

PERCEPTIONS OF YOUTH REGARDING THEIR RELATIONSHIPS WITH
ADULTS IN UGU NORTH, A RURAL AREA IN SOUTHERN KWA-ZULU NATAL.

By

Nompumelelo Rosemary Mngadi

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ABSTRACT

The study investigates youth perceptions of their relationships with adults in Ugu North a rural area in Southern Kwa-Zulu Natal. A review of literature revealed that limited research has been done in South Africa and other countries on the nature of relationships that exist between youth and adults in rural areas. From the available literature and the study it became clear that there is no comfortable relationship between youth and adults in Ugu North rural area.

Research was conducted at a school and the participants were the learners. The researcher used availability sampling and systematic random sample to select participants. The researcher used two methods of data collection - focus group discussions and questionnaires for individual completion. The study revealed that there is no comfortable relationship between youth and adults in rural areas. By adults the research is referring to parents, teachers, possible caregivers and community members.

Conclusions are drawn from the study and recommendations are made on how relationships between youth and adults in rural areas can be improved.

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This dissertation, unless indicated to the contrary in the text, represents the original work of the candidate and has not been submitted for a degree at any other University.

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CHAPTER 1

1. CONTEXT AND PURPOSE OF THE STUDY

1.1 INTRODUCTION

The researcher has chosen to do research in a rural area in order to understand how rural youth in schools perceive their relationship with adults in homes and in communities. The researcher chose a rural community in order to see how rural youth relate to adults.

According to Marlow (1998), research is simply a means of gaining knowledge and in social work we need all knowledge we can master if we are to be optimally responsible to our clients and agencies. This dissertation includes information on different chapters: -context and the purpose of the study, literature review, methodology, data analysis, and conclusion and recommendations.

1. 2 SHORT DESCRIPTIVE TITLE OF THE RESEARCH.

The descriptive title for the research is the Perceptions of youth regarding their relationships with Adults in Ugu North a Rural Area in Southern Kwa-Zulu Natal.

1.3 DESCRIPTION OF THE PROBLEM AND ITS SELECTION

The topic was chosen because it is one of the topics that do not get much of attention from social researchers. The topic needs to be given enough attention because there are many problems that face youth that can be solved if relationships between youth and adults can be improved .The kind of relationship that exist between adults and youth influences problems that youth have and the manner in which they are administered. Jones and Zlotnik (1998)

pointed out that youth who have a comfortable relationship with adults tend to have fewer problems. Where there are barriers between youth and adults, youth have a lot of problems that they find it difficult to deal with. That may also lead to high levels of youth suicidal attempts as they find it difficult to communicate with adults around them. According to Chess and Thomas (1987), suicidal behavior among youth has become an issue of concern. Though rare in previous generations, the rate appears to have doubled in the past thirty years and suicide now is the third leading cause of death among adolescents. Suicides are very rare under ten years of age, with the progressive several –hundredfold increase between ten and twenty years (Chess and Thomas, 1987). Various other causes of suicide have been suggested in specific cases, such as disturbed family background, some precipitating events associated with shame and humiliation, sexual abuse, a serious quarrel with a parent or lover. Jones and Zlotnik (1998) make the point that a lack of statistical data about rural problems make it difficult to access the needs of rural communities. As a result neglected rural areas face a form of silent suffering. According to Jones and Zlotnik (1998) statistics shows that while national and international economic changes affect urban and rural areas alike, many rural communities have been hit harder than urban counterparts. They continue to say that rural communities have unique concerns. Most rural communities do not have accessible and affordable transportation, housing and social services.

Jones and Zlotnik (1998) go on to say that rural poverty often leads to ripple effects such as depression, drug and alcohol use, child and spouse abuse, and stress related health disorders. Economic stress caused by long-term economic insecurity, job loss and underemployment may lead to increases in school failures and dropouts, teen pregnancy, juvenile delinquency, and violent behaviors. Jones and Zlotnik make the point that in some cases poverty, unemployment and economic stress become intergenerational family challenges resulting in blocked aspirations, apathy and despair.

Marsland (1995) points out that there are various problems that may arise as a result of poor communication within two parties. The following can be some of the problems that might

arise as a result of poor communication: high pregnancy rate, drug and alcohol abuse, high crime rates, increase of violent behaviors amongst the youth. According to Republic of South Africa Government Gazette (1997) the majority of South African families live in unhealthy, unsafe, disadvantaged communities. Communities are also faced by over crowding, a lack of housing and basic amenities such as sanitation and recreational facilities and a lack of public transport have serious consequences for the stability and security of families. Lack of services and amenities in disadvantaged communities impact on the quality of social life. A lack of knowledge about life skills results in insecure and unstable family life. In exploration of the issues faced by rural youth with regards to relationships with adults this research is going to provide information on the gaps in this area and ways in which these could be addressed. The researcher thought that this kind of topic is relevant to the rural youth, because it may guide programs that can be developed in looking at the needs that youth have. In most cases youth in rural areas have few sources of information. There are few opportunities where they are involved in projects that aim at empowering them as youth. Therefore the researcher thinks that such research will open good opportunities for the rural youth to gain knowledge and skills that they can use for their lives and for their communities.

1.4 BACKGROUND INFORMATION ABOUT THE AREA AND THE SCHOOL WHERE RESEARCH WAS CONDUCTED.

The area chosen for the study was Ugu North a rural health district with the population of about 240 000 in the inland of Southern KwaZulu – Natal. The area during the years of apartheid formed part of the KwaZulu homeland and continues to lack infrastructure and resources. A brief profile of the area is presented.

Information from Siyabona, a non-governmental organization that functions within the area showed that in Ugu North income of 47% of rural households was below the minimum basic household level with 32.4% of economically active persons formally employed, 12% participated in the formal sector and 40.1% were illiteracy. Only 5% of households had

access to land for ploughing, although 27% had a garden plot. Most rural homesteads lack electricity and wood was used for fuel. Information from the local non-governmental organization (Siyabona) emphasized that people wished to improve the quality of their lives, but were constrained by poverty, lack of opportunities for employment, limited time due to time spent on collecting fuel and water, lack of information. The researchers' informal discussion with teachers at Zithokozise school indicated that most of Ugu North District where the schools are situated is rural and further discussion describe the profile of poverty and underemployment and the low level of illiteracy .

The researchers' discussion with learners identified the lack of reticulated water and the difficulties in obtaining clean water as well as the problem of sanitation. At schools there are a lack of toilets, no hand washing facilities and soap and no adequate toilet paper.

The name of the school where the research was conducted is Zithokozise High school. It is situated in Ugu North. It consists of 750 pupils and 12 educators. There is high number of pupils in classes and there is a very low number of educators. There are inadequate resources within the school.

1.5 THE PURPOSE OF THE STUDY

The purpose of the study is to : i) explore the perceptions of youth regarding their relationships with adults.

ii) ascertain concerns of rural youth regarding relationships with adults.

iii) determine the major sources of life skills information for youth in rural areas.

1.6 THE RESEARCH QUESTIONS

How do youth perceive their relationships with adults?

What kind of relationship exists between rural youth and adults?

Do youth feel comfortable and supported in their relationship with adults?

Do youth feel comfortable to share their experiences and concerns with adults?

From where do they get information on life skills?

1.7 ANTICIPATED VALUE OF FINDINGS

The first anticipated value of findings is to provide information on the kind of relationship that exists between youth and adults. The other anticipated value of findings is to provide guidelines to the schools about educational and preventive work that needs to be undertaken by the schools. The third one is to provide information to social workers, teachers, psychologists, and other helping professions so that they can be aware of educational and preventive work that needs to be done on the issue of the relationships between youth and adults. Lastly is to provide information about youth's major sources of information. The information that could be gained can be used in implementing youth empowerment programs and in training parents and caregivers on parenting skills and to ensure that parents have an inclusive role in educating their children.

1.8 THEORETICAL FRAMEWORKS GUIDING THE STUDY.

The research is guided by the ecological theory and the social learning theory. According to Isenhardt and Spangle (2000), the ecological perspective moves away from the linearity and focuses on the wholeness, interdependence and complementarity of living organisms. When the different aspects of the system are functioning optimally, the system is said to be congruent or balanced. When there are deficits in any sub-system or there is some dysfunction, the ecological unit is in the state of imbalance. Isenhardt and Spangle (2000), further mentioned that the ecological orientation lends importance to both the individual and the context, with which the most significant consideration being balance congruence or

harmony in the entire unit. According to this theory the environment is conceived of as a set of nested concentric structures, each influencing the other and ultimately the developing child. Microsystems refer to the immediate setting directly experienced by the developing child e.g. the family, the school, friends and so on. Mesosystems refer to relations between Microsystems in which the developing child directly experiences reality for example, the connections between home, school and neighbourhood. Exosystems refer to one or more settings that do not involve the developing child as an active participant but in which events occur that affect or are affected by what happens in the setting that contains the developing persons. Examples include the workplaces of the parents, a school attended by an older siblings etc. Finally, macrosystems reflect the broad ideological and institutional patterns of a particular culture that are underpinned by belief system, values and so on. Macrosystems are the blue prints for the society that determine the shape, character, and relation to each other of dominant institution, such as schools, the workplace, hospitals and so on (Isenhardt and Spangle, 2000). This theory is relevant to the study since it emphasizes that individuals do not live in isolation but they are influenced by structures within the environment. These structures include families, schools, workplaces etc.

The second approach that is guiding the study is social learning theory. According to Bandura (1977) social learning theory approaches explain human behaviour in terms of continuous reciprocal interaction between cognitive, behavioral and environmental determinants. Within the process of reciprocal determinism lies the opportunity for people to influence their destiny as well as the limits of self direction. According to this theory both people and environments are reciprocal determinants of each other. Modeling influences produce learning principally through their informative function. During exposure observers acquire mainly symbolic representations of the modeled activities which serve as guides for appropriate performance (Bandura, 1977).

According to Iverson and Segal (1990) social learning theory of human behaviour involves three components. First, individuals learn certain behavior from prior experience with these

behaviors. Secondly specific social conditions exist which encourages the use of these previously learned behaviours. Finally an individual engages in specific behaviours because of rewards or punishments that these behaviour produce. The way families communicate or relate to their children is learned from the family. In other words people tend to communicate in the way that is related to their early childhood experiences. A person who grew up in the family where issues of sexuality, and many issues that affect young people, are not discussed, may also become quiet about these issues to her children. This theory is also relevant to this study as it explores the extent to which youth may or may not be influenced by their parents and other adults with whom they interact. The strength of social learning theory is that it addresses the manner in which social behaviours are passed from one generation to the next within the family.

Conclusions

This chapter described the need for such a study in rural areas. It also looked at the background information regarding the area. It also became clear that the Ugu North district is still faced by problems that usually face most of rural communities, such as poverty, unemployment, lack of information on life skills training and underdevelopment as they are still using wood for fuel and fetch water from rivers. The purpose of the study and anticipated value of findings had been outlined. The study is guided by ecological approach and social learning theory. Both theories emphasize that individuals do not live in isolation but they are influenced within the environment. Theories also reveal how certain behaviours are passed from one generation to the other.

CHAPTER 2

2. LITERATURE REVIEW

2.1 INTRODUCTION

In this section the researcher provides information from literature that she consulted which is relevant to understanding the kind of relationship that exists between rural youth and adults.

2.2 YOUTH AS A DEVELOPMENTAL STAGE

The National Youth Policy (1997) defines youth as a young males and females aged from 14 to 35 years. The Republic of South Africa Government Gazette (1997) refers to youth as people who are between 16 to 30 years of age. South African youth represent 32.5% of the potential economically active population. UNESCO (1980) defines adolescence as a stage of transition from childhood to adulthood and views youth as those persons between 14 and 24 years of age. Mead (1970) states that youth is between 11 to 18 years of age. According to Lear (1997) youth as a developmental stage is marked by sexual experimentation and alcohol use. In the case of University students, the transition is negotiated primarily in the first year or two. Experimentation was an element of the experience of freedom but also served as part of identity formation, expressed through story telling and impression management.

Lear (1997) reflects that most of the youth is in adolescent stage or early adulthood. According to Holland (1994) in Marsland (1995) most of them are still experiencing change in their bodies and in their private parts. Marsland (1995) emphasizes that the crucial social meaning of youth is withdrawal from adult control and influence compared with childhood. Peer groups are the milieu into which young people withdraw. According to Wolfe, Werkerle and Scott, 1997 in (Sathiparsad, 1999) adolescence is a period of development in which many

of the risk factors relating to interpersonal violence, stemming both from childhood and from contemporary sources become more pronounced. Wolfe, Werkerle and Scott continued to say that adolescence has been virtually ignored in terms of its dynamic importance in establishing a pattern of healthy, non-violent relationships with intimate partners and family members.

2.3 PROBLEMS CONFRONTING YOUTH

According to Marsland (1995) there are many serious problems which young people have to face. Two which he would personally emphasize are delinquency and crime including especially drugs, and the general situation of girls and young woman as such, the problem of gender and sexuality. He continued to say that the list of young people's problems is a long one. The words that comprise the list are more labels for painful experiences for young people and anxiety for adults. Marsland (1995) talk about Button's Model of young people's fundamental needs. According to Button's model the following are the general needs of young people. They are in need:

- of new experiences
- of association with the opposite sex
- of a coherent world view
- of coming to terms with authority

According to Sathiparsad (1999) the range of problems, confronting the youth today includes violence, gangsterism, teenage pregnancy, substance abuse, unemployment, discrimination, alienation, and a sense of powerlessness in decision making. Sathiparsad in her paper addresses relationship as the main targets for change. Her focus is on the various contexts within which relationships occur: the family, the school, peer group, employment and range of social contexts. Relationships are inevitable part of our lives and imbalance in relationships may lead to problems such as child abuse, peer aggression, partner violence and sexual assault. Active attempts to address violence and to promote healthy relationship are crucial to break the cycle of violence from continuing across generations.

UNESCO (1980) states that among the major characteristics of problems affecting rural youth the following are some of them: isolation, poverty, exploitation, lack of access to land, illiteracy, lack of information, lack of stable work cultural segregation, non-participation in decisions that concern them. UNESCO continues to say that the causes of this situation are found at national and international levels. In the majority of the region's countries the unjust economic structures do not favor the kind of development, which benefit the rural masses. Most of young people in rural areas are expected to collect firewood, minding sheep or working at the harvest, they end up joining the large group of illiterates (UNESCO, 1980).

The National Youth Policy (1997) stated that in South Africa young men and women in rural areas are often more disadvantaged than those in urban settings. They have less access to services and facilities and the opportunities for employment are less than in urban areas. Three million of youth are unemployed and large numbers drop out of school. The migration from rural areas to urban centers can be largely attributed to the under-development of rural areas and the lack of opportunities. The National Youth Policy (1997) further mentioned that there are a number of health issues affecting young women and men in South Africa. These include sexual health and the spread of sexually transmissible diseases. Young people currently are mostly at risk in terms of HIV infection and it is estimated that young people will account for a total of 72% of all new cases of HIV infection. Poverty and instability have resulted in high teenage parenthood, delinquency, crime and exposure to sexually transmitted diseases and violence. Teenage pregnancy has been found to be one of the major reasons why women leave schools (National Youth Policy, 1997).

2.4 FRIENDS AND PEER INFLUENCE

According to Marsland, (1995) peer relationships arise in all the spheres of activity in which young people are involved in namely, the family, schools and colleges, and community, because release of control is of essence, peer groups necessarily have negative consequences as easily as positive effects. If peer groups can be handled well they can be a massively

powerful source of constructive social advance as well as of individual development. Wodarski and Wodarski (1995) mentioned that in the home youth could find structure and guidance from loved ones who really care about them and who provide clear expectations regarding sexual behavior. Yet we find adolescents turning to peers for emotional support that inattentive and unconcerned parents fail to provide. Hill (1980) in Wodark and Wodarski stressed that the conflict that usual exist between parents and adolescents leads to the adolescent accepting and seeking approval of peers. Conflict between the two parties lead to the decrease of effective communication.

Teachers and youth workers have special roles to encourage and facilitate peer groups. According to Lear (1997) normative pressure among friends occurs not just with respect to sexual behavior. It refers to constellation of social behavior that also includes drinking and smoking. Rosenberg (1980) in Wodarki and Wodarski (1995) reports that teenagers are most likely to discuss sex and birth control with friends with whom they may have exchanged inaccurate information. Rosenberg continued to say that knowledge that teenagers had on the topics such as ejaculation, intercourse and contraceptives generally come from their peers. In the study that was conducted by Rosenberg only one in 5 teenagers in his study was accurately knowledgeable on issues around sexuality. How and whether friends liked talking about sex and practiced safer sex were strong influences in predicting whether a young person is having a safer sex. People often seek friends with similar values, which they reinforce for each other. When friends do not practice safer sex, it becomes more difficult to imagine doing so.

Lear (1997) states that men and women have different styles in talking about sex with their friends. Among men feelings about relationships were often suppressed through joking, although some men had learned to speak openly with one or two close friends. Discussions about sex among women were considerable more explicit than those among men and women monitored their friends' behavior more closely then men done. According to Marsland (1995) men might question a friend's unsafe sexual behavior but generally, they were non-judgmental about each other.

Roberts (1994) pointed out that African children relate in their peer groups differently from the majority in society. He gave an example that among Africans the peer group experience is more pronounced for males than females. Roberts also mentioned that African males gain competency in relating to other males and gain control over their emotions while with peer groups. He further mentioned that peer groups take different focus for African girls. He mentioned that black girls tend to be involved in household responsibilities and taking care of younger siblings, the impact of peer group is somewhat limited for them. Roberts also stressed that peer groups seem especially influential in certain areas such as dating, relationships and fashion, but not influential in career or financial planning. Successful adolescents are able to discriminate among their needs and use various sources to meet them rather than relying on peer groups.

2.5 YOUTH AND SUBSTANCE USE

UNESCO (1980) state that drinking is a fundamental part of youth social life. Men especially felt social pressure to get drunk. Men use drinking as a way of bonding and to facilitate expressiveness with each other and for the pleasure of talking about their experiences while drinking. According to Coombs and Landsverk (1998) in Roberts about 50% of adolescents report regular use of alcohol. He further mentioned that drug abuse is affecting far fewer adolescents and is associated with one's peer group and the style of discipline that parents employ. Roberts (1994) also stated that other family variables associated with drug use are the degree of parental affection, involvement and concerns about adolescents. Roberts pointed out that the occasional use of drugs reflects peer pressure, whereas heavy use and abuse of drugs reflects an emotional problem. He further mentioned that although some parents feel less concerned about the use of alcohol, adolescent's use of alcohol could be potentially more problematic than the use of illegal drugs. Drinking patterns of adolescents tend to represent similar drinking patterns of their parents (Robert, 1994).

According to the National Youth Policy (1997) substance misuse is one of the common forms of risk behavior among South African youth. Alcohol remains the most popularly abused drug especial in informal settlements and in rural areas. Substance abuse among school children especial boys is increasing. They are also experimenting with drugs at a much earlier age. It is estimated that approximately 5.8 % of South African youth over the age of 15 years is dependant on alcohol (Republic of South Africa Government Gazette,1997).

According to Lear (1997) unsafe sexual practice was often a consequence of drinking. People drank for fun and sometimes also lubricate potential sexual situations. Drinking and not remembering sexual behavior was a recurrent theme, as was engaging in sexual behavior that one would not have done if he /she was not drunk. She also continued say that coercive encounters occurred more frequently when partners had been drinking. Children are severely affected by parents who abuse drugs and alcohol. Children of such parents may start to abuse substances themselves.

2.6 SOURCES OF INFORMATION

Information on sexuality, conception, pregnancy, contraception, and diseases is rarely imparted by teachers, health workers or parents. The main sources of information are friends and the media (<http://www.who.int/reproductive-health/hrp/progress/>) . A study of first time mothers in Manila, Phillippines, reports that 28% learned about sex from the men who made them pregnant. Friends are important sources of information about sex. Over 90% of college students at Viet Nam report being most comfortable discussing sexual and reproductive health with peers , while fewer report discussion with parents .(<http://www.who.int/reproductive-health/hrp/progress/>) . Young people appear to prefer to obtain information on different issues that affect them from different sources. In some settings, the media are the prominent source of information on HIV / AIDS, though this is not necessarily the case for other aspects of sexual health. Health care providers are rarely cited as a major source of information. From the case studies in Argentina, Kenya that explored it surfaced that teachers focused on

discouraging students from sexual activity without pointing out dangers or explaining and teaching safe sex behavior. Generally young people in these studies argued for a much more explicit focus on sexuality in school curriculum. Most said that they preferred health providers, rather than teachers or parents as information sources (<http://www.who.int/reproductive-health/hrp/progress/>).

2.7 FAMILY AND PARENTS

In the study that was done by Lear (1997) , she pointed out that family and schools would be important influence on sexual attitude and behavior, and possible on the ability to negotiate sexuality, because they are accepted settings for learning about sex, but after she had done a research she realized that she was wrong. Most parents were not particularly more progressive than those of previous generations and they did not have more explicit or frank discussions with their children. For Lear's study participants pointed friends as people who have a great influence on sexual matters beginning in the high school years.

According to Lear (1997) family background and education had little impact on their sexual behavior. Parents had not established a pattern of open communication about sexuality; advice about sex was usually limited to a vague warning to be careful. Given the lack of foundation for discussion about sex, by the time parents became willing and attempted to discuss the issue. Young people themselves were often reticent, preferring privacy as they explored their sexuality.

According to van Rooyen, (1997) in Leggett, Moller and Richards (1997) in a recent survey conducted among high school students in Grahamstown findings suggested that almost 49% of the participants reported that they had engaged in some form of sexual activity. Regardless of actual statistics however it is a fact that young people are becoming sexually active relatively easily in their lives. One may suggest that sexual activity begins even prior to the 15-year age category as symptom may not become evident for some time after infection and

pregnancy may not result from the first sexual encounter. According to van Rooyen, (1997) in Leggett et. al. (1997), interestingly few of the young people who address the issue of youth sexuality in their letters made direct comments related to their own sexual behavior. They choose rather to reflect on the sexual behavior of their peers and communities on broader issues related to sex and contemporary South African life. From the study by van Rooyen it became clear that peers often encouraged sexual interaction between unmarried youth. The pressure is therefore towards, rather than away from teenage sexual involvement before marriage. In his study he also found that sex and sex education are taboo issues, which are often linked to the culture.

Preston -Whyte and Zondi (1992) in Leggett et. al. have also suggested that parents were not the first choice of young people when it come to obtaining information about sex .In this context of the participants in the research they had a powerful request to parents to examine their feelings and their attitudes about discussing with their children issues related to sex and perhaps to explore awareness to deal with possible cultural constraints which may prevent the free exchange of information about sex between children and parents.

2.7(1) DESCRIPTION OF PARENTS

According to Mngadi and van Rooyen, in Leggett et. al. (1997) the impact of parents upon their children needs little elaboration, being a topic that is for most profound obvious regardless of the nature of relationship between parents and child, some form of bond and influence will exist .The study that was conducted by Mngadi and van Rooyen in Grahamstown shows that a number of participants made specific reference to their parents, and in so doing they commented on the nature of their relationship with their parents. Parents are described in various ways including wise, strict, intelligent, realistic and caring. Strictness is the issue mentioned on a number of occasions. One of their research participants pointed out that her father's strict manner is potentially problematic in that the control he exercises limits her social activities. According to Hlophe (1998) in Zulu culture communication among

family members is still difficult as open communication is still taken as a taboo. She continued to say that it is essential therefore to involve the family when addressing issues related to communication.

2.7(2) RESPECT IN THE FAMILY

According to Mngadi and van Rooyen in Leggett et. al. (1997), Ubuntu has long been known to be part of traditional African way of living. Respect is a central component of this concept, flowing from this was the norm that children would respect any person older than themselves, even strangers. According to Hlabangwana (2000) culture plays a very profound role in inculcating respect in the minds of children. He further mentioned that Africa has very diverse cultures and often, respect for elders is taught to a child in various ways from grassroots level ways of talking, posture, when to express oneself are all indispensable when talking of respect. Often in our contemporary society however suggestions are made that the youth no longer incorporates the concept of ubuntu into their way of life. In addition in some of the patriarchal societies the notion of total respect for any older individual has been seen as being in conflict with some of the inherent rights of children including the right to protect him or herself from harm or abuse. Mead (1970) stresses that the following people have a responsibility to act as role models for young people: parents, teachers, and youth workers and personnel managers.

Roberts (1994) pointed out that African children are more likely to be physically punished than White children. He continued to say that African parents use coercive and punitive means of obtaining compliance and use fewer strategies meant to create sense of internal control for behavior than white parents. Researchers found that African families have a large support systems which provide help in such areas of parenting and discipline in their extended families.

2.7(3) FAMILY HIERARCHY

Roberts (1994) mentioned that there are two types of family hierarchy: - authoritative and democratic hierarchy. In the authoritative style of parenting, both parents have fairly equal authority. In democratic families parents and their children share roles and they may even change roles each other. In authoritarian parenting, the child is not allowed to give input into decision-making.

Haley (1976) in Roberts (1994) pointed out that the implication for parenting is that families are not democratic in the sense that power is not equal shared. Parents are in executive position of leadership in the family and children are in a subordinate position. In leadership role parents make decisions that affect the safety and security of all members. Parents must monitor activities that family members are involved in to determine the potential for changes. For example when family is planning to take a trip in a snowstorm, children may not consider or even understand the danger involved. Taking blankets, flashlights, candles and some food may never enter the mind of a child. In such situations, parents give guidance to children.

2.7 (4) FAMILY COMMUNICATION

Wodarski and Wodarski (1995) points out that families are logical places for investigating factors that lend adolescents towards and away from the risk of early sexual involvement. Roberts (1994) stated that within family system communication occurs continuously through both verbal and non-verbal. Brooks (1998) pointed out that communication between a parent and the child should focus on expressing affection and positive feelings, smiling and hugging. He also emphasized on frequent family meetings as one of the most important strategies for improving communication between youth and adults. Brooks continued to say that when parents and children discuss family rules, share points of view and reaction to each other and plan joint activities, they are all participating in the creation of more comfortable living

arrangements.

Wodarski and Wodarski (1995) mentioned that the most important thing for parents to keep in mind at any time or age of the child is not to say anything that will break down or cut off the lines of communication between parent and the child. They further mentioned that all teenagers need help, even if they do not seem to be grateful for it. They must feel free to seek help from their parents or loved. If teenagers can not talk to their parents or to other acceptable adults, they have their peers and friends to turn to. The main concern is that how much information on serious matters can a 13 year old or 15 year old give to one another (Wodarski and Wodarski, 1995).

Bloch (1974) in Wodarski and Wodarski reported that in his study it appeared that the majority of mothers of seventh grade girls who participated had not explained menstruation and birth control to their children. He continued to say that girls are strongly influenced by parents than boys. He further mentioned that if there is a favorable relationship between girls and their parents, it is less likely that they will engage in pre-marital sex. Wodarski and Wodarski (1995) mentioned that frequent discussions made possible for youth to accept their sexuality and desensitize the topic around sexuality. This free flow of communication may also lead to discussions about responsible sexual behavior to youth as partners in future. Wodarski and Wodarski pointed out that many families head off discussion of sexual matters through a conspiracy of silence, they might even suspect that the worst is happening, but they would rather hope for the best and keep silent.

2.8 THE ROLE OF THE SCHOOL

According to Misley (1972) society has many agents of socialization process. Among the first are the parents with bowel training. At an early age, the school reinforces the Parents' efforts. Roberts (1994) stated that children move from an evolving family system to an established school system. From systems perspective, the school system should be more

willing to involve the family and professionals in addressing the needs of children who have problems in schools. He continued to say that children go to school not merely to acquire knowledge but to learn how to behave in the ways that will make them acceptable in their society. According to Roberts (1994) there are four elements of socialization in school:

1. Clear definition of appropriate behavior.
2. Rewards for culturally appropriate behavior.
3. Punishment to eliminate behavior, which is inappropriate.
4. Maximum exposure to the new culture of the school.

According to Besage (1989) for some children the lack of family stability could mean that within the school community among their teachers and friends, they experience their most stable and longest known relationships. Children are in schools for the larger part of their lives and are in daily contact with some teachers who are therefore able to use their expertise to watch over them closely for a number of years.

2.8(1) SCHOOLS AND DISCIPLINE

Roberts (1994) pointed out that when teachers discipline a child's non-compliance at school, many parents may have concerns. The issue from the schools point of view is to control non-compliant behavior so that the process of education is not disrupted. Although this goal is accepted as needed and one that should be enforced, parents often question the way schools go about maintaining order. The most common context in which discipline is used is punitive. According to Roberts (1994) the prevalence of corporal punishment in schools today is mostly unknown, although a few studies conclude that its use is widespread both at home and school. Pete (2000) pointed out that corporal punishment may no longer be imposed as a sentence by court of law or used as a means of enforcing discipline in schools or prisons as researchers have found that it is not effective in producing positive change in children. Corporal punishment of children in schools and at home is related to increased aggression in children, deviousness, sexual aberrations, poor learning and low self-esteem. Physical assault in the

form of corporal punishment does not help create mutual respectful relationship. Although corporal punishment has been used for some time in schools, the time has come to re-examine its use in controlling children's behavior. Laws are needed that not only protect the rights of children but also make it possible to address the child's behavior within the context in which it develops. For example, teachers dealing with the child that is misbehaving in school should familiarize themselves with familial context and include the parents and siblings in assessing the situation. This involvement of family should help school personnel to find alternative solutions to the use of corporal punishment.

2.9 THE COMPREHENSIVE PARENT, PEERS AND SCHOOL MODEL

Wodarski and Wodarski (1995) suggested that a comprehensive education program that gives teenagers, parents, school teachers and counselors accurate sex education through curriculum that is attractive, social skills in terms of assertiveness and problem solving and practice applying this information at risk situations is needed. Their research has indicated that if adolescents are to adopt the idea of pregnancy prevention, then sex education must be an integral part of youth's personal development and must begin before puberty. Ausland (1993) in Wodarski and Wodarski (1995) suggested that it is imperative that prevention programs address the social environments and culture of the contexts in which adolescents interact. Public schools offer logical setting for broad scale prevention interventions because 9 of 10 children in our society are found there (Wodarski and Wodarski, 1995). Moreover they suggest that schools provide the greatest access to children who may be reliably identified as at risk.

Roberts (1994) mentioned that programs for youth should assist adolescents in identifying and examining peer pressure and in exploring ways to make individual decisions, especially since peers have a significant impact on each other's behaviors. According to DiClement (1993) in Wodarski and Wodarski the use of peer educators as behavior change agents is perhaps the most underutilized prevention strategy. He added by saying that informed peer educators may

be more credible sources of information and they communicate in a language that is more likely to be understood by their classmates.

Parents greatly influence their children's behavior. Next to the peers parental involvement and communication are most critical and should be strengthened to help adolescents to become more responsible. Yoshikawa (1994) in Wodarski and Wodarski suggested that prevention interventions that combine comprehensive family support with early education may bring about long-term prevention through short-term protective effects on multiple risks. Yoshikawa (1994) also mentioned that in order to alleviate the dilemma of teenagers having children, it is evident that the following points must be considered.

- Timing of sex education is critical and should occur in middle school years.
- Attractive curriculums taught by qualified teachers are necessary.
- Curriculums should center particularly on gender roles, pre-marital sexual activity, contraception, abortion, AIDS, psychological issues (e.g. self-esteem and judgement), decision making and problem solving, life options and relationships.
- Incorporation of peer group experience as a learning experience vehicle is necessary since peer norms influence sexual behavior.
- An essential aspect of sex education should involve the opportunity to practice appropriate behaviors for high risk situations.
- Families, schools, peers, communities and the media all possess powers to eradicate social problems. Combined, co-operative efforts are essential.

Ausland (1993) in Wodarski and Wodarski (1995) also stated that peer educators can assist in improving self-esteem and feelings of competence by encouraging learners to value one another. In addition team or group learning closely resembles the environment in which adolescents will discuss and make some of their decisions regarding sexual activity. Ausland also mentioned that short-term interventions only are ineffective in increasing HIV / AIDS related knowledge and in reducing high risk activities. He further suggested that in addition to information, youth need to acquire skills to apply what they have learnt when faced by situations that place them at risk.

Conclusions

From literature review it surfaced that there is limited literature in the area of relationships between rural youth and adults. From the available literature it became evident that there is no comfortable relationship between rural youth and adults. It also became clear that there is a greater need for further researches around the area of relationships between rural youth and adults.

CHAPTER 3

3. METHODOLOGY

3.1 INTRODUCTION

In this section the researcher discusses the research design, data collection tools, sampling techniques used, data analysis, limitations of the research methods that are used as well as the validity and reliability of the study.

3.2 DESCRIPTION OF RESEARCH METHODS

RESEARCH DESIGN

The research utilized the exploratory design in exploring the topic on which limited research has been done. According to Williams (2003) exploratory research is usually employed when one wishes to begin work on a little researched area or is developing methods for a later formal study. He continued to say that exploratory research is often the precursor to a larger project, or even a multi-faceted research programme that investigates several different but related areas. From the literature review the researcher found that there is limited literature on the relationship between youth and adults. The researcher chose an exploratory strategy so that other researchers can develop further studies on the relationship between youth and adults. Neuman (1998) pointed out that exploratory builds into explanatory to explain why things are the way they are.

The researcher used an exploratory qualitative design for the research. Neuman (1998) states clearly that many professionals use qualitative design as it gives full meaning to the data. The researcher chose qualitative design because it needs a small number of subjects and because the focus is on depth information from each subject. According to Morgan (1998) qualitative methods are especially useful for exploration and discovery.

DATA COLLECTION TOOLS

The researcher used two methods of collecting data: focus groups and questionnaires. The researcher started by conducting focus groups, which were followed by individual completion of questionnaires. Morgan (1998) defines focus groups as group interviews (Appendix 1). He continues to say that a moderator guides the interview while the small group discusses the topics that the interviewer raises. What the participants in the focus group say during their discussions is the essential data in the focus group. Focus groups come in all sizes and shapes. Focus groups are first and foremost a method of gathering research data. Morgan continues to say that a research team creates focus groups for a well-defined purpose. Even if groups are primarily exploratory they are still focused on the research team's interests. The researcher used focus groups to be able to learn a great deal about the range of experiences and opinions in the group. All participants were given an opportunity to contribute to the group. Focus groups were used because they provide in depth information. The other advantage of using focus groups is that they help the researcher in piloting a questionnaire or questions for individual interviews. They help the researcher to see if participants understand the questions to be used for other methods of data collection. The researcher taped the focus group discussions. Two focus group sessions were conducted. The researcher had a one hour focus group discussion a day with participants.

The second method of data collection for this study was a group questionnaire (Appendix 2). According to Marlow (1993) group questionnaires are where a researcher distributes questionnaires to the entire group at the same time. These questionnaires are administered to groups. The researcher is usually available to clarify questions to group members. The researcher chose to use questionnaires because according to Marlow (1998) questionnaires are relatively neutral. Interviewer bias is absent and the responses are clear and usually unambiguous. Marlow also stated that neutrality of the response, however, depends a great deal on the care with which the questionnaire has been constructed. The researcher

used open-ended questionnaires because open ended questions leave it up to the respondent to create a response. Frequently no responses are given to the respondents to select from. The main advantage of using questionnaires is that they save time, money and energy. The initial idea was to do individual interviews. However because of the time factor the researcher ended up doing group questionnaires as an alternative method of data collection. The researcher was going to be expected to travel to an area for 8 to 10 trips. Transport was arranged for the researcher for a limited period of time and it was going to be costly to go to an area several times. As the research was conducted in the school, the schools were about to close for winter holidays .Therefore the researcher was forced to change her initial method of data collection into a group questionnaire in order to limit costs and to accommodate a time factor. The researcher also decided to use group questionnaire in order to allow for honesty and openness on the side of the research participants. Group questionnaires also allow for in depth data as participants give their responses in a relaxed environment.

SAMPLING TECHNIQUES

According to Marlow (1993) sampling involves determining who will be the participants in the study. Sampling is necessary because we cannot include everyone in the study. The sample should be representative of the population. This means that the sample should have same distribution of characteristics as the population. The researcher used two methods of sampling- Availability sampling and systematic random sampling. According to Marlow (1998) Availability sampling is used extensively in social work research and it involves including available or convenient elements in the sample. As the research was conducted at school the principal allocated a class of grade10 learners where the researcher chose her sample, in that way the sample was convenient or available.

The second method of sampling that was used was systematic sampling. According to Smith (1975) systematic sampling is one of the simplest, most direct and least expensive sampling methods. It consists of taking every nth unit from the sampling frame. Williams (2003)

pointed out that systematic samples are strictly speaking, still simple random sample but this method uses a different approach. For an example we have 20 dwelling units on a block of which we want to sample every fourth one. We would choose randomly a number between 1 and 4 and thereon choose every fourth unit. The researcher assigned number 1 and 2 to a class of grade 10 learners, which consist of 38 pupils, and she took all number ones to be part of her sample. The researcher had a sample consisting of 19 learners or youth. The sample consisted of 10 females and 9 males. Their age was between 14 to 19 years. According to Marlow the sample size depends on the homogeneity amongst different elements. At school the youth in grade 10 was homogenous in terms of age, race, and area where they came from in that way the researcher did not need a large sample size. There was another researcher who was conducting her research with the other half of the class but she was exploring a separate topic.

DATA ANALYSIS

The researcher used categories in analysing the data. The kinds of category that the researcher used are called indigenous categories. According to Marlow (1998) indigenous categories involve identifying categories used by those being observed. Indigenous categories are contracted from data collection using frame elicitation. This involves framing questions in such a way that you find out from your subjects what they include in the particular subject or category. Categories of responses are then elicited from the respondents rather than being imposed by the researcher. In the questionnaire the researcher asked questions in such a way that participants came up with categories rather than selecting from researcher contracted categories. The analysis is discussed in chapter 4

3.3 LIMITATIONS OF RESEARCH DESIGN AND METHODOLOGY

Limitations of using exploratory design are that you cannot be able to conduct an experiment. It can be used only to open up for further research. The limitation of using a small sample size is that one cannot be able to generalize from the study. The limitation of using the

questionnaire is that it does not ensure a high response rate, but it allows the respondents to be comfortable in responding to various questions. It also ensures anonymity of the respondents. Another limitation to the study is that we are not sure whether learners were giving honest responses.

3.4 VALIDITY AND RELIABILITY OF THE STUDY

Reliability is defined by Marlow (1998) as the extent to which a measure reveals actual differences in what is being measured rather than differences inherent in the measuring instrument itself. For an example a wooden ruler is a reliable measure of the table. If the ruler was made of elastic, however it would not provide a reliable measure because repeated measures of the same table would differ due to the ruler's expanding and contracting. As a generalist social worker you need to assess the extent to which the data collection instrument is reliable (Marlow, 1998). The study's findings are reliable because the instrument that the researcher used is recommended by most literature for reliable findings. As the researcher used the questionnaire there are many chances of getting information that come from comfortable respondents who are not affected by the interviewer= bias in that way we can consider that information as the reliable one.

Marlow (1998) mentioned that validity of an instrument reflects the extent to which you are measuring what you think you are measuring. He also went on to say that validity is not as straight forward as reliability because there are different types of validity and each one is tested differently. The research findings are valid because the instrument that the researcher chose is reliable to give correct information and clearly to measure what the researcher wanted it to.

3.5 ETHICAL ISSUES

The researcher considered informed consent by informing subjects fully about the purpose of the study and the effects that may happen as a result of being research participant if they are any effects. The researcher ensured confidentiality of the participants. She also ensured the removal of identifying information in her research. According to Morgan (1998) in practice a commitment to ensure confidentiality means that it is acceptable to collect potentially information as long as no one other than the researcher can identify specific participants. Procedures for maintaining confidentiality must ensure that participants can safely share their experiences and opinions without having their statements used against them. It is the researcher's responsibility to devise such procedures and carry them out (Morgan, 1998). The crucial ethical issue according to Morgan is protecting participant's privacy. The first step is to restrict access to information that reveals participant's identities. Official reviews of research involving human subjects make a careful distinction between projects that offer participants anonymity versus confidentiality. Anonymity means that there is no way to identify who the participants were. As part of being ethical the researcher asked for permission from teachers, learners and parents to include their children in the study (Appendix 3). The research will also provide research findings to the school so that they can be guided in providing educational programmes and further research in the topic.

Conclusions

This chapter revealed methodology that was used for this study. Exploratory design was utilized since the researcher was exploring the topic on which limited research has been done. Exploratory qualitative design was also chosen for this study as it gives full meaning to the data. Data collection tools, sampling techniques, data analysis and ethical issues had been clearly outlined in this chapter.

CHAPTER 4

4. ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

In this section the researcher reports the results of the study by using discussions and tables to make the results clear. The researcher has included questions and discussion and tables. The researcher will start by presenting briefly the data that was found from the focus group discussions.

4.2 Analysis from focus group discussions

The two focus group discussions focused on themes outlined in appendix 1. The following are the general concerns of youth that surfaced from focus group discussions: Youth are always frustrated by girl friends and boy friends, teenage pregnancy, parent's lack of understanding of adolescent stage, family violence, problems at school, substance abuse, poverty, unemployment, abuse that is directed to them by adults and sexuality issues. The above concerns of youth that surfaced from the focus group discussion are in keeping with the National Youth policy (1997) which mentioned that South African young people are faced by the following problems – sexual transmissible diseases, teenage pregnancy, substance abuse, poverty, crime, violence, and underemployment. This shows that youth problems are universal in South Africa in both rural and urban areas although the rural communities are often more disadvantaged.

The majority of youth pointed out that there is no comfortable relationship between youth and adults. This may be because parents do not involve their children in all activities that take place in families e.g. decision making, problem solving etc. This is in keeping with Haley (1976) in Roberts (1994) who pointed out that, the implication for parenting is that families

are not democratic in the sense that power is not equal shared. He further mentioned that parents are in executive position of leadership in the family and children are in subordinate position. In leadership role parents make decisions that affect the safety and security of all members (Haley, 1976 in Roberts (1994)).They also defined relationships as a connection between two or more people and those people are able to assist each other in the times of crisis.

It also surfaced that youth view adults as people who do not understand, who also find it difficult to accept changes in terms of times and lifestyles. Adults want to be listened but to they find it difficult to listen to youth's views. Some of the youth also said that adults view them as bad people who show no respect and lack discipline. The youth were also asked what is considered wrong by adults. They responded by saying that parents do not want their children to have religious affiliations that are different from that of all family members. They do not want girls to have boy friends. It is better for boys to have girl friends. This may be the indication that boys are having higher status in families and are enjoying more privileges than girls. They also mentioned that parents want to choose friends for them. Parents do not want them to come home late. Sex before marriage and teenage pregnancy is not allowed. The major concern for youth was that adults do not talk to them about sexuality and teenage pregnancy but once you have done a mistake you find yourself in a trouble whereas you have not been warned. Even if they get warnings they are very brief and do not give them details. This may be because parents themselves do not have information about developmental stage and about issues that affect youth.

After the focus group discussions the researcher developed a questionnaire based on the information that was collected during focus group discussions. The researcher used some of the questions that were used during the focus groups and restructured some of them to be able to obtain more in-depth information.

4.3 Analysis and Discussion of questionnaire responses.

4.3.1 Youth’s perception of an adult

Question 1 related to learners understanding of whom they consider as an adult. There were given responses to this question for them to choose from: parents, teachers, relatives and community members.

Table 1 : CLARIFICATION OF AN ADULT

No= 19

Parents	Parents/ Teachers	Teachers	All of the above	Total
5	5	1	8	19

In the sample of 19 participants five consider parents as adults, five mentioned the combination of parents and teachers as adults, one mentioned a teacher and eight participants consider parents, teachers, relatives and community members as a clarification of who can be considered as an adult. The above table shows that many children consider the above given responses as a way that fully describes the adult. Some learners used a combination of teachers and parents as a way to describe an adult because they seem to have more contact with parents and teachers. At homes they are with parents and at school teachers take a role of parents. In answering this question learners, seemed to have a better understanding of who can be considered as an adult.

Misley (1972) comments that society has many agents of the socialization process. Among the first are the parents. At an early stage teachers at school reinforce the parents’ efforts. This indicates that parents and teachers seem to have a special role of shaping the life of young persons through socialization.

4.3.2 Youth experience of adult company

To the question related to whether the youth are comfortable in adult company, 13 of the 19 participants indicated that they were generally not comfortable with adult company.

Table 2 : YOUTH RESPONSES ON WHETHER THEY ARE COMFORTABLE IN ADULT COMPANY.

NO. = 19

Responses	Yes	No	Total
Number of youth	6	13	19

The above table illustrates that most youth are generally not comfortable in the company of adults. Some participants mentioned that adults usually distance themselves from them. Some commented that adults in all spheres of life do not involve youth in decision making. This is in keeping with Haley (1976) in Roberts (1994) who mentioned that the implication for parenting is that families are not democratic in the sense that power is not equal shared. Parents are in executive position of leadership in the family and children are in subordinate position. He further stated that in leadership role parents make decisions that affect the safety and security of all members.

4.3.3 Relationship with adults

Question 3 related to the adults that youth are closest to. Out of 19 participants, five mentioned that they are closest to their parents and elaborated that because they are able to assist them in resolving problems that they come across and to guide them on how to go about living their lives. Six indicated that they are closest to relatives, other family members including uncles, older brothers, older sisters and cousins. They put the above people as people that they find it easier to speak to.

For those who mentioned relatives some of them are not residing with their parents. Two participants put sisters and brothers from neighbours as adults that they are closest to. One mentioned a teacher and said that she is able to talk to the teacher about any problem that she has. Five participants did not give a response to this question, which also indicated that youth find it difficult to form a close relationship with adults. The highest number of participants are closest to relatives and other family members rather than their parents. Hill (1980) in Wodarski and Wodarski (1995) stresses that the conflict that usually exists between parents and adolescents lead to the decrease of effective communication. Wodarski and Wodarki further stated that the most important thing for the parents to keep in mind anytime or age of the child is not to say anything that will break down the lines of communication. They further mentioned that it is important for parents or caregivers to know that teenagers need help even if they do not recognize this need or seem grateful for it. The above illustrates that it is important for parents and caregivers to continue forming relationships and offering assistance to youth even if they distance themselves from them as they end up turning to peers and other significant adults for support as they do not find the necessary support from parents. Wodarski and Wodarski also mentioned that in the home youth can find structure and guidance from loved ones who really care about them. Misley (1972) stated that school is there to reinforce parents' efforts. In other words school is there to assist in emphasizing what parents or caregivers have already taught their children. If parents or caregivers at home can be able to create a comfortable relationship with their children, this could be reinforced and encouraged at school. Roberts (1994) stated that the school system should be more willing to involve the family and professionals in addressing the needs of children who have problems in schools. He continued to say that children go to school not merely to acquire knowledge but to learn how to behave in the ways that will make them acceptable in the society.

4.3.4 Youth and their personal problems

Question 4 inquired whether youth are able to go to an adult if they have personal problems. Out of 19 participants, fifteen participants stated that they can not go to an adult if they have a

personal problem. Four participants mentioned that they could go to an adult if they have a personal problem. Some mentioned that it would depend on the kind of personal problem. Participants who said no stressed that they can not discuss with parents love related matters. This relates to the response that surfaced from the focus group discussion as participants mentioned that they are always frustrated by girl friends and boy friends. This clearly indicates that youth have a problem in discussing love related matters with adults that is why they end up being frustrated. To those who said yes they said that adults are ones who usually have solutions to the problems that they usually have. It is encouraging to know that some participants are able to share their personal problems with parents as those participants also mentioned that parents are the ones who usually have solutions to their problems. May be those participants who are able to consult with parents have modern or young parents. The above responses illustrates that the majority of youth do not consult with adults if they have personal problems but very few youth that are able to talk to adults about personal problems.

4.3.5 Consequences of bad behaviour

Question 5 related to what usually happen to youth if they have done something that is considered to be wrong. Twelve participants mentioned that if they have done something that is considered to be wrong, they are physically beaten by their parents. Five participants mentioned that their parents sit down and talk about the problems and try to find a solution together. Two participants said that their parents shout at them if they have done something wrong. It shows that the mostly used method of punishment is physical beating. This is in keeping with Roberts (1994) who pointed out that African children are more likely to be physical punished than White children. He continued to say that African parents use coercive and punitive means of obtaining compliance and use fewer strategies meant to create a sense of internal control for behaviour. Roberts also mentioned that the most common method of obtaining control and discipline in schools is corporal punishment. He added that the use of corporal punishment is spreading widely both in schools and in homes. Pete (2000) pointed out corporal punishment may no longer be imposed as a sentence by court of law or used as a

means of enforcing discipline in schools or prisons as researchers have found that it is not effective in producing positive change. Literature seemed to support the findings of the research by pointing out that corporal punishment is widely used in both schools and homes, although it does not produce positive results.

Roberts also mentioned that there is a great need to re-examine the use of corporal punishment in controlling children’s behavior. For example, teachers dealing with child misbehaving in school should familiarize themselves with the familial context and include the parents and siblings in assessing the situation. The involvement of different parties in assessing the misbehaving child can assist parents and teachers to find alternative solutions rather than using a physical beating.

4.3.6 Youth and sexuality related matters

Question 6 related to whether youth would be able to discuss issues such as relationships, sexuality, HIV/AIDS, pregnancy, contraceptions with their parents. Out of 19 participants, sixteen participants said that would not be able to discuss the above issues with their parents. Only three participants mentioned that they can discuss the above issues with their parents.

Table 3 : RESPONSES TO WHETHER YOUTH CAN DISCUSS ISSUES OF CONCERN WITH ADULTS.

No =19

Responses	Yes	No	Total
Number of participants	3	16	19

The above table illustrates that the majority of youth have a difficulty in discussing the above issues with their parents. Three participants that can be able to discuss with parents said that they could talk to parents so that parents can give them correct information about the above issues. In a study that was conducted by Lear (1997), it was assumed that families would be important influence on sexual attitude and behaviour and possible on the ability to negotiate sexuality because they are accepted settings for learning about sex, but after she had done a research she realized that she was wrong. Most parents do not have more explicit or frank discussions with their children. Lear (1997) adds that if parents had not established a pattern of open communication about sexuality, advice about sex are usually limited to vague warning to be careful. As parents do not provide a foundation for discussion about sex, by the time they become willing and attempted to discuss the issue, young people themselves often prefer privacy as they explored their sexuality.

Question 7 asked that if youth can not turn to parents with regard to the above issues, whom would they turn to. The following are the responses of the participants. Fifteen participants would be able to discuss with their peers, one participant could talk to elder brothers and three participants are those who mentioned parents on the above question. This shows that most youth obtain information from peers when it comes to issues such as sexuality, HIV/AIDS, pregnancy and contraception. This is in keeping with Marsland (1995) who states that peer relationships arise in all spheres of activities in which young people are involved, namely the family, schools, colleges and communities. Peer groups necessarily have negative consequences as easily as positive effects. Lear (1997) continues to say that normative pressure among friends occurs not just in respect of sexual behaviour. It refers to constellation of sound behaviour that also includes drinking and smoking. People often seek friends with similar values, which they reinforce for each other. When friends do not practice safe sex, it becomes more difficult to imagine doing so.

Lear (1997) states that men and women have different styles of talking about sex with their friends. Among men, feelings about relationships were often expressed through joking

although some men had learned to speak with one or two close friends. Discussions about sex among women are more explicit than those among men. Women monitor their friends' behaviour more closely than men do.

Table 4 : RESPONSES ON YOUTHS' SOURCES OF INFORMATION ON ISSUES LIKE, SEXUALITY, HIV/ AIDS

No = 19

Responses	Peers	Media	School	Clinics	Total
Number of participants	9	6	2	2	19

4.3.7 Youth sources of information on sexuality related matters

Question 8 related to youths' sources of information on the above issues. Out of 19 participants, nine obtain information from peers, six participants get information from media eg newspapers, television, magazines and radio. Two participants obtain information from clinics. The above table illustrates that youth use peers as a major source of information. This is in keeping with literature which states that information about sexuality, conception, pregnancy, contraception is rarely imparted by teachers, health professionals or parents. The main sources of information are friends and media (<http://www.who.int/reproductive-health/hrp>).

Marsland (1995) also stated that if peer groups can be handled well they can be a massively powerful source of constructive social advance as well as of individual development. According to him, teachers and youth workers have special roles to encourage and facilitate peer groups. Media also seemed to be a powerful source of information for youth. It is sad that

only two mentioned the school as a source of information as schools should be actively involved in providing information to youth as there are in contact with youth most of the time. Roberts (1994) stated that from systems perspective, the school system should be more willing to involve the family and professionals in addressing the needs of children who have problems at schools .He continued to say that children go to school not merely to acquire knowledge but to learn how to behave in the ways that will make them acceptable in their society. This emphasized that the schools have a special role of providing learners with life skills information so that learners can learn to behave in the ways that are acceptable. The above findings also indicate that youth are not comfortable with adults as the large number of participants mentioned peers as a major source of information.

4.3.8 Youth and substance use

Table 5 : YOUTHS’ RESPONSES ON WHETHER THEY CAN SPEAK TO A PARENT ON ISSUES RELATED TO SUBSTANCE USE.

No = 19

Responses	Yes	No	Total
Number of participants	5	14	19

In responding to question 9 where youth was asked if they would discuss issues such as crime, use of substances with their parents, the following are the responses that youth came up with. Out of 19 participants fourteen put clearly that they would not be able to discuss with their parents about issues related to crime and substance abuse, because parents will start to be suspicious that they are involved in these activities. It might happen that parents are not talking about these issues with their children because they will think that they are encouraging youth involvement to the above activities. Five participants would be able to discuss with their

parents about the above issues. To those who have said yes some mentioned that it is easier to talk about these issues with parents. Some said that to talk about these issues with parents will assist them to be able to learn about their dangers.

In responding to question 10 youth were asked with whom do they think they can discuss issues related to crime and substance abuse if they cannot talk with their parents. In responding to the above question, fourteen participants mentioned peers. Two out of fourteen participants also included teachers and five participants were those who can discuss these issues with their parents. Peers also appear as a major source of information on issues related to crime and substance abuse.

4.3.9 The role of culture in the way youth and adults relate

Question 11 explored whether youth thought culture plays a role in how adults relate to youth. In addition they were asked to give explanations. Fifteen participants said that they think culture plays a role in how youth relate to adults. Some of them did not give explanations. To those who explained they mentioned that culture hinders youth to be able to talk to their parents about issues such as sexuality, because it is regarded as a taboo to talk about the above issues with an adult according to their culture. Some said that culture encourages a distant relationship between youth and adults. Some mentioned that culture encourages quietness about issues that are of concern to youth. Two participants said that culture does not play a role and one of these two gave an explanation that showed that she did not understand the question. Of the two participants, one was not sure and the other one did not give a response. These responses indicate that culture has a big influence on how youth relate to adult.

The above responses are in keeping with Hlophe, (1998) who states that in Zulu culture communication among family members is still difficult as open communication is still taken as a taboo. Preston Whyte and Zondi (1992) in Leggett et. al. (1997) from the study that they conducted reported that participants in their research had a powerful request to parents to

examine their feelings and their attitudes about discussing with their children issues related to sex and perhaps to explore awareness to deal with possible cultural constraints which may prevent free exchange of information about sex between children and parents.

4.3.10 Things to be done to improve relationship between youth and adults

Question 12 related to what should be done to improve and facilitate the relationship between the youth and adults. In responding to the above question all nineteen participants felt that something should be done to improve relationships between youth and adult. Some even suggested that they should be a forum meeting for youth and adults where they can talk about issues that affect them and work on improving the relationship between them. These responses are in keeping with Brooks (1981) who pointed out that frequent family meetings could be used as a strategy to improve communication between children and parents. Brooks continued to say that when parents and children discuss family rules, plan joint activities, they are all participating in the creation of more comfortable living arrangements. Brooks stressed more to the family as a starting point when creating a comfortable relationship between youth and adults. Roberts (1994) further mentioned that program for youth should assist in identifying and examining peer pressure and in exploring ways to make individual decisions, especial since peers have a significant impact on each others' behaviour. According to DiClement (1993) in Wodarski and Wodarski the use of peer educators as a behaviour change agents is perhaps the most underutilized strategy. He also added by saying that informed peer educators may be more credible sources of information as they communicate in the language that is more likely to be understood by classmates .

Question 13 related to ideas on how relationships between youth and adults can be facilitated with the aim of improving it in looking at the roles of the teachers, clinic, social workers and parents. In responding to this question, participants didn't put different roles for different professionals. Sixteen participants pointed out that all the above-mentioned professionals should be responsible for educating youth and parents about healthy ways of relating. Some

said that parents should be trained on parenting skills, this could include ways of relating to their children, knowledge on the rights of their children and information on adolescent stage as most youth felt that parents seem to have a difficult in understanding the above mentioned stage. Others said that youth should be trained on life skills that can include giving them information on communication skills, relationships, rights and problem solving. Three participants did not have ideas on how the improvement of relationship could be done and what can be the roles of various professionals.

In this regard Wodarski and Wodarski (1995) added that comprehensive education program that gives teenagers, parents, teachers and counselors accurate sex education through curriculum that is attractive, social skills training in terms of assertiveness and problem solving and practice applying this information at risk situations is needed.

Conclusions

Findings of the research showed that rural youth is generally not comfortable in the company of adults. Adults also seemed not to be available to youth to discuss issues such as sexuality, HIV/ AIDS, teenage pregnancy, drug and alcohol use. Peers seemed to be the major source of information for youth. Analysis also revealed that culture plays a role in the way youth relate to adults. Culture also seemed to be one of the contributing factors to the lack of communication between rural youth and adults. Participants also gave ideas on what can be done to improve relationship between youth and adults e.g. forum meetings and on-going family meetings.

CHAPTER 5

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This section provides the summary of the report as a whole highlighting in particular some of the main findings arising from the data. Recommendations for assisting in improving relationship between youth and adults are also included.

5.2 CONCLUSIONS

The literature review on the nature of relationship between youth and adult in rural areas revealed that this area is under-researched. The fact that the area is under researched showed that there is no much attention that has been put on the area.

From the findings of the research it becomes clear that there is no comfortable relationship between youth and adults. Adults in this study include parents, teachers, caregivers and community members. In the question where they were asked if they are generally comfortable with adult company, of the 19 participants 13 seemed not to be comfortable with adult company. Only 6 seemed to be comfortable.

From findings of the research youth seemed to have a better relationship with relatives, people from neighbourhood, elder brothers or sisters rather than their parents. Others did not have adult that they are closest to. That also shows that there is much education that needs to take place in order to improve relationship between youth and adults.

Parents seemed to be using physical beating as a way of punishment if children did something that is considered to be wrong rather than any other methods. That illustrate that there is poor

communication patterns between the two parties. Parents are not being open about what is considered to be wrong and right to their children. Once there is a problem they tend to use corporal punishment. They often evade in any form of verbal communication with their children.

5.3 RECOMMENDATIONS

One of the principal findings to emerge from this study is that there is no comfortable relationship between youth and adults in rural areas. Youth prefers sharing their ideas and problems with their peer groups rather than parents.

Firstly it is important for parents to form groups or to attend workshops that deal with parenting skills. That can also help them understand their role as people who are there to protect their children, guide them and provide any necessary information regarding developmental stages. Parents are also expected to assist their children in dealing with the problems that they come across throughout their developmental stages. This kind of training can be facilitated by community workers, social workers and youth workers

Secondly it is important for media to focus more on relationship issues because many young people and adults tend to make use of media as a major source of information. Media should focus on relationship between youth and adults, boy to girl relationships and focus more on expectations of each and every part in a relationship. If you can look at relationship between girlfriend and boy friend most youth think that this kind of relationship is about sexuality just because they do not have enough information on relationships.

The media's focus on relationships will help in improving relationship and prevent or reduce youth problems because youth tends to have lot of problems because their parents are silent about issues that affect youth and youth turn to peers whom themselves have no enough information on these issues.

Thirdly it is important for teachers to undergo training on life skills so that they can include life skills training on their curriculum. It will be easier for teachers to train youth as they are in contact with the youth for the larger part of their time. Youth also take them as their role models as they spend most of their time with them. Life skills in schools should include relationships, communication, problem solving, improving self-esteem of our youth. Department of education can play a pro-active role by training teachers and by designing attractive life skills curriculum.

Fourthly it is important to note that the main role of the social workers is to ensure that there is better quality of lives of individuals, families and communities. Social workers in their programs need to educate people on communication skills, building self-esteem, decision making, relationships and problem solving skills. They also need to form partnership with all other helping professionals in educating youth and adults about the above mentioned issues. It is also recommended that the schools have social workers that are based on schools to ensure the better functioning of our youth. As Ausland (1993) in Wodarski and Wodarski (1995) suggested that public schools offer logical setting for broad scale prevention interventions because 9 of 10 children in our society are found in schools. Social work curricula should include training social workers in working in rural areas specific focus being put on problems that face rural youth, relationships between youth and adults, HIV / AIDS, sexuality etc.

Fifthly there should be a forum where youth and adults can meet together and discuss issues that affect them in that way they can better understand each other and find ways of solving their problems together rather than keeping a distance between them. This could be facilitated by the schools, social workers and other helping professionals.

Cultural barriers to communication between youth and adults need to be further explored and addressed because culture seems to play an important role on the way rural youth relate to adults. This can assist in preventing the spread of HIV/AIDS, teenage pregnancy, crime,

substance abuse. Youth tends to be affected by the above-mentioned problems because their culture takes free-flow of communication between youth and adults as a taboo. Cultural issues can be included in life skills programs for youth and in parenting skills for parents.

CONCLUSIONS

This study revealed that the area of relationship between youth and adults is under researched as there is limited literature that covers the above mentioned issue. It also became evident that there is no comfortable relationship between youth and adults. It was also acknowledged that youth felt that there is a need to improve relationships between them and adults. The researcher also recommends that further researches be conducted on the issue of relationships between youth and adults and that relevant programs be developed to ensure healthy relationships between the two parties. The gaps that exist between youth and adults can be filled by ensuring that youth is trained on their rights and responsibilities, discipline, decision making, assertiveness etc. Parents will need to be given additional information on issues such as sexuality, HIV / AIDS, communication within the family setting to assist them to be able to share the above issues with their children.

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APPENDICES

THEMES OF FOCUS GROUP DISCUSSION

1. What are the general concerns of rural youth?
2. How do youth view adults?
3. How do youth think adults view them?
4. What is considered to be bad behaviour by adults?
5. Do youth have comfortable relationships with adults?
6. What are the youths' major sources of information?
7. What can be done to improve the relationship between youth and adults?

Appendix 2 (a)

Research Questionnaire

1. Clarification of who is an adult. (parents, teachers, relatives or community members).

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2. Are you generally comfortable in adult company?

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3. Which adults are you closest to? (Describe relationship)

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4. Are you able to go to an adult if you have a personal problem? (Explain)

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5. If you have done something that is considered to be wrong, what are the consequences?
(Punishment from parents, teachers etc).

.....

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6. Would you discuss issues such as relationships, sexuality, HIV/AIDS, pregnancy and
contraception with your parents?

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7. If No, whom would you discuss this with (peers, teachers etc)

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8. Where did you obtain information on the above issues? (TV, newspapers, peers, magazines, brochures, school, clinics)

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9. Would you discuss issues such as crime, use of substances with your parents?

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10. If No, whom would you discuss this with (peers, teachers etc)

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11. Do you think that culture plays a role in how adults relate to youth (Explain)

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12. Do you think that something should to be done to improve facilitate the relationship between youth and adults?

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13. If Yes, Do you have ideas on how this could be done (what can be the role of teachers, clinics, social workers and parents)

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QUESTIONNAIRE IN ZULU

Ukucacisa ukuthi ngubani omdala .
(Abazali , Othisha , Izihlobo , Amalunga omphakathi) .

.....
.....
.....

1. Ingabe kukuphatha kahle ukuba omunye wabantu abadala_?

.....
.....
.....

2. Ibaphi abantu abadala osondelene nabo ? (Chaza ubudlelwane)

.....
.....
.....

3. Uyakwazi yini ukuxoxisana nomuntu nomna nabantu abadala uma unenknkinga ebhekene nawe? (chaza)

.....
.....
.....

4. Uma wenze into eyiphutha, yini elandelayo? (efana nokujeziswa ngabazali, uthisha, kanjalo kanjalo).

.....
.....
.....

5. Ungazixoxa izindaba ezifana nezothando, ucansi, ingculazi, ukukhulelwa, ukuvikela ukukhulelwa nabazali bakho?

.....
.....
.....

6. Uma kungenjalo, ungaxoxisana nobani? (abalingana nawe, othisha, kanjalo kanjalo).

7. Ingabe waluthola ulwazi mayelana nalokhu okungenhla ? (kumabonakude, kumaphephandaba, kontanga yakho, emabhukwini, esikoleni nakwimitholampilo).

8. Ungazixoxa izindaba eziphathelele nokusetshenziswa budedengu kwezidakamizwa (ugwayi, utshwala, insangu, nokunye) nabazali bakho?

9. Uma kungenjalo, ungaxoxisana nobani? (ontanga, othisha, kanjalo kanjalo).

10. Ingabe ucabanga ukuthi usiko lubalulekile ekutheni abantu abadala baxhumane kanjani nentsha? (chaza).

11. Ingabe ucabanga ukuthi kukhona okumele kwenziwe ekuthuthukisweni kobudlelwane phakathi kwentsha nabantu abadala (kanye nawe)?

13. Uma kunjalo, ingabe unayo indlela okungenziwa ngayo lento? (lapha kuzomele uthole kabanzi umsebenzi wothisha, imithola mpilo, abasebenzela umphakathi, abazali, kanjalo kanjalo.)

Faculty of Medicine
Community Health

Private Bag 7 Congella 4013 South Africa

Telephone +27 (0)31 260 4287

Facsimile +27 (0)31 260 4211

e-mail: dch@med.und.ac.za

pillaym@med.und.ac.za

<http://www.und.ac.za/und/med/comhlth/homepage.html>

20 April 2001

Sawubona Mfundi

Lesi isimemo sokukucela ukuba ubambe iqhaza ocwaningweni oluphokophele ukutheni luthole ukuthi iziphi izidingo zakho, futhi bese luhlela ukukuqeqesha ngokwezidingo ezibaluliwe. Lolu cwaningo luzoqinisekisa ukuthi ulwazi esiluthole kuwe luzohlonishwa kanti futhi ukuba imfihlo kwalo kuzoqinisekiswa.

Loluphenyo luzokwenzeka ngokuhlangana ngamaqembu kuxoxwe, kuphinde futhi kube ngezinye izikhathi ngokuphendula imibuzo ekumafomu. Sizobe sesiletha abantu abaqeqeshekile ukuba babe nezingxoxo nani baniqeqeshe ukuze nibe ngabantu abaqeqeshekile.

Awuphoqelekele ukuba ungene kulolu cwaningo futhi uma ungangeni akuzukwenza mehluko omubi phakathi kokufunda nothisha noma ithish' omkhulu.

Uma uzimisele ngokungena kuloluphenyo sicela usayine leliphapha.

Ozithobayo

Dr CC Jinabhai