

GHANA INSTITUTE OF JOURNALISM

**COMMUNICATION AND TEENAGER PRENANCY: A PERSPECTIVE OF
GUARDIANS AND TEENAGE MOTHERS.**

BY

AGNES BAABA EFFAH-DENNIS

MADC20137

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES AND
RESEARCH IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE AWARD OF
MASTER OF ART DERGREE IN DEVELOPMENT COMMUNICATION.**

NOVEMBER, 2021

DECLARATION

STUDENT'S DECLARATION

I, Agnes Baaba Effah-Dennis declare that this thesis is my own work and has not been presented in part or whole for the award of any degree elsewhere. All quotations and references contained in this thesis have been duly acknowledged.

NAME OF STUDENT: AGNES BAABA EFFAH-DENNIS


SIGNATURE: .....

DATE: 15/12/2021.....

SUPERVISOR'S DECLARATION

I hereby certify that the preparation and presentation of this work was supervised in accordance with the guidelines of supervision laid down by the Ghana Institute of Journalism.

NAME OF SUPERVISOR: DR. MODESTUS FOSU

SIGNATURE: .....

DATE: 15/12/21.....

DEDICATION

This project is dedicated to God Almighty, my creator, my pillar of strength, my source of inspiration, wisdom, knowledge, and understanding. Throughout this program, he has been my pillar of strength, and I have only been able to fly on his wings. I also dedicate the work to my husband, Emmanuel Kwame Effah-Dennis, who has supported me throughout the process and ensured that I complete what I began and to my children Ekow Amanyin Kuma Effah-Dennis, Maame Ekua Akyere Effah-Dennis, Araba Ata Effah-Dennis, and Elizabeth Baaba Bondzie, who have all been influenced in some manner by this quest.

I appreciate it. I'll never be able to put into words how much I care about each and every one of you. Thank you, God.

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ABSTRACT

The broad objective of this research was to examine Communication and Teenage pregnancy: Perspective from guardians and teenage mothers. The study adopted a qualitative methodology with a descriptive research design to provide a picture of a situation of the research area. The population for this study was people of the Anomabo Community. As a result, a sample size of eighty (80) respondents is seen as representative enough for the purpose of this study. The sampling method used in selecting the respondents was the stratified sampling technique. A structured interview guide was designed and administered as a means of obtaining information from respondents. The study revealed that the study found that most of the parents are close to their teenage girls. However, being close does not necessarily mean that they will communicate with their girls about sexuality issues. This study established that many parents offer Sexual Health Education to their teenage daughters. This study revealed that even though most of the parents discussed sexuality related issues with their daughters, majority of them, were not comfortable with such discussions. This study found that close to half of the parents knew their daughters' friends. This study recommended that parents create a home environment that fosters communication, understanding and support towards their daughters to ensure the inculcation of moral values to prevent coerced sex, thus reduce teenage pregnancy. Again, it recommended that children's department and Non-Governmental organizations dealing with children's issues should organize parent-teen communication workshops to help parents and teens learn new skills and practice important communication techniques.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Teenage pregnancy is the conception that occurs among girls aged 13 to 19 years. It is currently considered a global epidemic, because of the social, economic and health risks associated with it (World Health Organization (WHO), 2015). Teenage pregnancy remains a major global public health concern with many complications and challenges for the teenager, her child, her family and the community (Black et al., 2012).

Teenage pregnancy constitutes a public health problem and has been identified as a problem for teenagers, the families and society at large. It is a major contemporary social problem confronting countries in the world. In developed and developing countries, teenage pregnancy continues to receive increasing attention. This is because of the early age at which adolescents engage in sexual activity, with the result of unplanned pregnancy and the likely complications (Marnach, Forrest and Goldman, 2013). It is associated with preterm birth, low birth weight, neonatal and infant mortality, postpartum mental health problems and psychosocial challenges, including stigma, ridicule and rejection when it occurs outside marriage. Unmarried pregnant teenagers are often cut off from their peer networks, community and even families, which are fundamental for their social and emotional wellbeing (Kumi-Kyereme et al., 2007).

Teenage pregnancy poses several risks. Risks to babies include prematurity, low birth weight and birth injuries. The mother may suffer morbidities such as obstructed labour, obstetric fistula and eclampsia (Marnach et al., 2013). Also, early motherhood results with the adolescents lacking adequate information, education and communication on reproductive health matters.

1.1 The Concept of Communication

The concept of communication can simply be defined as a process by which people exchange information, express their thoughts, feelings, ideas and views in discussion with other people, using verbal or nonverbal expressions, signs and writing to convey message among themselves in the society. Okwor (2009) simply defines communication as a process and the activity of passing information from an individual to another person in the society. Fasel (2000) defines communication as the ongoing interchange among people of thoughts, ideas, opinions, impressions, information and data by speech, writing or signs. Interestingly, communication is an ongoing interchange process which involves expression of thoughts, views, ideas, opinions, information and data in human environment, in order to influence people's action for an improved living condition in the society. The concept of communication can also be viewed as an exchange of information between the sender and the receiver in the society. Communication is very critical to community development in the participating communities in the society. Schramm (1983) states that communication is a transaction where the communicator and receiver are active, and information is exchanged. The sharing of information is inevitable in communication for effective service delivery in community development.

Communication is very critical to community development in the participating communities in the society. Communication is, indeed, central to every human activity in community development process. In the view of Okwor (2009), communication is very central, because the person involved must endeavour to share his or her experience with target audience to explain the entire exercise. Without communication, no information will be provided to relevant stakeholders as a guide for effective promotion of community development. This is why Salomon (1981) rightly notes that communication in more elaborate terms is a process whereby people influence each other, create and maintain a basis of shared information and ideas which they use as a guide. Certainly,

communication will always provide people with information, ideas, experiences and data that will guide them in their community development drive in the participating communities.

Communication is defined as the process of exchange of information, conversation, ideas or messages with other people using words, signs, writings, verbal or non-verbal means of communication. The information, idea or message in the communication process originates from the sender who encodes or sends the information to a receiver who decodes the message to understand it for appropriate interpretation and application. Onah (2015) states, while quoting Wehrich and Koontz, that communication is viewed as the transfer of information from a sender to a receiver who must understand the information being received. The implication of this is that information originates from somebody, and it is received by another person who has to understand information being received, in order to ensure that communication is complete in human environment.

Communication is viewed as the means through which people of a community are linked together in order to achieve a common purpose of improving their living conditions in the participating community. Communication is a very powerful tool for group dynamics and coordination of activities in social settings in human environment. Onah (2015) states that group dynamics, coordination and change will not be achieved without communication in human organisations in the society. Communication can as well be defined as a process whereby information, ideas, opinions, feelings and messages, among others, are shared between two people or more people in human environment. Cole (1996) views communication as the process whereby ideas are created, transmitted and interpreted as well as facts, feelings and opinions are expressed by two or more people in the society. The implication of this definition is that communication can be a group concern in social settings in human environment. Communication in community development is a group concern, if the members of the participating communities want to achieve their objective of improving people's living conditions in their communities in human environment. In this

circumstance, therefore, communication goes beyond interpersonal concerns to be more of a group concern in various communities in human environment.

Teenage pregnancy is driven by a range of issues - social, economic, educational and health - that go beyond a vertical, biomedical response. Poverty, desire for material things, traditional cultural practices, norms around gender, relationships and sexuality, are drivers for teenage pregnancy. In the community, discussion about sexual health matters tends to relate to the negative consequences of sexual activity, emphasizing the links between teenage pregnancy and death (Koning de et al, 2013). This refers to the environment in which a person lives, as well as the social and romantic interactions that are nested inside it.

1.2 Communication and Education

Essentially, communication is the livewire of human culture which is characterized with many activities. Research has shown that by providing accurate information and creating open lines of communication, parents increase their children's adoption of safer behaviors, such as delaying sexual initiation and increasing the use of condoms and other contraceptives (Huebner & Howell, 2003). Because many parents and caregivers are the primary sexuality educators for their children, boosting their confidence and equipping them with the appropriate resources to discuss sexuality can help in those important conversations. Encouraging adolescents to talk to their parents about sensitive issues is also important.

Communication is more than transmitting information. It entails advocacy, social mobilization and behaviour change. Mefalopulos, (2008) stated that it is about generating new knowledge and consensus in order to facilitate change. Communication is not only about raising awareness, informing, persuading, or changing behavior. It is also about listening, exploring, understanding, empowering and building consensus for change. In the views of Okwor (2009), communication is very central, because the person involved must endeavour to share his or her experience with target audience to explain the entire exercise. Onah (2015) states that group dynamics, co-ordination and

change will not be achieved without communication in human organisations in the society. Communication is an important unifying factor in various communities in human environment. Good communication provides an opportunity for people to listen to each other in human environment. Batchelor (2010) states that the importance of good communication is listening to other people in the society. Some social and psychological problems are also associated with teenage pregnancy such as dropping out of school, social discrimination and stigmatization. School dropout is seen as a cause as well as a consequence of teenage pregnancy. Most pregnant girls drop out of school to deliver and after delivery feel shy and do not return to school thereby serving as a baseline for other girls with similar problems to imitate. It is suggested that school drop-out is a “uniquely predictive factor” of teenage pregnancy and a precursor to, rather than a consequence of, becoming pregnant (Bonell et al, 2004). Teenage pregnancy has also been linked to a lack of adequate communication between parents and their teenage daughters.

1.3 Brief Profile of Anomabo

Anomabo (also known as Anomabo and Annamaboe), is a town on the coast of the Central Region. Anomabo has a population of 14,145 people. The main occupation of Anomabo inhabitants is fishing, with farming being the second most popular occupation. Other occupations in Anomabo include trading, as well as various artisanal jobs, such as making pottery, carpentry, or plumbing. Many Anomabo residents take up other jobs when the fishing season is not generative enough to make a living. Though the women of Anomabo do not take part in fishing themselves, they are vital to the market, and engage in the majority of the trading of fish itself (Addo, 2016). Though the current patriarchal formation of Anomabo society places men at the forefront of the fishing industry, women have begun to rise to prominence in the context of fishing in recent years. In 1992, women owned 100 out of the 400 total fishing canoes in Anomabo (Addo, 2016). This number remained steady in 2002, when 38% of canoes in Anomabo were also reportedly owned by women (Addo, 2016). The advent of owning a canoe provides women both respect and status in their family and the community at large.

This study examines Communication and Teenage pregnancy: Perspective from guardians and teenage mothers.

1.4 Statement of the Problem

The health and future of every teenage girl is threatened by risk of unplanned pregnancy. It is currently considered a global epidemic because of the social, economic and health risks associated with it (World Health Organization (WHO), 2015). Teenage pregnancy is a worldwide social problem, which affects the future of teenage girls. Recent findings revealed that approximately 16 million teenagers aged 15 to 19 years become pregnant every year, constituting 11 % of all births worldwide (WHO, 2016). According to the World Bank collection of development indicators, teenage mothers (% of women ages 15-19 who have had children or are currently pregnant) in Ghana was reported at 16.1 % in 2019. There are several risk factors for teenage pregnancy. Some studies have indicated that teenage pregnancy is associated with weaknesses in parenting styles and upbringing. For example, parents who are too lenient or too harsh are less likely to have useful interaction and mentorship skills needed by their daughters (Bonell et al., 2014; Sekiwunga and Whyte, 2009).

In addition to facing a challenging early motherhood, pregnant teenagers are sometimes rejected and ostracized by parents, partners, and their communities (Weed and Nicholson, 2015). In addition, once teenagers attempt to access health care from available reproductive health facilities, health workers are often unfriendly, rude and unsympathetic to them (Atuyambe et al., 2005; Grant, 2012). The views of parents on teenage pregnancy matter. If the parents consider it as something that can happen, they are likely to put strategies in place to prevent it. The relationship between pregnant teenagers and their partners has been reported as a major factor in the plight of a pregnant teenager. Young people face greater reproductive health risks than adults, yet they often are less willing and able to access reproductive health services (Ngum et al., 2015). Reproductive health services are seen by young clients as unwelcoming. In addition, significant barriers include lack of awareness and inadequate information about the services.

Admittedly, in Ghana most works in this area have been centered in urban settings and the need for assessing the dynamics of this burden in a predominantly rural community is of paramount importance. The study would also add to the research knowledge base of the country and also identify possible gaps for future research. Also, Parents play a very important role in the lives of their children as they help mold the direction and future of their wards. A good and strong relationship based on trust and honesty existing between the parent and the adolescent is therefore very necessary as it is required to facilitate the acceptance of the good values the parents want to transmit to their child. Regular communication between them is indispensable. During such communication encounters, guardians/parents could transfer correct knowledge on sexuality and pregnancy to the young girl. Akers *et al.*, (2011) showed that adolescents need such knowledge from their parents, teachers, health service providers and older persons in their communities to help shape their personal attitude towards sex and pregnancy. Previous research has largely focused on pregnant teenagers, ignoring parents and other key stakeholders. Yet, the burden of teenage pregnancy is not born by teenagers alone. It is crucial that all key players be involved. To the best of the researcher's knowledge, the perspectives of parents on teenage pregnancy in the study area have not been explored. Based on these gaps, the researcher decided to look into Communication and Teenage pregnancy: Perspective from guardians and teenage mothers.

1.5 Objectives of the Study

The broad objective of this research was to examine Communication and Teenage pregnancy: Perspective from guardians and teenage mothers. The specific objectives were to;

- a. Assess the perception of parents on teenage pregnancy in this community.
- b. To examine the link between Parental Monitoring and Supervision and teenage pregnancy in Anomabo Community.
- c. To evaluate the extent to which parent-teen communication prevent teenage pregnancy in Anomabo Community.

1.6 Research Questions

To achieve the objectives of this research, the ensuing questions were examined;

- a. What is the perception of parents on teenage pregnancy in this community?
- b. What is the link between parental monitoring and supervision on the incidence of teenage pregnancy in Anomabo Community?
- c. To what extent does parent-teen communication prevent teenage pregnancy in Anomabo Community?

1.7 Significance of the Study

Through this study data will be generated on the perception and attitudes of parents towards teenage pregnancy in this community. In addition, the findings of this research will stimulate further studies on teenage pregnancy. The findings are expected to influence policy on teenage/adolescent reproductive health as well as provide information on this subject to parents of adolescent girls. This study will serve as a document of reference to all stakeholders including government and policymakers. It is also expected that the results established in research would be a reference material in academic institutions, libraries and for research in academia in general.

1.8 Scope of the Study

This study examined the perspectives of guardians and teenage mothers on communication and teenage pregnancy. The research will be conducted in Anomabo Community in the Central Region of Ghana. Thus, the findings and conclusions of the study should be understood as pertaining first and foremost to this society and not necessarily applicable nationally or globally.

1.9 Organization of the Study

This study is presented in five chapters under the broad headings of introduction, literature review, methodology, results and discussions, conclusion, summary and recommendation. Chapter one shows the introduction to the study and it deals with topics such as background of the study, statement of the problem, objectives of the study, research questions, significance of the study,

scope of the study, limitations of the study and how the work is organised. Chapter two takes care of pertinent literature by assorted researchers on the topic under discussion. That is what other experts opine about the chosen topic with references duly acknowledged. Chapter three gives prominence to the methodology used in the research. It places emphasis on the manner the researcher used to acquire and analyse data for the study. Chapter four renders an exhaustive scrutiny, translation and discussions of data acquired for the study. Chapter five recaps and concludes findings of the study. Again, it proffers prescriptions regarding how stakeholders can address outcomes found in the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section presents a review of literature under the following sub topics: Parent-Teen Communication and Teenage Pregnancy Prevention; The Concept of Communication; The Process of Communication; Monitoring and supervision of teenagers by parents and parent-teen communication as dimensions of parental involvement in preventing teenage pregnancies. It also presents the theoretical review and empirical literature that guided this study.

2.1 Conceptual framework

2.1.1 Perception of teenage pregnancy by parents

The news of teenage daughter's pregnancy is unpleasant to parents. Some authors found that mothers described their feelings resulting from the discovery of the pregnancy of their adolescent daughters as devastating. The news was difficult to believe, welcome or accept. Many demonstrated that they had not liked receiving the news. Some added that it took them a long time to accept the reality. Some other mothers described the situation as a fearful and shocking one that caused discontentment (Fernandes et al., 2012; Gilbert, 2011). Some fathers were also equally disappointed and expressed their difficulty in accepting the pregnancy and the arrival of a new baby while some acknowledged it as a mistake (Fernandes et al., 2012).

While some parents would grief and worry about the future of such girls (Nava, 2010), some other parents would feel a sense of guilt at the thought that they had failed in their responsibility and could have done more to protect their child from this predicament. On the one hand, some parents felt embarrassed by their teen's pregnancy and worried about how family, friends and neighbours would react. This position was consistent with that of Nava (2012) who found that such teen's parents were gossiped about and the affected teens seen as bad influence. On the other hand, others were happy about the news of a soon to-be grandmother especially if the teen is older and in a

mature relationship. They may also expect a great deal of pleasure from their new grandchild (Health Direct, 2012).

A study showed that mothers of pregnant adolescents, who had also experienced adolescent pregnancy were more understanding of the problems experienced by their daughters. Such mothers also expressed that they accept the situation and give their daughters the required support (Health Direct, 2012). It has been identified that pregnancy in adolescence brings significant changes in behaviour of families, with the mother figure being highlighted as a source of support and maintenance of the family structure. The importance of emotional support, affection and information throughout the gestational process has also been recognized. These factors are considered to be decisive for the adjustment to pregnancy and the maternal role by the affected adolescent (Fernandes et al., 2010).

2.1.2 Attitude of parents towards teenage pregnancy

In a study by (Fernandes et al.), it was observed that despite the mothers' initial discontent, criticisms and sadness, some mothers accepted the fact, still exercised their roles, accompanying and guiding their adolescent daughters during this new phase. They provided support for adolescent to care for their child both financial aspects and with household chores (Fernandes et al., 2012). It was further noted that many accept the situation and overcame the initial conflict. Overwhelming as the situation may be, Coster (2013), recommended that affected parents should keep their calm; try to understand how the girl is feeling and try to deal with the situation in a positive manner that would result in a favourable outcome for the teenage mother. It is also documented that contrarily; some fathers would not accept such shame of adolescent daughter's pregnancy. They broke contact with their daughters and stopped telephoning and visiting those (Fernandes et al., 2012). In another circumstance, though there was an initial resentment, family involvement occurred in a positive manner after the birth of the baby (Fernandes et al., 2012).

2.1.3 Parent-Teen Communication and Teenage Pregnancy Prevention

Communication concerning sexual matters between parents and teens serves as a protective factor that influences teens' sexual behaviors. Parents are expected to provide accurate information about sex and to foster positive sexual values, including responsible sexual decision-making in their teenage children. While several previous studies have examined the importance of sexual communication between parents and teens in other settings, very little is known about sexual communication in Nyatike sub-county, in Nyanza Province. The majority of studies have been conducted in the western countries, which found that increases in parent-teen communication about sex is associated with the delay of sexual initiation, increased condom use and more effective contraception use (Lieberman, 2006; Aspy, Vesely, Oman, Rodine, Marshall & McLeroy, 2007; Atienzo, Walker, Campero, Lamadrid-Figueroa & Gutierrez, 2009; Hadley et al., 2009).

A survey conducted by Eisenberg et al. (2006) examined parents' communication patterns with their teens about sex. The study found that a majority of parents had spoken to their teens about the negative consequences of sex (i.e., unwanted pregnancy and sexually transmitted diseases), but were less likely to discuss prevention of these consequences, such as access to condoms and birth control. Also, rather than taking a more preventive approach, researchers found that parents were 2.5 times more likely to talk to their teens about sex if they believed teens were already romantically involved, compared to those who believed their teens were not in romantic relationships. Despite findings of Somers and Eaves (2002) that early sex education is positively correlated with more communication from teens about sex, and not correlated with early initiation of sexual activity, parents appear apprehensive to bring up the topic of sex with their teens. It would seem that parents' decisions to communicate with their teens about sex is more so a reaction to their teens' romantic developments rather than as a more proactive, or preventative decision to educate their teens before teens become romantically involved (Eisenberg, et al., 2006).

Izugbara (2008) in his study of Nigerian parents found that parents preferred to be the initiators and dominators of discussions and perceived that if their child did so, it meant they were sexually

active or planning to be. Parents in this study reportedly used imprecise terminology and tended to employ warnings and threats about sexuality rather than engage their child in dialogue. Wamoyi, Fenwick, Urassa, Zaba, Stones (2010) in their recent ethnographic study conducted in rural Tanzania found that sexuality communication was most often unidirectional, initiated by parents and took the form of warnings or threats or sometimes gossip.

Studies done by Afifi, Joseph & Aldeis, (2008) and Miller, Benson & Galbraith (2001) found that frequency of parent-child communication about sex is a vital variable in determining parental impact on teenagers' sexual attitudes and behaviors. For instance, Guilamo-Ramos, Bouris, Jaccard, Gonzalez, McCoy & Aranda (2011) posited that the more parents discuss topics, such as, sex, pregnancy, and birth control with their adolescents the less likely adolescents will be to engage in risky sexual behavior and the more likely they will be to delay their first sexual interaction. The above finding is in contrast to the findings of Fingerson, (2005); Manning, Longmore, Giordano, (2005), who noted that frequency of communication between parents and teens on sex related issues increase rates of sex by adolescents. Martino, Elloitt, Corona, Kanouse, & Schuster, (2008) equally contends that repetition of sexual discussion is associated with adolescents being more open and feeling closer with their parents, which in turn relates to less risk taking.

A study by Miller, Benson and Galbraith (2001) found out that relational closeness between parents and adolescents is one of the most stable predictors of adolescents' future sexual attitudes and behaviors. Parent-adolescent relational closeness and satisfaction are associated positively with adolescents delaying their sexual debut, engaging in less frequent sex, and having fewer sexual partners that may lead to teenage pregnancy. Martino, Elloitt, Corona, Kanouse and Schuster (2008) in their study indicated that parent-adolescent communication about sex-related topics is easier when the relationship is built on open and recurring communication.

Earlier study revealed that mothers continue to remain close and deeply involved in the lives of their children, and that maternal influence may rival and even surpass that of friends (Laursen,

Wilder, Noack & Williams, 2000). One way of remaining involved in their adolescents' lives is through spending time with their children. Another study has shown that mothers spent more time with their infants and young children, as opposed to fathers (Hofferth, Cabrera, Carlson, Coley, Day & Schindler, 2007) and that they are responsible for managing their children's daily care. While mothers continued to be more involved in terms of a managerial role (feeding, bathing, clothing), fathers tend to spend more time with their children engaging in more playful interactions (Phares, Fields, & Kamboukos, 2009).

Although parent-child communication on sexual matters has been shown to have considerable influence on teen dating behavior most parents prefer not to discuss reproductive matters with their children as it is considered taboo (Panday, Makiwane, Ranchold and Letsoalo, 2009). A study conducted by Poulsen, Miller, Lin, Fasula, Vandenhoudt, Wyckoff, Ochura, and Obong'o, (2010), also found that 38 % of parents thought that talking about sexuality encourages sex. The belief that discussing sexuality with children lead to early sexual experimentation can also be a barrier to effective comprehensive sexuality education to teenagers by parents. On the other hand, 61 % of parents of 10-12-year-old children in Kenya thought that they were too young to learn about sex. Mbugua (2007) in his article based on data collected in 1996 and 2003 in Kenya noted that residual traditional barriers, inhibitions due to European Christianity, reliance on sex education books and reliance on school teachers are the socio-cultural barriers that hinders sexuality communication. Another study in Kenya also confirmed that religious and cultural taboos prevent open dialogue about premarital sex at home and in schools, despite the fact that such sexual activity is common (Muganda-Onyando & Omondi 2008).

According to Nundwe (2012), other barriers that affect parent-child communication include gender differences, economic barriers and low levels of education among parents. A study done in Ibadan, Nigeria by Amoran, Anadeko & Adeniyi, (2005) on parental role on adolescents' sexual initiation practice revealed that mothers communicated about sexuality more frequently than fathers. This confirms that gender difference is indeed a barrier to parent child communication about sexuality

issues. Across the globe a substantial body of evidence points to the fact that poverty is one of the most consistent risk factors for early pregnancy. In South Africa poverty in some cases leads to commercial sex that decreases a girl's ability to negotiate for safe sex, meaning that she may end up pregnant or with a venereal disease (Willan, 2013). According to a study by FAWE Uganda (2011), the lack of basic necessities exposes girls to the risk of teenage pregnancy as the girls who are not strong-willed end up exchanging sex for money.

However, some parents reportedly perceive discussions about sexuality between parent and child as being shameful, immoral or inappropriate given the sensitive nature of sexuality. A study conducted in Tanzania among young people aged 14-24 years and their parents reported that euphemisms were commonly employed to discuss sex rather than explicit terminology (Wamoyi, Fenwick, Urassa, Zaba, Stones, 2010). The ability to openly discuss sexuality was however found to be moderated by parent 's level of education, similar to the finding that frequency of discussion is related to parental level of education. Lack of parent to child communication encourages adolescents to seek solace in sexual activity (Muganda-Onyando & Omondi, 2008) whereas open and age-appropriate communication on reproductive matters has been shown to delay sexual debut and diminish negative peer pressure that is associated with unwanted early pregnancies (Panday, Makiwane Ranchold et al., 2009; Duchesne & Larose, 2007).

2.1.4 Adolescent-Parent relationship and adolescent pregnancy

Parenting has been a central focus of child sexual and reproductive health development and research. Authoritative parenting (defined as highly supportive with moderate control) consistently was found to be related to positive child outcomes (Baumrind, 2001). Authoritarian parenting (high control and low warmth) and permissive parenting (indulgent or neglectful) generally were found to be related to negative child and adolescent outcomes. The concepts of parent/child connectedness (support), regulation (control), and autonomy are being used to guide current research about parent/child relations. Many studies have investigated the relation between adolescents' sexual behavior and family variables such as parental warmth, support, parent/ child

closeness, and child attachment to parents. Majority of such works indicate that parent/child closeness is associated with reduced adolescent pregnancy risk through teens remaining sexually abstinent, postponing intercourse, having fewer sexual partners, or using contraception more consistently.

Parents and adults who adolescents describe as being a father or mother play very crucial roles in the life of the adolescents. They have a great influence on the sexual and reproductive health of adolescents. Parents are expected to monitor the activities their wards engage in such that they can identify, sift and package the most appropriate information that can help guide and shape their lives for the betterment of themselves and the society. Because of the easy availability of parents and constant touch with their children, they help shape their behavior and the social environment in which they find themselves. According to Baumrind, (2001), there is a growing literature on the role of parents regarding adolescent sexual and reproductive health worldwide, including sub-Saharan Africa. Emerging evidence suggest that various parenting dimensions like connectedness or love, material support, behavioral control or monitoring, and parent-child communication are positively associated with reduced levels of risk-taking behavior among adolescents. The relationship often varies by the measures employed, and by other issues such as gender (e.g., whether the adult or young person is male or female) and normative roles and attitudes.

Whitbeck et al (2002) reported that a lack of parental support was strongly associated with depression for teen males and females, but the association between depressive symptoms and sexual activity was much stronger for females than for males. Low support from parents was also associated with a greater propensity for alcohol use, which was more strongly associated with early sexual activity of teen males than females. Both daughters and sons who viewed their parents as being unsupportive were likely to report depressive moods and use of alcohol, but depression influenced sexual behavior for daughters, while alcohol use was more strongly related to the sexual behavior of sons. Jaccard et al. in 2006 showed how high-quality mother/teen relationships were associated with more consistent contraceptive use among sexually active teens.

In a study by Ann (2009), investigating the role of parents in adolescent sexual activity and contraceptive use in four African countries, unmarried adolescents reported moderate to high levels of parental monitoring and low levels of parent child communication about sexual matters. In all countries, adolescent males who reported low monitoring were at a higher risk of having had sex in the previous year before the study as were their female counterparts in three of the countries. Communication with parents was positively associated with sexual activity among Malawian males and Ugandan females (Ann, 2009). In about as many studies, however, no association was found between parent/child communication and adolescent sexual or contraceptive behavior. This suggests that, parent/teen communication about sexual issues has no uniform or consistent effect on adolescent pregnancy risk. This holds across parent and child, gender, race, source of data (parent or child report), and especially across parental attitudes and values. There are several studies in which findings have been reported in the opposite direction expected from theory; that is, where the amount or frequency of parent/child sexual communication is associated with sons or daughters being more likely to have had sexual intercourse (Widmer, 2007).

2.1.5 Parental Monitoring and Supervision

The original definition of monitoring is stated as: parental awareness of the child's activities, and communication to the child that the parent is concerned about, and aware of, the child's activities (Dishion & McMahon, 1998). Parental monitoring is a hypothetical psychological construct that has been used to explain a composite of parenting practice variables including awareness, communication, concern, supervision, and tracking of adolescent behavior. The alternative definition comes from research by Kerr and Stattin (Kerr & Stattin, 2000; Kerr, Stattin, & Trost, 1999) and purports that monitoring is defined by parental knowledge of adolescent activity and that knowledge depends on adolescents' willingness to disclose.

Some studies have demonstrated that teens with parents who monitor their activities had a later sexual initiation, fewer sexual partners, and more consistently used contraceptives than teens, with less involved parents (Manlove, Logan, Moor, & Ikramullah, 2008). Poor monitoring is

consistently associated with antisocial behavior in both cross-sectional and longitudinal studies (Patrick, Snyder, Schrepferman & Snyder, 2005). It is also associated with alcohol use, tobacco and substance use, higher sexual risk taking, poorer contraceptive use, lowered safe sex practices, and unwanted sex (Farrell, & Dintcheff, 2000; DiClemente et al., 2001). Poorly monitored adolescents are also more likely to report depressive symptoms, lowered self-esteem, and poor academic achievement (Chen, & Lopez-Lena, 2003).

This is in agreement with findings from a study by Makundi (2010) in Mtwara region of Tanzania that showed that poor parental monitoring and supervision is a key factor leading to teenage pregnancies. Monitoring is more likely to be effective when combined with an authoritative parenting style. Although the initial parenting-style research was conducted in younger children, authoritative parenting that involves high level of warmth and support, combined with firm limit setting, supervision and open communication also promote healthy development in adolescents (DeVore & Ginsburg, 2005). These types of parenting approaches likely serve to enhance family connectedness, which occurs when the adolescent herself perceives and internalizes the warmth, love and caring expressed by his or her parents. High levels of family connectedness have been shown to protect against a variety of adolescent risk behaviors including early sexual activity, pregnancy and tobacco and alcohol use (Resnick et al., 1997).

A study done by Dickson, Loursen, Stattin, & Kerr, (2015) on parental supervision and alcohol abuse among adolescent girls in the USA identified significant impacts of both parental supervision and pubertal timing. The study found out that parental supervision decreased with the increase in teens drinking. Whether this can apply to parental supervision on adolescent sexuality is still unclear. Researchers argue that the foundation for parental monitoring is the parent-adolescent relationship (Hayes, 2004; Laird, Pettit, Dodge, & Bates, 2003). Parent-adolescent relationship factors associated with monitoring include trust, communication, adolescent disclosure, and family conflict (Borawski, Ievers-Landis, Lovegreen, & Trapl, 2003; Hayes, Hudson, & Matthews, 2004). Parents can help prevent risky teen behavior by monitoring their

adolescents' activities and being aware of where and with whom their adolescents are when they are not at home or in school (Crouter & Head, 2002). A study done by Ikramulla, Manlove, Cui and Moore (2009) stated that parents knew everything about whom their children were with when not at home. The study further states that teens whose parents are more aware of whom they are with when not at home are less likely to have sex by age 16. Parents can help protect against risky sexual behaviors among their teenage children by getting to know their teens' friends and being aware of their teens' activities and where-about when they are not at home.

Parents have an opportunity to play an important role in preventing their children from engaging in risky behavior during this critical period of early to middle adolescence by providing constructive parental monitoring and effective parent-teen communication (Coley, Votruba-Drza, & Schindler, 2009). In a study on parent-child communication, Eisenberg et al., (2006), conducted telephone surveys to study parent-child communication on various sex-related topics. The authors found parents tended to have sex-related communication with their child if the teen was romantically involved. The authors argue in delaying the communication until their teen is romantically involved, parents do not take advantage of the early opportunity they have to influence their child's behavior prior getting into a relationship. (Eisenberg et al., 2006).

Today, most research indicates communication has some level of importance as a process that can indicate parental-child influences on the issues of sexuality (Feldman, Kirkman & Rosenthal, 2005). However, parents and their children may have a different interpretation on the amount and quality of communication which occurs on the issue of sexuality (Fitzharris & Werner-Wilson, 2004). Given these discrepancies on how parental communication influences teen sexual behavior, it is important to look at variables which may impact the type of communication that takes place. Differing immediate determinants of communication, that is to say perceptions and attitudes, will undoubtedly alter the content of the communication itself, which will further have an impact on how an adolescent respond (Jaccard et al., 2002).

In an experimental study which examined parental communication and influence, Lederman & Mian (2003) implemented a preteen pregnancy and sexually transmitted disease prevention curriculum. Results indicated communication between parent and child is dependent on the family's value system and approach towards openly discussing issues of sexuality. Families with strong parental/child relationships based on trust, particularly mother/daughter, are more likely to choose abstinence, use contraceptive or limit sexual activity (Lederman & Mian, 2003). Successful teen pregnancy intervention programs cannot treat parent and child as two separate entities. Communication between some parents and children can be difficult on the issue of sexuality. However, teen pregnancy is ultimately a family issue which can only be resolved based on their own specific value system and decision making process (Lederman & Mian, 2003). This current study has the potential to provide valuable information related to parent's attitudes and perceptions about teen pregnancy. By looking at parents' immediate determinants of communicative behavior related to teen pregnancy, we begin to understand how parental perceptions and attitudes impact adolescent sexual behaviors (Jaccard et al., 2002).

In terms of parents' perceptions, Wilson, Dalberth, Koo, & Gard (2010) conducted focus groups with 131 parents of preteenage (between the ages of 10 -12) children to examine their perspectives on the importance of sex-related communication with their preteen. After collecting all the combined focus group transcripts, four topics emerged from the data set: parents perceived sexual risk to their preteen; perceived benefits of talking about sex; perceived barriers in talking about sex; and factors which could facilitate talking about sex (Wilson, Dalberth, Koo, & Gard, 2010). The authors state further studies should gather research related to parental perspectives across different cultural groups. They also discuss the need for additional research on parents of teenaged youth (older than 12). Given that Wilson, Dalberth, Koo & Gard (2010) are suggesting additional research; this current dissertation addresses some of the suggestions provided by these authors.

Some findings have indicated communication between mother and daughter on issues of sexual behavior differs between Black and Latino families (O'Sullivan, Meyer-Bahlburg & Watkins

2001). In a sample of 72 African American and Latino mothers and 72 daughters between the ages of 6-9 and 10-13, the participants took part of 20 focus group sessions about parent-child sex communication (O'Sullivan, Meyer-Bahlburg & Watkins 2001). Mothers of both groups initiated communication of sexual behavior with their daughters when they reached puberty. Mothers of both groups also communicated the dire consequences related to teen pregnancy and their sexual activity. The striking difference the authors found was Black mothers tended to focus on preventing pregnancy while Latino mothers tended to emphasize avoiding sexual contact altogether (O'Sullivan, Meyer-Bahlburg & Watkins 2001). However, both groups still tended to emphasize physical aspects of sexual activity and not the emotional and psychological ramifications. This study suggested young Black and Latina girls would be more candid about their sexuality if they consulted with a trusted older woman other than their mother (O'Sullivan, Meyer-Bahlburg & Watkins 2001). O'Sullivan, Meyer-Bahlburg & Watkins (2001) provide useful information about parent-child timing and content of sex communication, but this current dissertation study provides insight into Latino parents' perception of teenage pregnancy prior to communication taking place.

There are some studies related to communication about sex in African American families. In a study using focus group interviews to examine the sexual attitudes of African American adult women, the findings revealed Black women indicated a lack of substantive information on sexual education from their parents (Rouse-Arnett, & Long, 2006). The authors of the study suggested future research should relate to racial and cultural differences on attitudes toward sex (Rouse-Arnett, & Long, 2006). Although this current dissertation will not research differences on attitudes toward sex, it may shed light on the matter through looking at attitudes toward teen pregnancy that Latino parents have. Even with these perceived problems of a lack of sex education, Black pregnancy rates have declined significantly more than any other group (Martyn, Hutchinson, & Martin, 2001).

Akers, Schwarz, Borrero, & Corbie-Smith (2010) conducted a study related to African American parents' and adolescent's perspectives on communication about family planning. The authors investigated communication about sexual health topics through focus groups with African American parents and their adolescents, 15-17 years of age, in 22 Pennsylvania. Their study revealed several insightful themes as it relates to African American parents' communication about sexual health and family planning. In particular, their study revealed parents had limited knowledge on contraceptives, and parents help males get condoms more than females getting birth control (Akers, Schwarz, Borrero, & Corbie-Smith, 2010). In addition, of special interest as it relates to this current dissertation is the finding parents had negative attitudes about terminating a pregnancy (Akers et al., 2010). Although the authors did not expand on the topic or probe for parent's perspectives toward teen pregnancy, this study comes close to examining the constructs under investigation in this current dissertation.

2.2 Theoretical Framework

Communication studies has come up with various theories and models explaining how information flows in a society. An examination of these models would provide some answers on the role of communication in dissemination of information in an organization. Reviews of pertinent literature in communication show that, diverse theories converge to provide wider meaning towards organizational communication and the relationship between structures and available channels. Early researchers have shown that media have a powerful effect, a phenomenon that made media act as the 'hypodermic needle' or 'Magic Bullet' (Lowery and De Fleur, 1988). Certain communication and management theories and models such as; the two-step flow theory, the gate keeping theory, the social learning theory, communication theory, open system theory and Taylorism seek to describe how communication takes place in an organization. As communication itself is a process in which participants create and share information with one another in order to reach a mutual understanding, these models assert that there is selective influence based on social relationships and social categories. The models depict individuals as psychological machines with

own perceptions that affect their communication flow and attempt to account for human behavior.

This study shall adopt the Social Learning Theory.

2.2.1 The Social Learning Theory

This theory was advanced by Albert Bandura, and its basic argument is that although people can learn through directly experiencing the consequences of their own behavior, most human behavior is learned observationally through modelling. That is from observing others, one forms an idea of how new behavior is formed. Later in other occasions, this coded information that serves as a guide action is learned. Social learning theory is increasingly cited as an essential component of sustainable natural resource management and the promotion of desirable behavioral change. (Muro & Jeffrey 2008). This theory is based on the idea that we learn from our interactions with others in a social context. Separately, by observing the behaviors of others, people develop similar behaviors. After observing the behavior of others, people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior. According to Bandura, imitation involves the actual reproduction of observed motor activities. (Bandura 1977).

Social learning theory has become, perhaps, the most influential theory of learning and development. It is rooted in many of the basic concepts of traditional learning theory. This theory has often been called a bridge between behaviorist learning theories and cognitive learning theories, because it encompasses attention, memory, and motivation. (Muro & Jeffrey 2008). However, on this regard, Bandura believes that direct reinforcement could not account for all types of learning. For that reason, in his theory he added a social element, arguing that people can learn new information and behaviors by watching other people. According to the elements of this theory there are three general principles for learning from each other.

The principles of social learning are assumed to operate in the same way throughout life. Observational learning may take place at any age. Insofar as exposure to new influential, powerful models who control resources may occur at life stage, new learning through the modeling process

is always possible. (Newman B.M. & P.R, 2007). Based on these general principles, learning can occur without a change in behavior. In other words, behaviorists say that learning has to be represented by a permanent change in behavior; while in contrast, social learning theorists say that because people can learn through observation alone, their learning may not necessarily be shown in their performance. (Bandura, 1965). Learning may or may not result in a behavior change. (Bandura, 2006b). Bandura demonstrated that cognition plays a role in learning, and over the last 30 years, social learning theory has become increasingly cognitive in its interpretation of human learning; these points supported by (Newman B.M. & P.R, 2007).

2.2.2 The Gate Keeping Theory

The gate keeping theory of mass communication deals with three variables; it attempts to understand the interface between information, communication channels and the receivers. It can be traced to scholars such as Schramm Shaw, among others, and its basic argument is that each time communication passes through various channels, it passes through various gates with certain activities that affect the message. Studies conducted by Schramm Shaw (1969) and Berkmitts (1990) established that the gatekeeper theory underscores the interface between information communication channels and receivers who ultimately act on the information. Information from any of the sources to different gates elicits a lot of action, and is influenced greatly terms of bias, value and credibility. When information flows through a system, a lot of things happen to it due to dynamics of the channels (gates) it flows through.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the methods that were used in gathering and analyzing the data for this study. It included the methods used to collect data, sampling techniques and sample size, population for the study, research instruments, administration of the research instruments and data analysis. It also describes the procedures followed in analyzing and reporting the results of the research.

3.1 Research design

According to Best and Khan (1998), research design is the blueprint for a study endeavor that focuses on important information about individuals, such as their beliefs, attitudes, motives, and behavior, and simply gives an understanding of a phenomenon. A framework for conducting research is known as research design. There are three primary sorts of research approaches or methods. They are quantitative, qualitative, and hybrid methods. According to Shank (2002), qualitative research is "a type of systematic empirical enquiry into meaning." "Qualitative researchers investigate things in their natural environments, aiming to make sense of, or interpret phenomena in terms of the meanings individuals assign to them," says one researcher (Lincoln 2000:3). Because it is often a study technique in which behavior and events are captured in their natural contexts, it is sometimes referred to as field research. The study adopted a qualitative methodology with a descriptive research design to provide a picture of a situation of the research area. It may be used to justify current practice, make judgments and also to develop theories (Burns and Grove, 2009). This was used because the research aimed at getting respondents to answer questions that would not involve numerical variables.

3.2 Study setting

Anomabo was selected as the study area of this study. Anomabo is a settlement in the Mfantseman Municipal District of Ghana's Central Region, near the coast. In Ghana's central area, Anomabo is

12 kilometers east of Cape Coast. It is located on the main road that leads to Accra. Anomabo is 612 square kilometers in size, including 21 kilometers of coastline and 13 kilometers of inland boundaries

3.3 Population

According to Hayn (2009), a population can be defined as including all people or items with the characteristic one wishes to understand. The population for this study was people of the Anomabo Community.

3.3 Sample and sampling procedure

The sample size is a significant feature of any empirical study in which one aims at making rational reasoning about a population from a sample. The determination of an appropriate sample size is about homogeneity or heterogeneity of the population on a particular variable. When a population is homogeneous, a small sample size may be representative enough, but when a population is heterogeneous, then a larger sample size is required (Kumekpor, 2002). As a result, a sample size of twenty (20) respondents is seen as representative enough for the purpose of this study.

According to Fin (2007) sampling procedure involves all the methods involved in sampling respondents from a particular population for a research work. For this study, purposive sampling technique will be used. Purposive sampling also known as judgmental, subjective or selective sampling is a non-probability sampling method that relies solely on the judgement of the researcher in selecting the units for a study. Purposive sampling allows the researcher to hand pick the sample based on the characteristics of the population (Rai and Thapa, 2015).

3.4 Data Collection Tools

The method of data collection was in-depth interviews. Interviews were held to obtain data from the respondents with the help of data collection tools - interview guide, notebook and audio recorder. The interview guide is a list of general questions one wants to cover in research. It helps to elicit information from interviewees (Taylor, 2005). A recorder was used to record the interview, and later transcribed for analysis.

3.5 Data collection procedure

Data collection, according to Creswell (2013), includes not just the types of data and methodologies used, but also collecting an adequate sample size, recording materials, and anticipating ethical issues. Interviews was the major technique of data gathering for this study. According to Creswell (2013), the choice of interviews is based on the fact that they are commonly used in qualitative investigations. According to Zaykowski (2014), interviewing is critical since it provides a methodical way to gather knowledge and insight into a topic. The three types of interview approaches are structured, semi-structured, and unstructured interviews (Creswell, 2007). A structured interview guide was designed and administered as a means of obtaining information from respondents. An interview took the form of face-to-face interaction in which the researcher tried to ask questions in connection with the objectives of the study. In this very research, personal interviews were conducted. Which can be found in appendix 1 and 2.

An introductory letter from the Ghana Institute of Journalism, was taken to the Assembly man and the various households heads. The researcher independently briefed each respondent about the interview before it is conducted. After approval, the researcher conducted the interview at the free time of the respondents who willingly agreed to participate in the study. A recorder was used to record the interview and later transcribed for analysis. The researcher used a period of one month to collect both primary and secondary data.

3.6 Data analysis

According to Emory and Cooper (2003), raw research data is meaningless unless it is processed for decision-making purposes. Data analysis usually entails condensing raw data into manageable chunks and creating summaries.

Thematic analysis was used to examine the qualitative data obtained in the field as part of this project. In qualitative research, thematic analysis is the most widely used analytic tool. The search for themes that emerge as being essential to the description of the phenomenon is known as

thematic analysis (Fereday and Muir-Cochrane, 2006, p.82). It is used to examine groupings and illustrate data-related patterns. Thematic analysis is a method of presenting data in great depth and dealing with a wide range of topics through interpretations (Boyatzis, 1998). Thematic analysis also produces and shows data more efficiently, accurately reflecting the obtained data (Miles and Huberman 1994; Creswell 2009; Hayes, 1997).

The analysis for this study follows Braun and Clarke's (2006) phases of theme analysis. The researcher began by familiarizing himself with the transcribed interview. To find parallels and major issues, the researcher read, reviewed, and listened to the interview while taking notes. After that, the researcher created the first set of codes. The codes were used to label the characteristics of the study's data. The relevance and irrelevance of each sentence from the interviews were categorized. The codes made it easier to find themes. Themes "reflect some level of structured response or meaning within the data collection, and captures something important about the data in relation to the study topic" (Braun and Clarke, 2006, p. 82). In addition, the researcher drew up possible topics. The researcher reread the complete data and analyzed the themes in connection to the codes to ensure that the themes capture all data sets relevant to the study questions. The researcher then defined and named theme, which were then utilized to present the study's findings.

3.7 Ethical Considerations

Ethics in research refers to the norms of conduct that distinguish between acceptable and unacceptable behaviour (David & Resnik, 2011). For this study however, the ethical issues that were addressed comprised of anonymity, informed consent and confidentiality. In terms of anonymity, the researcher ensured that any information on the questionnaire that revealed the identity of the respondents such as name, phone number, residential address etc. were not included in the questionnaire. With regards to informed consent, the researcher ensured that respondents were duly informed of the purpose of the study before they participated in the study. Respondents therefore participated in the study out of their own free will, and thus, none of them were coerced in any way to participate in the study. In terms of confidentiality, the researcher ensured that, every

data gathered for the study was used for research purposes only. The researcher also ensured that data gathered for the study was not made available to any external or third party for any reason.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter presents the data collected and discussions of the research findings. These findings are organized in relation to the specific objectives of the study. The findings and analysis of data presented in this chapter are based on data collected through the in-depth interviews.

4.1 Assessing the perception of parents on teenage pregnancy in Anomabo.

4.1.1 Sexual Health Education by parents in teenage pregnancy prevention

Sexuality education is a means of sexual socialization for adolescents. In as much as teenagers regard friends and social media as important sources of sexuality information, parents also play a very crucial role in socializing their teenagers on sexuality related issues. This section therefore, presents and discusses the study findings in relation to the first study objective which was to assess the perception of parents on teenage pregnancy in this community. It delves further to find out what parents do to help to prevent teenage pregnancy.

“Even though my parents were not educated, they made it a point to talk to us about the dangers of getting pregnant at an early age”

An opinion leader also pointed out that:

“Many parents do not have time to discuss sexual health issues with their kids hence the increase in teenage pregnancy in the community”

This is supported by Mpaza (2006) who also found that education has a positive influence on one's attitude.

4.1.2 Teaching Teenage Girls Sexuality Related Issues

This question sought to find out if the parents were involved in teaching their teenage girls sexuality issues as a way of preventing pregnancy. Results indicate that a majority of the parents teach their teenage girls sexuality related issues. Only a few reported that they did not teach their teenage girls sexuality issues. The finding that a majority of the parents teach their teenage girls sexuality issues could be attributed to the fact that majority of teenage girls are faced with sexuality related challenges, and their parents have taken the initiative to educate them, so as to help them overcome these challenges. On the other hand, the percentage of parents not educating their teenage girls could be because some parents have not acknowledged the importance of sexuality education in the lives of their girls. It could also be attributed to the fact that these parents do not know what to teach, or how to teach their teenage girls sexuality issues.

Majority (60%) of respondents agreed that it is difficult to know the right time to offer sexuality education to teenagers. As one of the parents said;

“Sometimes it is very difficult to know when it is the right time to start educating children on sexuality issues, because some mature faster than others, and start engaging in sexual intercourse when it is least expected of them.”

“ I think our children are exposed to contents related to sex and we are not even aware ”

This finding is supported by a majority (60%) of the key informants noted that most parents are concerned with the issue of teenage pregnancy. This finding contrasts with the findings of earlier studies in Kenya (Kiragu, et al 1996) and in Nigeria (Izugbara, 2008) which reported moderate levels of parent-child sexuality education. However, it is consistent with the findings of a Lagos based study which reported that 69% of parents had talked with their children on sexuality issues (Kannuji, 2012). This finding is thereby affirming the recent trends of parent-child sexual talks in some parts of Africa.

These findings could be attributed to the fact that there is no clear documented guideline on the sexuality related topics to teach children, and at what age to start teaching them. This leaves the parents guessing the right time to begin educating their children, hence waiting for signs.

4.1.3 Sexuality Related Topics Taught by Parents

This study sought to find out if the parents taught their teenage girls about their body organs, premarital sex and its consequences, teenage pregnancy and its consequences, and birth control options. The study also sought to establish the most preferred and taught teen pregnancy prevention method.

The results reveal that among the parents who teach their children sexuality related issues, a majority (60%) reported that they teach their girls about their body organs while others (40%) do not teach their girls about their body organs. A majority of parents reported teaching premarital sex and its consequences, while others do not. In the same vein, majority reported that they teach pregnancy and its consequences, while a few others do not teach pregnancy and its consequences. The findings also reveal that majority of parents teach their girls birth control methods, while only some reported that they do not. It is also revealed that the most preferred teenage pregnancy prevention method is abstinence, followed by condoms. On the other hand, a few of the parents advice their girls to avoid male friends.

These findings indicate that most parents have come to the realization that their teens engage in, or are likely to engage in sexual activities, hence the big number (60%) of parents who teach their children about their body organs, premarital sex and teenage pregnancies. However, the small percentage (40%) of parents who teach their children birth control options and the emphasis put on teaching girls' abstinence rather than other contraceptives like condoms and pills could be attributed to parents living in denial that their girls are already engaging in sexual intercourse. It could also be attributed to parents believing some of the myths about contraceptives, for example that they cause infertility, birth defects or cancer. One parent said:

'I do not have any formal education but I try my best to teach my daughters about the consequences of teenage pregnancy.'

Another parent also retorted that:

'When you are able to stay away from pre-marital sex, you don't put yourself in trouble.'

These findings agree with Eisenberg et al (2006) findings that majority of parents had spoken to their teens about the negative consequences of sex, but were less likely to discuss prevention of these consequences such as access to condoms and birth control pills. These findings are contrary to Hartman et al (2013) findings 51% that parental acceptability was highest for oral contraceptive pills at 59% followed by condoms at among other contraceptives. However, Hartman et al findings can be used to explain the reason why the parents in this study prefer condoms more than any other contraceptive as it found that parents mostly preferred condoms if they believed that their teens were likely to have sex.

4.1.4. Existence of Teenage Pregnancies in the Anomabo Community.

This study sought to establish the existence of teenage pregnancy in the sampled households in the Anomabo Community. Results show that majority representing 60% of the teenage parents' report that there had never been a pregnant teenager in their household while 40% agree that they have had their teenage girl get pregnant. One Mother said:

"I realized how serious this issue of teenage pregnancy was when I went on an anti-natal visit with my pregnant daughter. I observed not less than seventeen pregnant girls just with the two hours I spent at the hospital."

This finding is supported by key informant interviews which revealed that many pupils and students drop out of school due to teenage pregnancies. Some of them end up in early marriages as some go back to school after delivery. She said:

"Many of our young girls drop out of school because of teenage pregnancy"

The finding reveals that remarkably high numbers of teenage pregnancies do occur in Anomabo Community, and this confirms that it is indeed a problem in the area of study. This high number of pregnant teenagers could be attributed to inadequate sexuality education, inadequate parental monitoring, and other factors such as poverty and poor parent-child communication on sexuality issues. The finding is also consistent with World Health Organization (2015) report which states that sub-Saharan Africa countries have 50% prevalence of adolescent birth rate.

4.2. Examine the extent to which Parental Monitoring and Supervision prevent teenage pregnancy in Anomabo Community.

This section presents and discusses the findings of objective two which sought to examine the extent to which Parental monitoring and supervision of teenage girls prevent teenage pregnancy in Anomabo Community. Data was collected on four key areas of monitoring and supervision namely; friends, whereabouts when not in school, knowledge of girls' menstruation period, follow up of girls' academic performance.

4.2.1. Parental Knowledge of their Teenage Girl's Friends

This study also sought to find out if the parents knew the type of friends their teenage girls had. The study revealed that a majority of the parents agree to know the friends of their teenage girls, some of the parents report to know only some of the friends while a few report that they do not know their teenage children's friends.

Key Informants agreed that it was important for parents to guide their children on how to make right choices of friends that cannot negatively influence their behavior. It emerged that most of the teenage girls who got pregnant in Anomabo Community were influenced by their friends who either had been pregnant before, or those boys who dropped out of school and their adult friends. This was evidenced in one of the responses from a teacher in the community which stated that;

“Some of the teenage girls are influenced by their friends who have become pregnant, or school drop outs working at the sea side, if parents could know all

these, then they could be able to prevent teenage pregnancy, since their children tend to listen to them more than us teachers.”

The findings indicate that most of the parents in Anomabo Community have knowledge of all or some of the friends of their teenage girls. However, a smaller percentage does not know any of the friends of their teenage girls. This percentage of parents who know the friends of their teenage girls may be attributed to teenage girls disclosing and introducing their friends to their parents. It may also suggest that these teenagers make friends within their neighborhood, therefore, their parents know them. Nevertheless, the fact that there are parents who feel that they do not know all the friends that their children keep could be because the girls only introduce some of their friends and hide some. This means that these parents cannot be sure of the type of friends being hidden, therefore difficulty in monitoring what their children do when they are out with the undisclosed friends. Parents not knowing any friends that their teenage girls keep could be attributed to lack of openness and closeness between teenagers and their parents, or to poor relationship between them. It may also be attributed to the fact that some teenagers attend boarding schools far away from their homes where they make friends who are not known by their parents.

This finding is supported by Stattin & Kerr, (2000) who observed that knowledge of teenage activities depends on their willingness to disclose. If they do not disclose their friends, it might be difficult for parents to know them. This is also affirmed by (Borawski, Levers-Landis, Lovegreen & Trapl, 2003) findings that adolescent disclosure and trust are factors that can make their parents perform monitoring role more effectively.

4.2.2. Knowledge of teenage girls' whereabouts

The study sought to determine if the parents asked about the whereabouts of their teenage girls when they left home without asking for permission. Results reveal that a majority of the parents, do not ask their teenage girls whom they go out with. Only a few reported to ask their teenage girls who they go out with. On the other hand, a majority of the parents reported, they ask their teenage girls where they go to and only a few did not ask their teenage girls the places they go to. Most of

the parents, reported to ask their teenage girls what they are going to do wherever they go to while some of the parents never bother to ask their teenage girls what they are going to do whenever they go out.

It was highlighted by the one teacher that:

“Some parents encourage their children’s behaviors that lead to teenage pregnancies.”

For instance, a head teacher noted that:

“In some instances, parents cover up for children who go visiting their boyfriends, instead of going home during mid-term breaks.”

The results show that most parents are concerned with knowing where their teenage girls go to and what they are going to do but never bother to ask them who they go out with. This could probably be attributed to parents avoiding to meddle in their teenage girls’ affairs, or to the trust they place in their girls. These findings are contrary to the findings of Ikramulla, Manlove, Cui and Moore (2009) which stated that most parents knew everything about whom their children were with, when not at home and emphasizes the assertions of Jeynes (2007) that parents and caregivers should check the whereabouts of their children before and after school, how they spend their weekends, and with whom, as this is very vital in ensuring that their teenage girls do not engage in irresponsible and risky sexual behavior.

4.2.3 Parent’s Knowledge of the Timing of their Teenage Girls’ Menstrual Cycles

The study sought to establish whether parents were aware of the time when their teenage girls were menstruating. The findings, show that half of the respondents reported that they had knowledge on when their girls were menstruating, some had no knowledge on such. On the other hand, only a few noted that they sometimes know when their girls are having their menses.

“My daughter comes to me for money to buy sanitary pads when she has her period. This is how come I’m able to know she is menstruating”

One other parent said:

“It’s always a difficult time for her during her menstruation period. This is because she goes through a lot of pain.”

These findings are in line with Achille, et al., (2017) who found out that women mostly tend to discuss themes related to pregnancy, contraception, the adolescents desire, personal experiences with adolescents rather than men. However, those who did not have knowledge may have been men who were single parents or old grandmothers who were caregivers of the teenage girls. It is important to note that menstrual flow is a sign that the teenager has begun to ovulate and at risk of pregnancy in case of unprotected sexual intercourse. Therefore, it is important for parents and caregivers to guide teenagers during this important period of their lives.

4.3 Parent-Teen Communication in Prevention of Teenage Pregnancy

This section presents and discusses the analysis of the third specific objective of the study which was to determine the extent to which parent-teen communication prevents teenage pregnancy in the Anomabo Community.

4.3.1 Closeness between Parents and Their Children

The study sought to establish the difference in gender and relational closeness of parents to their teenage girls in the Anomabo Community. It was revealed that most of the parents reported that they are not very close to their teenage girls. Though they admit the closeness is to some extent only. One parent mentioned that:

“I am a single mother having six children. Their father died some years ago. They have no choice than to come to me whenever they need anything.”

One other parent also mentioned that:

“I try as much as possible to keep my children close to me. However, they don’t talk to me about everything”

These findings indicate that a majority of parents in Anomabo Community are close to their teenage girls, except that the degree of closeness differs, as some are very close while some are just close. The finding also reveals that among parents who were close to their teenage girls,

majority were females while only a few were males. It is also clear that only a few males are very close with their teenage girls. This could be attributed to the fact that mothers spend much time with their children at home as compared to fathers, who spend much of their time away from home. Probably it could also be that teenage girls are closer to their mothers than fathers. On the other hand, only a small percentage of the teenager's parents report not being close at all with their daughters. This could be attributed to step motherhood or not spending much time with their daughters.

These findings are supported by an earlier study which observed that mothers continue to remain deeply involved in the lives of their children (Laursen, et al., 2000). One way of involving themselves in teenagers' lives is through spending time with them (Hofferth, et al., 2007). As children attain teenage, they start undergoing important physical and social changes associated with puberty, which led them to organize their attachment behaviors towards their mothers (Duchesne & Larose, 2007).

4.3.2 The Initiator of Sex Related Discussions

The study sought to find out the initiator of sex related discussions with teenage girls. Results show that a higher percentage of parents are the initiators of sex related discussions with their teenage girls, while a few parents reported that none of them initiate such discussions. Some of the parents noted that teenagers are the ones who initiate such discussions.

“I bring all sorts of issues out for discussion including issues that are sex related”

One parent also said:

“I sometimes harbor fears that friends could mislead my daughter by giving her wrong advice. So, I open up to her on every issue that bothers her”

These findings affirm the assertion of the key informants that parents are in a better position to initiate and discuss sexuality related issues with their teenage children, because of the respect they

get from their children. They unanimously stated that teenagers tend to avoid doing whatever parents disapprove of.

Probably a higher percentage of parents are the initiators of sex related discussions, because the teenage girls are shy to initiate sex talks with their parents. Those who reported that sex talks are initiated by teenagers could be attributed to parents not being comfortable, or parents who think that the teenage girls are still young and shouldn't talk about sex. Those who reported that no one initiates these talks could be attributed to lack of relational closeness or fear among both the parent and teenager. On the other hand, the smaller percentage of parents who reported that they both initiate sex talks could be attributed to being relationally close with the teenage girls, openness by both of them, or being inquisitive of what the other knows about sexuality.

This finding concurs with the findings of Izugbara (2008) which posited that in Nigeria parents preferred to be the initiators and dominators of sexual related discussions, and perceived that if their child did so, it meant they were sexually active or planning to be. This finding is equally supported by the findings of Wamoyi, Fenwick, Urassa, Zaba, Stones (2010) who found in rural Tanzania, sexuality communication was most often unidirectional, initiated by parents and took the form of warnings or threats or sometimes gossip.

4.3.3 Comfort in Discussing Sexuality Issues

The study sought to establish if parents felt comfortable when discussing sexuality related issues with their teenage girls in Anomabo Community. Results show that even though most of the parents reported that they discuss sexuality related issues with their children, a greater percentage are not comfortable with such discussions, while only some are comfortable in discussing sexuality related issues with their teenage girls.

The discomfort experienced by parents discussing sexuality related issues with their teenage girls may be attributed to consideration of sex discussions with children a taboo. It can also be due to the fact that parents believe that such talks make their girls to become sexually active. On the other

hand, a few had no problem with discussing sexual related issues and felt comfortable. This could suggest that this category of parents consider it their responsibility to explain to their teenage girls everything they need to know about their sexuality, and that they do it often hence, the comfort. It could also be due to the trust and closeness between these parents and their teenage girls.

This finding is in line with the findings of Poulsen et al, (2010), that parents fear talking about sexuality with their children as they believe that discussing sexuality with children leads to early sexual experimentation. It is equally supported by the findings of Mbugua (2007) who noted that socio-cultural and religious barriers like residual traditional barriers, inhibitions due to European Christianity, reliance on sex education books, and reliance on school teachers to offer such sex education make parents uncomfortable to discuss such issues with their teenage children. The findings also concur with the results of Bastien et al (2011) study which found that some parents reportedly perceive discussions about sexuality between parent and children as being shameful, immoral or inappropriate, given the sensitive nature of sexuality.

Jerman & Constantine (2010) found that parents report embarrassment or anxiety in talking about sex, particularly during their children's later adolescence (age 14-18), when many young people are engaging in sexual behavior. This finding also concurred with the most recent study by Achille et al., which revealed that parents still find it difficult to hold sexuality discussions with their children in the home environment (Achille, et al., 2017). Some parents were also embarrassed about sexuality talks with their girls, hence they completely avoid it. One parent stated that;

“It is so shameful to talk about sex related topics with small children, my daughter is just 13 years old, I do not think she should know about sex at this age, she is still very young for this.”

Another parent also stated that;

“It is somehow uncomfortable talking about it. However, I believe it is necessary.”

This finding agrees with Wamoyi et al. (2010) finding, which stated that frequency of communication between parents and their teenagers range from once in a day to once a month or several months. This result also corroborates a report by Achille, et al., (2017) in which parents declared that they rarely talk about sexuality with adolescents.

Among the key informants, it emerged that most parents wait for their teenage girls to get pregnant before they talk to them about dangers of unprotected premarital sex. Lack of closeness between parents and their teenage girls also emerged. The teachers reported that most of the time, the parents are surprised and are in disbelief when summoned in school to be informed of their children's pregnancy status. They admit to the teachers that they had not known that their children were already involved in intimate relationship, and that they had not talked to them on sex related issues. One primary school head teacher noted that;

'Some parents are not aware of what goes on in their daughter's lives, one day a parent fainted when I called her to inform her of her daughters' pregnancy. I was surprised that she had not known when it was already very clear that the girl was pregnant.'

4.3.4 Teenage Girls Openness in Sexuality Discussions

The study sought to establish parent's view on their teenage girls' openness when discussing with them sexual related issues. Result reveals that majority of parents reported that their teenage girls are not open to talk with them about sexually related issues, and only a few parents mentioned that their children are free to talk to them about sex related issues. One parent said:

"My daughter is the shy type; she doesn't open up easily unless I persuade her"

The finding could be attributed to teenage girls shying away from discussing sexual issues with their parents for fear of being seen as sexually active by their parents. It could also be due to the fact that teenage girls prefer talking to their age mates rather than their parents on sexuality issues. An earlier study in Ghana similarly observed that young people are reluctant to discuss sexuality with their parents, since they tend to prefer to discuss these issues with their friends, because they

feel shy, and also because they may fear physical punishment for discussing sexuality (Kumi-Kyereme, Awusabo-Asare, Biddlecom, Tanle, 2007).

4.4 Conclusion

The chapter presented the results and discussions on interviews conducted from respondents in the Anomabo community. Some of the themes for discussion were teenage girls' openness in sexuality discussions, comfort in discussing sexuality issues, the initiator of sex related discussions, closeness between parents and their children and so on. The next chapter discusses the summary, conclusions and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the research findings, and both data was obtained for the research work. It further gives the conclusion of the study in line with the objective of the study. The chapter also seeks to make recommendations based on the research findings that emerged from the data gathered through the in-depth interviews.

5.1 Summary of findings

In line with the main objective, the study sought to to examine Communication and Teenage pregnancy: Perspective from guardians and teenage mothers. Specifically, the study sought to assess the perception of parents on teenage pregnancy in this community, to examine the extent to which Parental Monitoring and Supervision prevent teenage pregnancy in Anomabo Community, and to evaluate the extent to which parent-teen communication prevent teenage pregnancy in Anomabo Community. The study employed a qualitative research approach in gathering data. Specifically, the qualitative case study design was employed for this study. In determining the objectives of the study, primary data was used and this was mainly through in depth interviews. The sampling technique used in selecting the twenty (20) respondents was purposive sampling. A recorder was used as the data collection tool. In view of this, the sample size of twenty (20) consisting of Parents/Guardians and Opinion Leaders of Anomabo community were considered. Data obtained was analyzed using SPSS version 26 statistical tool. The following were the findings of the study:

5.1.1 Perception of parents on teenage pregnancy

On parental involvement in sexual health education, the study established that majority of the parents taught their teenage daughters' sexuality related issues, while only a few did not. However, in as much as most of the parents involved themselves in teaching their daughters about sexual

health, the study found that close to half of them started offering sexual health education to their daughters when they perceived that they had already become sexually active, in which most of them waited until their daughters became pregnant. The study also sought to find out why some parents did not teach their teenage daughters' sexuality related issues. The findings of the study revealed that close to half of the parents believed that their teenage daughters were still too young for sexuality education, while some of the parents thought that talking to their daughters about sexuality related issues would make them become sexually active. On the other hand, some of the parents believed that their daughters were taught about sexuality in school, a few failed to teach their daughters, because they thought that that their daughters already knew everything about sexuality.

The study findings revealed that more than half of the parents taught their daughters about body organs while some of them did not; slightly more than half of the parents also reported that they taught their daughters about premarital sex and its consequences, while the others did not. Moreover, majority of the parents taught their daughters about pregnancy and its consequences, while a few of the parents did not. The study also found that majority of parents taught their daughters about birth control methods while some of the parents did not. The most preferred pregnancy prevention methods taught by the parents in the study area was abstinence, followed by condoms. Other parents told their daughters to avoid male friends as a pregnancy prevention mechanism.

5.1.2 Parental Monitoring and Supervision of teenage girls

Regarding parental monitoring and supervision of teenage girls, this study found that close to half of the parents knew their daughters' friends. However, majority of the parents either knew a few or none of the friends that their teenage daughters had. Regarding parental knowledge of teenage girls' whereabouts, the study found that majority of the parents, did not ask their daughters who they went out with, but slightly more than a third of the parents inquired about who their daughters went out with. On the other hand, most of the parents reported that they inquired from their

daughters about where they were going to, whenever they decided to leave home before asking for permission, and some of the parents did not bother to ask. Most of the parents equally inquired from their daughters about what they were going to do away from home, while some of the parents never bothered to find out what their daughters planned to do away from home.

5.1.3 Parent-teen communication to prevent teenage pregnancy

In parent-teen communication, the study sought to establish the level of closeness between parents and their teenage daughters. The study findings revealed that most of the parents are not very close with their daughters. In addition, among the parents who were not very close with their daughters, a few were males while the others were females. However, majority of the parents were very close with their teenage daughters. Nevertheless, only a few parents reported that they were not close at all with their teenage girls.

Previous studies observed that parents preferred to be the initiators and dominators of sexual related discussions. Similarly, this study also revealed that a majority of parents were the initiators of sex related discussions with their teenage daughters while a smaller percentage of the parents said that sexuality discussions were initiated by both parents and teenager girls, or none of them initiated such discussions. Naturally, for any effective communication to take place, the people involved have to be comfortable with the message. This study revealed that even though most of the parents discussed sexuality related issues with their daughters, majority of them, were not comfortable with such discussions.

Some of the parents were comfortable in discussing sexuality related issues with their daughters. Consequently, the frequency of sexuality discussions has been found to be associated with the level of comfort among parents who engage in such discussions. The findings of this study showed that most of the parents, sometimes discussed sexuality related issues with their daughters. On the other hand, some of the parents agreed that they always discussed sexuality related issues with their daughters. On the contrary, just a few of the parents did not discuss sexuality related issues with their teenage girls at all. The study also revealed that majority of parents, reported that their

teenage daughters were not open to talk with them about sexuality related issues, and that some of the parents mentioned that their daughters were open in sexuality related discussions.

5.2 Conclusion

Parents and caretakers of teenagers are concerned about and quite aware of the needs for pregnant teenagers. Teenage pregnancy is an important public health concern that requires parents, government and other relevant agencies to collaborate in the effort to prevent its occurrence. This study shows that there are gaps in parental perception and attitudes towards teenage pregnant girls. This study established that many parents offer Sexual Health Education to their teenage daughters. However, the timing of sexuality education is circumstantial, with most of them starting when their teenage girls are already sexually active. Also, the most preferred birth control method taught by the parents was abstinence, despite the fact that most of them started teaching their daughters once they were already sexually active, and some had even been pregnant and needed to learn about more effective methods of pregnancy prevention, like use of condoms and birth control methods like injectable contraceptives and pills.

Regarding Parental Monitoring and Supervision of teenage girls, many parents did not know all their daughters' friends. Most parents were concerned about their daughters' whereabouts but failed to care about who their girls spent time with. The extent of parental involvement in monitoring and supervision of teenage girls in the study area is therefore inadequate to ensure prevention of teenage pregnancy.

On Parent-Teen Communication, the study found that most of the parents are close to their teenage girls. However, being close does not necessarily mean that they will communicate with their girls about sexuality issues. Parent-teen communication on sexuality is dependent on parents' comfort with such discussions and openness of teenage girls. Lack of comfort among the parents and lack of openness among the teenage girls regarding sexuality discussions, is therefore, the cause of lack of frequent sexuality discussions between the parents and their teenage girls. The extent of parent-

teen communication on sexuality issues is therefore not sufficient in ensuring that pregnancies are prevented among the teenage girls in the Anomabo community.

5.3 Limitation of the Study

This research is confined to Anomabo Community, because the study is constrained by time and funds, therefore could not consider other areas in the country. Also, the research encountered challenges due to the recent Covid-19 restrictions on movement and gatherings. Furthermore, insufficient information from primary data sources was a challenge in the event that participants felt reluctant to respond to questionnaires. Another setback was language barrier. This was resolved by translating the questions on the questionnaires in Fante, which is the language the respondents understand.

5.4 Recommendations

To ensure the instillation of moral values and prevent coerced sex, parents should develop a home environment that fosters communication, understanding, and support for their daughters. Parent-teen communication workshops should be organized by Children's Departments and non-governmental groups that deal with children's issues, to help parents and teens learn new skills and practice crucial communication approaches. Teenage pregnancy is one of the reasons why girls do not reach their full potential; thus, parents should utilize all of the resources at their disposal to support their daughters, and prevent this from happening.

To establish a good understanding of the structure and functions of the girls' reproductive system, sexuality education should be done at both the household and formal school levels. In the event of a teenage pregnancy, parents should try to be accommodating in order to assist their daughters in successfully navigating the crisis scenario, and then supporting them in realizing their full potential. The Municipal Assembly should hold workshops for parents to equip them with comprehensive sex education and educational materials and instructions. The Ministry of Health, in collaboration with the municipal department of Public Health, should design initiatives to encourage parental monitoring and supervision of teenage girls.

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APPENDIX 1

IN-DEPTH INTERVIEW GUIDE

I am Agnes Baaba Effah-Dennis student of Ghana Institute of Journalism and as part of the award of a master's degree, I am required to present a long essay on "*Communication and Teenage Pregnancy: A Perspective from Guardians and Teenage mothers*". This interview is to help me elicit information for my research work. I will therefore be grateful if you could please answer the interview guide since this research work is for academic purpose only and your confidentiality is closely safe guarded.

Thank you.

GUARDIANS AND TEENAGE-MOTHERS

1. Tell us how many children you have and the ages of your children.....
2. How do you feel about teen pregnancy?.....
3. What do you think about teens having children?
.....
4. Are you aware of the numbers of teenage pregnancies in this area?.....
5. What are the consequences of teenage pregnancies in this area?.....
6. In your view, what are the possible causes of teenage pregnancies in this area?.....
7. In your view, what should parents do to prevent teenage pregnancy?.....
8. In your view, are the parents effective in their involvement in teenage pregnancy prevention?
.....
9. What do you think should be done to enhance parent capacities in preventing teenage pregnancies?
10. What is your view on parent-teen relational closeness in teenage pregnancy prevention?.....

APPENDIX 2

IN-DEPTH INTERVIEW GUIDE

I am Agnes Baaba Effah-Dennis, a student of Ghana Institute of Journalism and as part of the award of a master's degree, I am required to present a long essay on "*Communication and Teenage Pregnancy: Perspective from Guardians and Teenage mothers*". This interview is to help me elicit information for my research work. I will therefore be grateful if you could please answer the interview guide since this research work is for academic purpose only and your confidentiality is closely safe guarded.

Thank you.

COMMUNITY HEADS

1. How serious is the issue of teenage pregnancies in this Community? Probe for the hotspots and root causes (poverty, cultural dances and funerals, parenting aspects, education, etc)
.....
2. Are there social and cultural beliefs, attitudes and practices regarding this issue? Please share some of these
3. How are teenage girls who fall pregnant/give birth treated? Probe for treatment in general but in education and healthcare
4. How do the girls cope? What do they do once treated the way they are treated?
.....
5. In your view, what are the possible causes of teenage pregnancies in this area?.....
6. In your view, what should parents do to prevent teenage pregnancy?.....
7. In your view, are the parents effective in their involvement in teenage pregnancy prevention?
.....
8. What do you think should be done to enhance parent capacities in preventing teenage pregnancies?
9. What is your view on parent-teen relational closeness in teenage pregnancy prevention?.....