found out their children's whereabouts, activities and friends) related to low levels of sexual involvement among adolescents. This showed that the greater the parent knowledge of the adolescents' whereabouts (parental monitoring) the lower the likelihood that the adolescent will engage in risky sexual behaviors. The implication of the findings is that there is a need for interventions such as parenting skills building that might enable parents to improve their monitoring of their children. This would equip parents with the appropriate skills for positive guidance and monitoring of their children and avoid inappropriate parenting behavior.

The third hypothesis tested whether the interaction between perceived parenting styles and perceived parental monitoring related to adolescent risky sexual behavior. There was an interaction between parenting styles, parental monitoring and adolescent

risky sexual behavior, whereby a combination of authoritarian and authoritative parenting styles with frequent parental monitoring related to low levels of adolescent risky sexual behavior. The implication of the findings is that parent-based approaches focusing on both parenting styles and parental monitoring of their children could be an effective strategy in the programs to reduce adolescents' risky sexual behavior. The policy implications are clear - there is need to implement proven parenting interventions and policies that improve parental skills that are helpful to the children to avoid risky sexual behavior.

### *Recommendations*

Basing on the findings of this study, the following recommendations are suggested.

Authoritarian and authoritative parenting styles should be practiced by parents if they are to help their children to grow in an environment that will not engage them in risky sexual behavior. This could be done through having in place restrictive rules at home and parents being watchful of the activities of children and their peers. This is likely to minimize adolescents' involvement in activities that relate to risky sexual behavior.

Various stakeholders such as the government, non-governmental organizations, counselors, and relevant advocacy groups should provide interventions to parental monitoring to help adolescent avoid indulging in risky sexual behavior. For example, the government and non-governmental organizations should help arrange for training seminars and workshops in parental monitoring. The counselors should provide counseling services in parental monitoring and the advocacy groups should advocate for various people and organizations to provide support to parental monitoring training seminars and workshops.

The results in this study showed that parenting styles and parental monitoring significantly relate to adolescent risky sexual behavior. Thus, there is need to combine authoritarian parenting style with more frequent parental monitoring or authoritative parenting style with more frequent parental monitoring as they are related to low involvement in risky sexual activities among adolescents.

### *Limitations*

The study had the following limitations:

There was a limitation of getting full participation of students in the study after reading the questions in the questionnaire. Some of them (73 adolescents) shied away from answering questions that inquired about their sexual lives because they were worried that administrators and their parents may access the questionnaires and know how they engage in risky sexual behavior. This probably had an impact on the responses by students not revealing the real facts. Some students could have provided information that does not reflect the real situation on the ground, thus giving a wrong impression about students' risky sexual behavior. However, students were encouraged to answer the questionnaire with honesty, by assuring them that the information given would remain confidential and that it was to be used for academic purposes only.

The study used information from the adolescent's perspective only and lacked data from the parent's perspective which potentially could have revealed some interesting findings. However, since the adolescent's perceptions of parenting styles are the most crucial components of behavior change Newcomer and Udry (1985), data from parents might not be necessary.

Information on the topic understudy was limited and scanty because research in the area understudy has not been widely carried out in Uganda. Most of the literature that has been used was from other parts of the world other than Uganda.

### *Suggestions for Further Research*

This study adds to the existing literature on parenting approaches and adolescent risky sexual behavior. However, it is important that more research is done on the persistent occurrence of early sexual intercourse among adolescents amidst the effective use of parenting styles and increased frequency of parental monitoring.

Studies could also be done on the different types of parenting styles in relation to adolescent risky sexual behavior. This could be done by focusing on any single style of parenting and researching on it separately and in detail together with other factors that are likely to relate to risky sexual behavior of adolescents.

A similar study could also be carried out in schools in rural settings. Teenagers growing up in such environments could be having different experiences of parenting practices, or different choices of leisure, attributed to the isolated economic or no recreational centers, lack of social connections amongst themselves and always being surrounded by larger numbers of extended families. Likewise, these rural settings may create constraints on parent's ability to monitor their teen's activities. Thus, a study in this area could be relevant so as not only to be based on data acquired from urban samples but also to make comparisons.

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## Appendices

### *Appendix A: Instrument*

I am a postgraduate student of Makerere University conducting a study about “*Perceived Parenting styles, Perceived Parental Monitoring and Adolescent risky sexual behavior*”. Please I request you to participate in this study by providing the information sought in this questionnaire. Read the instructions carefully and answer very honestly. Do not write your names on this questionnaire so as to preserve your confidentiality.

#### **i) Demographic information**

Please write your answers in spaces provided

Age: .....

Sex: (circle one)      1) Male      2) female

For the questions in the survey items below, respond accordingly to the instructions given by putting a tick (✓)

Please note that parents may be your real parents, relatives, guardians, or whoever the person(s) in your life that look(s) after you.

#### **ii) Survey items on parenting styles`**

Rate how often your parent/care taker exhibits this behavior with you as the child

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

<i>Items about father's/ male caretaker's style</i>	<i>Never</i>	<i>Once In a while</i>	<i>About Half of the Time</i>	<i>Very Often</i>	<i>Always</i>
1. My father/male caretaker is responsive to my feelings and needs.	1	2	3	4	5
2. My father/male caretaker uses physical punishment as a way of disciplining me.	1	2	3	4	5
3. My father/male caretaker takes our child's desires into account before asking the child to do something.	1	2	3	4	5
4. When I ask why my father/male caretaker for reason to conform, he states: because I said so, or I am your parent/caretaker and I want you to.	1	2	3	4	5
5. My father/male caretaker explains to me how I feel about my good and bad	1	2	3	4	5



<i>Items about father's/ male caretaker's style</i>	<i>Never</i>	<i>Once In a while</i>	<i>About Half of the Time</i>	<i>Very Often</i>	<i>Always</i>
behavior.					
6. My father/male caretaker spans me when I am disobedient.	1	2	3	4	5
7. My father/male caretaker encourages me to talk about my troubles.	1	2	3	4	5
8. My father/male caretaker finds it difficult to discipline me.	1	2	3	4	5
9. My father/male caretaker encourages me to freely express myself even when disagreeing with him.	1	2	3	4	5
10. My father/male caretaker punishes me by taking privileges away from me with little if any explanations.	1	2	3	4	5
11. My father/male caretaker emphasizes to me the reasons for rules.	1	2	3	4	5
12. My father/male caretaker gives me comfort and understanding when I am upset.	1	2	3	4	5
13. My father/male caretaker yells or shouts at me when I misbehave.	1	2	3	4	5
14. My father/male caretaker gives praise when I am good.	1	2	3	4	5
15. My father/male caretaker gives in to me when I cause a commotion about something.	1	2	3	4	5
16. My father/male caretaker explodes in anger towards me.	1	2	3	4	5
17. My father/male caretaker threatens me with punishment more often than actually giving it.	1	2	3	4	5
18. My father/male caretaker takes into account my preferences in making plans for the family.	1	2	3	4	5
19. My father/male caretaker grabs me when being disobedient.	1	2	3	4	5
20. My father/male caretaker states punishments to me and does not actually do them.	1	2	3	4	5
21. My father/male caretaker shows respect for my opinions by encouraging me to express them.	1	2	3	4	5
22. My father/male caretaker allows me to give input into family rules.	1	2	3	4	5
23. My father/male caretaker scolds and criticizes to make me improve.	1	2	3	4	5
24. My father/male caretaker spoils me.	1	2	3	4	5

<i>Items about father's/ male caretaker's style</i>	<i>Never</i>	<i>Once In a while</i>	<i>About Half of the Time</i>	<i>Very Often</i>	<i>Always</i>
25. My father/male caretaker gives me reasons why rules should be obeyed.	1	2	3	4	5
26. My father/male caretaker uses threats as punishment with little or no justification.	1	2	3	4	5
27. My father/male caretaker has warm and intimate times together with me.	1	2	3	4	5
28. My father/male caretaker punishes by putting me off somewhere alone with little if any explanations.	1	2	3	4	5
29. My father/male caretaker helps me to understand the impact of behavior by encouraging me to talk about the consequences of my own actions.	1	2	3	4	5
30. My father/male caretaker scolds or criticizes when my behavior doesn't meet his expectations.	1	2	3	4	5
31. My father/male caretaker explains the consequences of my behavior.	1	2	3	4	5
32. My father/male caretaker slaps me when I misbehave.	1	2	3	4	5
<i>Items about mother's/female caretaker's style</i>	<i>Never</i>	<i>Once In A while</i>	<i>About Half of the Time</i>	<i>Very Often</i>	<i>Always</i>
1. My mother/female caretaker is responsive to my feelings and needs.	1	2	3	4	5
2. My mother/female caretaker uses physical punishment as a way of disciplining me.	1	2	3	4	5
3. My mother/female caretaker takes our child's desires into account before asking the child to do something.	1	2	3	4	5
4. When I ask why my mother/female caretaker for reason to conform, she states: because I said so, or I am your parent/caretaker and I want you to.	1	2	3	4	5
My mother/female caretaker explains to me how I feel about my good and bad behavior.	1	2	3	4	5
5. My mother/female caretaker spansks me when I am disobedient.	1	2	3	4	5
6. My mother/female caretaker encourages me to talk about my troubles.	1	2	3	4	5
7. My mother/female caretaker finds it difficult to discipline me.	1	2	3	4	5
8. My mother/female caretaker encourages	1	2	3	4	5

<i>Items about father's/ male caretaker's style</i>	<i>Never</i>	<i>Once In a while</i>	<i>About Half of the Time</i>	<i>Very Often</i>	<i>Always</i>
me to freely express myself even when disagreeing with her.					
9. My mother/female caretaker punishes me by taking privileges away from me with little if any explanations.	1	2	3	4	5
10. My mother/female caretaker emphasizes to me the reasons for rules.	1	2	3	4	5
11. My mother/female caretaker gives me comfort and understanding when I am upset.	1	2	3	4	5
12. My mother/female caretaker yells or shouts at me when I misbehave.	1	2	3	4	5
13. My mother/female caretaker gives praise when I am good.	1	2	3	4	5
14. My mother/female caretaker gives in to me when I cause a commotion about something.	1	2	3	4	5
15. My mother/female caretaker explodes in anger towards me.	1	2	3	4	5
16. My mother/female caretaker threatens me with punishment more often than actually giving it.	1	2	3	4	5
17. My mother/female caretaker takes into account my preferences in making plans for the family.	1	2	3	4	5
18. My mother/female caretaker grabs me when being disobedient.	1	2	3	4	5
19. My mother/female caretaker states punishments to me and does not actually do them.	1	2	3	4	5
20. My mother/female caretaker shows respect for my opinions by encouraging me to express them.	1	2	3	4	5
21. My mother/female caretaker allows me to give input into family rules.	1	2	3	4	5
22. My mother/female caretaker scolds and criticizes to make me improve.	1	2	3	4	5
23. My mother/female caretaker spoils me.	1	2	3	4	5
24. My mother/female caretaker gives me reasons why rules should be obeyed.	1	2	3	4	5
25. My mother/female caretaker uses threats as punishment with little or no justification.	1	2	3	4	5
26. My mother/female caretaker has warm and intimate times together with me.	1	2	3	4	5
27. My mother/female caretaker punishes by	1	2	3	4	5

<i>Items about father's/ male caretaker's style</i>	<i>Never</i>	<i>Once In a while</i>	<i>About Half of the Time</i>	<i>Very Often</i>	<i>Always</i>
putting me off somewhere alone with little if any explanations.					
28. My mother/female caretaker helps me to understand the impact of behavior by encouraging me to talk about the consequences of my own actions.	1	2	3	4	5
29. My mother/female caretaker scolds or criticizes when my behavior doesn't meet her expectations.	1	2	3	4	5
30. My mother/female caretaker explains the consequences of my behavior.	1	2	3	4	5
31. My mother/female caretaker slaps me when the I misbehave.	1	2	3	4	5

**iii) Survey items on parental monitoring**

Choose from the five possible responses: “0 = *Never*, 1 = *Rarely*, 2 = *Sometimes*, 3 = *Often*, and 4 = *Very often*” to respond to the items. Note that parents may be your real parents, relatives, guardians, or whoever the person(s) in your life that look(s) after you.

From the five possible responses, how much are the items below true for you?

Items about parental monitoring	Never	Rarely	Sometimes	Often	Very often
1. My parent(s) know where I am after school	0	1	2	3	4
2. If I am going to be late; I am expected to call my parent(s) to let them know	0	1	2	3	4
3. I tell my parent(s) whom I'm going out with before I go out	0	1	2	3	4
4. When I go out at night, my parent(s) know where I am	0	1	2	3	4
5. My parents(s) know who my friends are	0	1	2	3	4
6. My parent(s) know the parents of my friends	0	1	2	3	4
7. My parent(s) know what I watch on TV	0	1	2	3	4
8. My parent(s) monitor my computer/Internet use	0	1	2	3	4

**iv) Survey items on adolescent risky sexual behavior**

To respond to the questions below, tick in the number adjacent (next) to your answers.

1. Have you ever had sexual intercourse?

0 = No

1 = Yes

2. During your life, with how many people have you had sexual intercourse?

0 = I have never had sexual intercourse

1 = 1 person

2 = 2 people

3 = 3 people

4 = 4 people

5 = 5 people

6 = 6 or more people

3. The last time you had sexual intercourse did you or your partner use a condom?

0 = I have never had sexual intercourse

1 = Yes

2 = No

Thank you for your cooperation

*Appendix B: Kejcie and Morgan table for determining sample size from a given population*

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	<b>10000</b>	<b>373</b>
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	10000 0	384

Note: "N" is population size

"S" is sample size.

*Appendix C: Financial Budget*

The costs for the study amounted to UGX 1,368,000.

	ITEM	QUANTITY	UNIT COST	TOTAL COST
1.	Reams of paper	3	14,000	42,000
3.	Surfing	Internet modem plus monthly subscription	80,000 + 85,000	165,000
4.	Secretarial Services			55,000
5.	Photocopying	2 times	20,000	40,000
6.	Transport, Lunch, Phone calls	3 months	200,000	600,000
7.	Binding & report	10 copies	5000	50,000
8.	Research Assistants	One person	300,000	300,000
9.	Data analysis and SPSS			110,000
10.	Editor/Proof reader	One person	100,000	100,000
	TOTAL		UGX	1,462,000

*Appendix D: Work Plan and Time Frame*

ACTIVITY	2015					
	Mar	Apr	May	June	July	Aug
Proposal writing						
Proposal Development and submission.						
Proposal Review and Defence						
Data collection						
Report writing						
Presentation for Defence						



*Appendix E: Authority Letter*

**SCHOOL OF PSYCHOLOGY  
 DEPARTMENT OF MENTAL HEALTH AND COMMUNITY PSYCHOLOGY**

22<sup>nd</sup> March 2016

The Head of Education Department  
 Kampala Capital City Authority

Dear Sir/Madam,

**RE: ALAWIYA AHMED REG. NO: 2007/HD12/10985U**


This is to introduce to you the above named person **Alawiya Ahmed** a student of Master of Arts in Counselling Psychology Programme at Makerere University.

As partial fulfillment of the degree programme she is required to carry out a research on the topic "**Parenting Styles Parental Monitoring and Adolescents' Risky Sexual Behaviour**" She will be conducting research from schools in Rubaga Division. Her proposal has been reviewed and accepted by the School of Psychology Higher Degrees Committee.

This letter requests you to grant her permission to access Secondary Schools in Rubaga Division for purposes of data collection.

Any assistance rendered to her will be highly appreciated.

Yours faithfully

  
 DEPARTMENT OF MENTAL HEALTH  
 AND COMMUNITY PSYCHOLOGY  
 Dr. Janet Nambi **29 MAR 2016**  
 Head of Department  
 MAKERERE UNIVERSITY  
 P. O. Box 7062, Kampala

*In future correspondence please quote the reference number above*