

Research project cover sheet

*To accompany a research project submitted for examination
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Degree in Psychology / Organisational Psychology*

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This project has been prepared under my supervision. I have read it carefully and believe that it meets the standards set out in the appropriate guidelines booklet in terms of academic content, clarity of research question, description of methodology, quality of analysis and ethical standards, as well as in terms of format, length, structure and referencing.

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This project has been prepared under my supervision using the guidelines set out in the appropriate guidelines booklet in terms of format, structure and referencing. However, I am not convinced that it meets the required academic standards with regards to academic content, clarity of research question, details of the methodology, quality of analysis, or ethical aspects.

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Abstract

Research Objective: to analyse knowledge that has been presented in recently published articles on parent-adolescent sexuality interactions in the African context.

Methods: The research is undertaken through a systematic review, using a specific Boolean search in the EBSCOhost database. After the search and screening processes, 27 articles published between 2000 and 2020 were included in the review.

Results: The dominant theme across the reviewed papers was HIV in general and its prevention more specifically. This over-riding theme is dealt with accordingly to four main sub-themes, namely: parents' and adolescents' knowledge about HIV/AIDs; sexuality communication between parents and adolescents; the association between the aforementioned communication and adolescent sexual behaviour; and the effectiveness of numerous specific HIV prevention interventions. The vast majority of the reviewed papers use a mainstream theoretical framework and utilise quantitative research methods. Their findings and recommendations are in line with mainstream hypotheses and assertions about HIV prevention.

Conclusions: Strong global institutional forces and power relations generate the mainstream knowledge contained in the published work considered in this review, and that this knowledge in turn further entrenches these power relations. It would be useful to conceptualise the dimensions and implications of an alternative, critical approach to HIV prevention and parent-adolescent sexuality communication as well as a more comprehensive approach to sexuality education (which includes more than knowledge transfer about preventing HIV).

1. Chapter 1 – Introduction

For the most part, this systematic review of articles on parent-adolescent sexuality communication in Africa, published between 2000 and 2020, follows the conventional format and presents the conventional section headings utilised for this methodology. The main four sections of the work are defined as follows: Context, Research Question and Literature Review; Methodology; Results; and Discussion and Conclusions.

The immediate geographic context within which this study is conducted is South Africa. This section of the work thus considers the historical and contemporary relevance of parent-adolescent sexuality communication in South Africa. This provides the backdrop for the framing of the main research question as well as four sub-questions. The literature review that follows is presented in three sub-sections, as follows: a brief introduction to the two predominant theoretical schools of thought, namely essentialism and social constructionism; an exploration of the three key concepts that lie at the heart of the research question, namely sexuality, adolescence and interaction; and an overview of the domination themes and findings from published work on the topic. An overview of the specific methodology utilised for this systematic review follows; this describes the research population and sample, inclusion and exclusion criteria, and the sampling, search, screening and analysis processes).

The results of the review are presented in detail. Results are presented in relation to the following items of interest in the reviewed papers: dominant theme, objectives, methodologies, theoretical disposition(s) and findings. This section is closed by utilising the outlier work of Ahmed (2011) to critique the dominant mainstream model.

The discussion attempts to explain the prevalence of mainstream discourse and argument about HIV prevention in general and parent-adolescent sexuality in particular by drawing attention to institutional and funding realities that are disclosed in the reviewed articles. This forms the basis of the central conclusion that the review amounts to is a clear illustration of Foucault's power-knowledge dyad.

2. Chapter 2 – Context, research question and literature review

2.1. Context

Teenage or adolescent sexuality is both a significant and relevant issue in the context of contemporary South Africa. This is demonstrated in this section by drawing attention to the fact that some of the country's most significant socio-economic challenges relate to sex and sexuality. These challenges include the HIV/AIDs pandemic and the scourge of gender-based violence (GBV). The contextual analysis then goes on to consider the family institution in South Africa in general and parent-teen interactions in particular. The family is a universally important social institution, but it takes a specific form in this country, partially as a consequence of apartheid. The analysis of both sexuality and the family will be presented chronologically, with attention initially paid to the apartheid period and the focus then shifting to contemporary dynamics and issues.

Delius and Glaser (2002) have formulated a useful history of sexual socialisation in South Africa. They argue that pre-colonial African communities were open and forthcoming in their recognition of sexual issues and unguarded in discussing and addressing them. More specifically, they identify a range of social institutions as having played key guidance roles in this regard, including family as well as kinship, neighbourhood, and peer groups. In the view of Delius and Glaser, this “ensured a degree of inter-generational communication on sexual issues” (2002, p.50).

In the aftermath of the wars of dispossession and the discovery of minerals in the late nineteenth century, massive changes swept through South Africa. Principally, the country was increasingly organised and governed based of segregationist philosophy and practices (Dubow, 2006). One of the clearest and most devastating expressions of this was the institutionalisation of the migrant labour systems in the mining and other industrial sectors (Delius, 2017). The system was premised on the decision to parcel the geography of the country into defined segments to be inhabited by specific contrived racial groupings (Dubow, 2006). For example, the Ciskei and Transkei were demarcated as the geographic areas set aside for the habitation of amaXhosa. Whereas relatively small areas were demarcated for black people, the bulk of the landmass of South Africa was reserved for whites. Thus, amaXhosa workers who sought employment on the mines in Gauteng (previously called ‘the Transvaal’) were deemed to be temporary ‘visitors’ to ‘white South Africa’ with a home base in the Ciskei or Transkei. Thus, they were required to migrate from their ‘homeland’ to Gauteng to work and to return ‘home’ during downtime such as Christmas. When on the mines, the migrant labourers were accommodated in single-sex hostels. This arrangement not only enabled mining houses to pay very low wages, but it also had the consequence of severely undermining the family

and community institutions of African societies (Delius, 2017). Specifically, it meant that tens of thousands of (male) labourers became absentee fathers.

The Christian religion has a long history in South Africa. Initially introduced into the country during the colonial era by missionaries, by the twentieth century it had been taken up by the general public, including by African elites. And thus, its influence on society at large compounded. Christianity generally promotes the nuclear family and heterosexuality as morally appropriate and normal. People who did not conform to heterosexuality norms were an oppressed minority; as depicted in the recent movie 'Moffie', they wielded no political or social power (Christiansen, 2000).

Western education spread hand-in-glove with Christianity, albeit in an apartheid guise from 1948 onwards. Thereafter Christian National Education (for whites) and 'Bantu' Education (for blacks) were at the forefront of the socialisation drive of the National Party government. Delius and Glaser argue that, in the context of a massive expansion of urban black public schooling from the 1950s, many parents pinned their hopes on teachers as "an alternative source of adult authority" (2002, p.46). However, the credibility of schools and teachers waned considerably after the 1976 Soweto Uprising and the 1984 collapse of schooling induced by that year's State of Emergency. Thus one of the final vestiges of adult leadership and authority collapsed, leaving the youth to their own devices and peer pressures. Delius and Glaser sum up the situation succinctly: "In the twentieth century [pre-existing forms of African] sexual socialisation crumbled under the combined onslaught of Christianity, conquest, migrant labour, urbanisation and Western education" (2002, p.50).

Apartheid was eventually defeated in 1994. One of the first major milestones reached by the young South African democracy in 1996 was the adoption of a progressive Constitution. The most heralded section of the Constitution is Chapter 2 which is otherwise known as the 'Bill of Rights'. This chapter lays out all the rights (or legal entitlements) of the people of South Africa. One of the rights outlined is the Right to Equality. This right entitles all people to equal standing before the law and explicitly affirms that the State (government) may not discriminate against anyone based on sex, pregnancy, marital status or sexual orientation, amongst other factors. De Vos notes that this articulation meant that South Africa became the "first country in the world which explicitly protects gays and lesbians in its justiciable Bill of Rights" (2000, p. 17). Put another way, the Constitution offers protection to sexual minorities and vulnerable groups. In addition, Reid and Walker (2004) point out that the Constitution also adopts liberal definitions of a family and that it promotes gender equality.

South Africa has a very progressive Constitution, characterised by a wide-ranging Bill of Rights. Despite the Constitution, many of the challenges that thwart South African society show no signs of being overcome. Some

of the challenges that are explicitly related to sex and sexuality are HIV/AIDs and the full array of gender-based violence (GBV, including femicide, 'corrective rape' and rape more broadly). Estimates of the number of people in South Africa living with HIV/AIDs range considerably, from approximately 5,5 million to approximately 7,5 million, but there is no doubt that the country has the largest HIV epidemic in the world. Some academics have suggested that underlying reasons for transmission include female disempowerment and GBV (Mulla, 2008). Both transactional and inter-generational sex relate closely to gender inequality, and both contribute towards the spread of HIV/AIDs.

South Africa is a violent country, characterised by high rates of violent crimes. Much of this violence is gender based. A 2012 study undertaken by Gender links suggests that appropriately 50% of South African women experience some of GBV and that this violence is perpetrated by men, in the main (Centre for the Study of Violence and Reconciliation, 2016). Furthermore, the most common form of GBV in the country is sexual violence. Because of the persistence of heteronormativity, there is still consideration stigmatisation of non-heterosexual beings and minority sexualities (Mavhandu-Mudzusi, 2017). More dangerously, there are high rates of homophobia and 'corrective rape' (Koraan & Geduld, 2015).

The configuration of families in contemporary South Africa has been and continues to be very dynamic. Some of the most prevalent trends of the past two decades are a reduction in the size of the average household (driven in part by a steady increase in the prevalence of single person households), declining marriage rates, high rates of paternal absence and a sustained predominance of extended family as the most typical form (Hall & Mokomane, 2018).

Based on long-term historical analysis, based on the evidence at their disposal, Delius and Glaser (2002) thus arrive at the following conclusion: "The communication gap between South African youth and their parents has widened. Few parents today are willing or able to confront awkward issues around sexuality. More than ever before, it seems, youth are being left to negotiate their sexuality on their own" (p.50). This research paper will subject Delius and Glaser's assertion to scrutiny and critique. In other words, it seeks to grapple with the nature and characteristics of parent-adolescent sexuality community in contemporary South Africa.

2.2. Research Questions

In order to give the research focus, coherence and relevance, it is necessary to pose an overall or main question that it will seek to answer. This question serves to provide a clear guideline when conducting the initial research as well as data synthesis (data collection and data analysis).

The main question that this research hones in on is: What knowledge has been generated and presented in recently published articles in on the topic of parent-adolescent interactions about sexuality in the African

context? The detail of the systematic review methodology that will be utilised is presented below (in the Methodology section), but here it is necessary to note that the question has been framed in a general manner deliberately, in an attempt to ensure an ‘inclusive systematic review’. By asking a general question, the search will not result in the premature exclusion of articles that fall outside the strictures or narrow limits of specificity, but that may contain generally significant insights into the topic of parent-adolescent interactions about sexuality.

The decision to research the topic of parent-adolescent sexuality communication across the African continent rather than limiting the study to South African studies was taken after conducting an initial literature review. This review threw up a limited number of South African studies, thus informing the decision to broaden the geographic scope of the research.

In the process of collecting data to answer the main question there are a set of secondary questions that this research will use in order to scaffold a satisfactory overall answer. These sub-questions are as follows:

- What does the research set out to achieve? In other words, what are the research objectives across the reviewed papers?
- How do the researchers conceptualise, design and conduct their respective research projects? Otherwise put, what are the most prominent research methodologies?
- What are the major research findings and conclusions?
- Which theoretical perspectives (specifically in relation to Essentialism and Social Constructionism) are reflected in the reviewed literature?

2.3. Literature Review

The literature review aims to cover three bases. First, introduces the two main and conflicting theoretical schools that define and frame much of psychological research, including that on parent-adolescent sexuality communication. Second, it summarises the manner in which the discipline of psychology deals with the key concepts that are fundamental to the research question. Third, it scans some of the key themes and findings that emerge from the published literature.

2.3.1. Theoretical Schools

The two main contrasting schools of thought are Essentialism and Social Constructionism. Essentialism holds that the world and reality comprise underlying or pre-existing forms or essences (DeLamater & Hyde,

1998). It is the philosophical foundation of positivism. By contrast, social constructionism argues that these forms are constructs, forged and defined by social discourses, understandings and interactions. Essentialist theories include evolutionary psychology and personality psychology, whilst Social Constructionist approaches include social/ observational learning, exchange perspectives and social identity theory.

It is necessary to note at this stage that there is a strong link or association between essentialism and what is sometimes referred to as a mainstream approach to psychology (on the one hand) and between social constructionism and a critical approach. A hallmark of mainstream approaches is that they tend to assert and demand individual agency and responsibility, whereas critical psychology places the focus on structural and contextual factors.

2.3.2. Key concepts

This section briefly introduces the key concepts that will be used in this systematic review. These include the concepts of sexuality, adolescents and parent interaction.

2.3.2.1. Sexuality

Sexuality is a concept that has been explored and analysed in great detail from a number of different theoretical perspectives in the academic discipline of Psychology.

Generally speaking, it is defined in a holistic way, to refer to many dimensions of human beings experience of 'all things sexual', including people's respective sexual preferences, interests and orientations. For example, Grebe and Drea (2017) define human sexuality as "the totality of experiences, systems, attributes, and behaviours that characterise the sexual sensation, reproduction and intimacy of Homo Sapiens" (p. 1), whilst Hill (2008) regards it as "referring to all emotional, cognitive, behavioural and physical experiences related to their sexual nature" (p. 4).

Whilst there is convergence within the psychology discipline in relation to defining sexuality, there is a divergence of theoretic perspectives on the concept, in line with the introduction of Essentialism and Social Constructionism above. When applied to sexuality, essentialism asserts that phenomena such as sexual orientation, attraction and gender exist within individuals, whilst social constructionism has it that they external to individuals and that they are constructed by the social forces outlined above (DeLamater & Hyde, 1998). By extension, whereas essentialism regards gender and sexuality as a binary (male or female; heterosexual or homosexual, for example), the constructionist approaches deem gender and sexuality to

express on a continuum. The latter implies that a person can experience sexuality in multiple ways, even in ways that are regarded as mutually exclusive by essentialists. For social constructionists therefore for example, one can be both heterosexual and homosexual, rather than being reduced to being either heterosexual or homosexual. It should also be noted that binaries are laden with power; in two prominent ways, amongst others. First, the first term in a binary (such as 'black/white') is always privileged over the second term. Second, the second term in a binary (such as 'white/non-white') is generally understood and conceptualised in relation to the first term.

The essentialist expression of evolutionary theory holds that humans are inclined to reproduce as effectively as possible and that this inclination determines preferences that promote reproductive success (Lehmillar, 2018). In general, personality theory asserts that human personality traits are stable and consistent, resulting in particular patterns of sexual conduct and identity. It identifies traits such as the 'big five' (extroversion, agreeableness, openness, conscientiousness, and neuroticism) that are deemed to be most closely associated with sexual matters (Lehmillar, 2018).

The social constructionist schools of thought are now briefly elaborated. Social/ observational learning theory has it that sexual behaviour is learnt through the observation of society through a variety of lenses, such as direct observation and media exposure (Lehmillar, 2018). Exchange perspectives emphasise that the transactional nature of social relationships. Specifically, they suggest that sexual behaviour is influenced by anticipated costs and benefits that are likely to arise from possible actions and interactions (Lehmillar, 2018). Finally, social identity theory (SIT) considers the relationship between one's self-image and the sexual categories that one relates to, for example, heterosexual, LGBTQI+, and so on (Tajfel & Turner, 1979). In other words, if one deems the groups that one associates with to be valued by society, then one is like to have a positive self-image.

It would be remiss in an overview of the psychology discipline's dealing with sexuality not to mention the path-breaking but contrasting views of Freud and Foucault. Freud's psychoanalytic Theory is premised on the idea that the id, ego and superego together compromise that aspect of the mind that forges one's personality. More specifically, the tension between the id, ego and superego and the manner in which it is resolved determine personality. He elaborated this by considering the tensions in relation to five stages of psychosexual stages of development (oral, anal, phallic, latent and genital), arguing that sexual 'abnormalities' or neuroses arise if the tensions cannot be successfully resolved as people develop through the phases (Lehmillar, 2018).

Foucault was not a psychologist, but some of his ideas have had a profound impact on the discipline of psychology and in particular on its study of sexuality. For example, Rhodes University's seminal

programme on ‘Critical Studies in Sexualities and Reproduction’ is significantly influenced by Foucauldian ideas and argument. One of his core assertions is that every society is organised and governed by a “regime of truth” (Foucault, 1980, p. 131), that is, a set of knowledge claims regarded by society as true. Such a regime is made up of dominant discourses, which are organised bodies of knowledge that make sense of the world in particular ways. Foucault understood sexuality to be fundamentally discursive object. That is, rather than positing it as natural or arising from fixed personality traits, he argued that it is a discursive construct, a “set of effects produced in bodies, behaviours and social relations by a certain development of a complex political technology” (Halperin, 1989, p. 257). Moreover, he held that the notions of sexuality, sexual identity and so on are recent discursive creations, dating from the nineteenth century.

Before moving on to consider other key concepts, the paper briefly outlines notions that are closely linked with sexuality, namely gender, sexual orientation, heterosexuality and LGBTQI+. It is acknowledged here that the selection of these notions as well as the definitions provided are all informed by what can loosely be termed queer theory. Queer theory rejects essentialist notions of stable sexes and sexuality, contending that sexuality is fluid and fragmented.

Gender

Gender is understood to be social construct, defined by expectations of the way that men and women should act and conduct themselves. The societal genders or genders that are considered to be ‘normal’ are male and female.

Sexual orientation

It refers to a person’s emotional, physical, spiritual and sexual attraction to people of the same gender, opposite gender or both genders.

Heterosexuality

It refers to individuals that are attracted to the opposite sex, meaning that if a person is a male, he would be attracted to a female only. Heterosexual is a sexuality that was deemed to be normal for a long time, for example, some religions and cultures still take it as a norm.

LGBTQI+

This abbreviation represents other sexualities other than heterosexual. These sexualities are explained by Todahl, Linville, Bustin, Wheeler and Gau (2009) and National Sexual Violence Resource Centre as:

- Lesbian – refers to a woman who is emotionally, physically, spiritually and or sexually attracted to other women. (‘Womxn’ is preferred to ‘woman’/‘women’ in some quarters, where it is deemed to be an inclusive term that resists patriarchy.)

- Gay - used to describe men and women emotionally, physically, spiritually and/or sexually attracted to the same sex, though lesbian is the more common term for women.
- Bisexual – is a person who is attracted to men and womxn.
- Transgender – individuals who express their gender identities in ways that are not considered as socially appropriate based on their apparent biological sex.
- Queer – it is a term that is used for people who do not conform to the rigid notions of gender and sexuality. This term has a history rooted in gender struggle. The word was originally used to stigmatise and discriminate against homosexuals; in an act of defiance and resistance this community reclaimed the term to describe itself.
- Intersex – it is a term that is used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the typical definitions of female or male who has chromosomal structures other than XX or XY. Intersex is thus an example of biological sex on the continuum since these individuals are not binary.
- Plus (+) – this sign represents other genders that are not mentioned in the LGBTQI abbreviation.

Sexual Reproductive Health

This term refers to one's general state of well-being (covering physical, emotional, mental and social dimensions) in relation to sexual reproduction. Morris and Rushwan (2015) argue that adolescent sexual reproductive health is a key contemporary global challenge. In particular, they make mainstream assertions such as: adolescents face a multitude of life complications as a consequence of pregnancy, a high risk of death from illegal abortions and they are the most impacted group with HIV/AIDS (Morris & Rushwan, 2015). However, critical theorists hold that this type of argument exaggerates the significance of age and fails to recognise that it is low socioeconomic status that leads to negative reproductive health outcomes for adolescents (e.g., Macleod, 2017).

2.3.2.2. Adolescence

Adolescence is a relatively recent discursive construct, used to describe a stage of personal development. It should be noted that the term is historically fluid and culturally contingent. In other words, its meaning has changed over time and it is variously understood in different in diverse cultures. Below I present a rather conventional (that is, biological and essentialist) elaboration of the term, before making some critical remarks.

In contemporary western culture, adolescence describes the period in one's life from the beginning of puberty until one is deemed to enter adulthood, at the approximate age of 19 years. Of course, one's body develops and changes from birth until death, but society deems puberty to hold particular significance. In females, puberty is deemed to commence with the growth of breasts, followed by the onset of menstruation. In males, it commences with the growth of genitals, the proliferation of bodily hair and voice deepening or 'breaking'. These changes imply the development of capacity for sexual reproduction (Adams, 2019). Thus, it is in the interest of societies to find ways to manage and reduce the risk of pregnancy, sexual transmitted diseases, and sexual confusion (Adams, 2019). Indeed, adolescence comes with a lot of challenges for teenagers and they deal with these challenges in different ways. Kritzas and Grobler (2009) outline both positive and negative coping mechanisms; they refer to the former as "resilience" (2009, p. 1). Adams (2019) reports that adolescents raised in western contexts go through intensive introspective exploration where they try to find who they are and grapple with notions of identity.

Different societies manage adolescence in different ways and it should also be noted that these practices change over time. For example, Delius and Glaser (2002) detail how Pedi, Zulu and isiXhosa communities utilised peer group organisation to manage adolescent sexuality. This organisation provided scope for learning about sexual exploration and relationships, but it prohibited full sexual intercourse. These arrangements amounted to "a comprehensive process of sexual socialisation" (Delius & Glaser, 2002, p. 32).

Macleod (2003) draws on the significant theoretical insights of Derrida to formulate a devastating critique of the concept of adolescence. She argues that it derives its rationale and meaning from the polarity of 'adulthood' versus 'childhood'. Derrida argued that 'Western metaphysics' (dominant epistemology) is structured in terms of polarities; other examples are man versus women, white versus black and so on (Macleod, 2003). According to this critical conceptualisation, the first term (in the aforementioned examples: adulthood, man and white) is always and necessarily privileged over the second. The second term is properly understood as a negative rendition of the first term (Macleod, 2003). On the basis of this logic, the relation between the two terms should be understood and characterised as a power relation, in other words a relation of domination (on the one pole) and resistance (on the other pole). Based on Derridean deconstruction, Macleod calls the veracity of the notion of adolescence into question.

2.3.2.3. (Parent / Care giver-child) Interaction

Interaction is of great interest in the discipline of psychology today and it has been for the past century and before that. For example, the core theoretical assertion of Vygotsky was that cognitive development is

contingent upon social interaction. Under the framework of his internalisation theory, he argued that children learn how to approach and solve problems from their interaction processes with their parents, amongst other adult or experienced people (Elbers, Maier, Hoekstra & Hoogsteder, 1992). The entire subfield of social psychology is premised on an assertion of the formative importance of human interaction (Baron & Byrne, 1987).

Within this general psychological interest in interaction, there is particular focus on the significance of interaction between parents/ caregivers and children. For example, there is general appreciation of the significant role that parents play in teaching children how to speak. Children learn to speak by listening to the words that parents use repeatedly; they are the primary source of their children's ability to speak. In addition, Vygotsky drew attention to significant role of parents in guiding the decisions that their children take. (Elbers, et al, 1992).

When children reach the adolescent stage (10 to 19 years old) the parent-child interaction shifts from childhood interaction to adulthood interaction because it is during this phase when teenagers should learn more about the passage to adulthood. Elbers et al (2019) hold that the guiding role of parents is crucial during this stage of rapid change and great uncertainty. In particular, parents have responsibility to offer their adolescent children appropriate guidance about sexuality. Mudhovozi, Ramarumo and Sodi (2012) argue that "parents' attitudes to sexuality and sexual communication to their children exert a significant influence on children's attitudes towards sexuality" (p. 120). Arguably, constructive interactions between parents and adolescents can reduce negative coping mechanisms and build more resilience in adolescents during this challenging stage of life.

The notion of 'interaction' conveys the ideal of two-way communication or a conversation. This is sometimes referred to as dialogic communication. Dialogic discourse describes forms of two-way communication where participants support their own positions with justification and actively listen to others' positions with the goal of mutual understanding (Dewey, 1916; Habermas, 1984). In order to play an effective guiding role, it is necessary for parents to listen to their children as effectively as they should share their experiential (not fabricated) knowledge with their children (Mudhovozi, Ramarumo & Sodi, 2012).

It should also be noted that parent-child interactions occur within discursive frameworks that are laden with assumptions and make particular truth-claims. In the context of South Africa in the early 2000s, Wilbraham (2008) notes that dominant discourses were both racialised and dominated by Western normativity. She notes that pre-colonial black family structures and processes had been eroded by various factors, with single parent and extended family types becoming the norm. These were frequently portrayed

as either neglectful or authoritarian. By contrast, the nuclear family was still deemed to be normative in the white community. Its attendant parenting approach, characterised by child-centeredness (for example incorporating autonomy-negotiation), is generally assumed to be suitable in dealing with contemporary sexuality challenges such as the threat of HIV-AIDS. In particular and drawing on the work of Foucault, Wilbraham (2008) draws attention to the discursive assertion that good mothers are those who talk about sex. This is deemed to enable children to naturalise sexuality as the axis around which they construct their identities and develop notions of responsibility that ultimately result in good public health. In general, the study shows how the dominant discourses marginalises black family structures and normalises white nuclear family formations, thus endorsing and protecting the status quo.

2.3.3. Themes and findings

The final section of the literature review briefly considers the themes and findings that predominate the field of parent-adolescent sexuality communication.

Some of the prevalent themes are sexuality knowledge required for communication; the extent and effectiveness of this communication; and the association between communication and adolescent sexual conduct. There is a significant amount of published work (for example, Butts et al, 2018; Dimbuane, 2015; Magowe et al, 2017; Vilanculos et al, 2017) that seeks to understand the sexuality knowledge that parents require in order to be able to communicate with their adolescent dependents in this regard. Leading on from this starting point, other work (for example, Anthony et al, 2014; Coetzee et al, 2014; Delius and Glazer, 2002; Jimmyns et al, 2019; Iliyasu et al, 2012; Lesch et al, 2019; Namisi et al, 2009) explores various characteristics of this communication, including its frequency (quantity) and effectiveness (quality). Part of the measure of the effectiveness of parent-adolescent sexuality communication is the extent of its influence on adolescent sexual conduct. There has therefore been considerable interest (for example, (Amoran, Onadeko and Adennyi, 2004; Asekum-Olarinmoye, Dairo, Abodurin and Asekum-Olarinmoye, 2012; Giusto, Green and Puffer, 2017; Kawai, Kaaya, Kajula, Mbwambo, Kilonzo and Fawzi, 2008; Sidze, Elungata'a, Maina and Mutua, 2015; Sun, Seloilwe, Magowe, Dithole, Miller & St. Lawrence, 2018; Sun, Seloilwe, Magowe, Dithole and St. Lawrence, 2019; and Thurston, Dietrich, Bogart, Otwombe, Sikkema, Nkala and Gray, 2014) in exploring the association between communication and adolescent adherence to 'safe sex' practices such as regular condom usage.

The findings that predominate the literature are in line with the central tenet of mainstream thinking that upholds individual agency and responsibility. Unsurprisingly, published findings relate to the three above-mentioned themes; these are succinctly described in the most recent systematic review on parent-adolescent

sexuality communication in Africa, written by Bastien, Kajula, and Muhwezi (2011) a decade ago. In relation to knowledge, authors argue that a lack of parental knowledge on sexuality precludes or constrains adequate communication (for example, Kawai, Kaaya, Kajula, Mbwambo, Kilonzo and Fawzi, 2008; Vilanculos and Nduna, 2017; and Dimbuane, 2015). There is considerable published work that concludes that there is a general lack of effective parent sexuality communication with their adolescent dependents (for example, (Butts et al, 2018; Coetzee et al, 2014; Kawai et al, 2008; Magowe et al, 2017; Namisi et al, 2009; and Sun et al, 2018). When communication does occur, it generally focuses on abstinence and risk avoidance (for example, Asekum-Olarinmoye, Dairo, Abodurin and Asekum-Olarinmoye, 2012; Coetzee, Dietrich, Otwombe Nkala, Khunwane, van der Watt, Sikkema and Gray, 2014; and Iliyasu, Aliyu, Abubakar and Galadanci, 2012) and it is delivered by parents in an authoritarian and obtuse manner (Bastien, Kajula, and Muhwezi, 2011; Jimmyns and Mayer-Weitz, 2019; Kawai, Kaaya, Kajula, Mbwambo, Kilonzo and Fawzi, 2008; Lesch and Brooks, 2019). These findings resonate with a finding of a systematic review of published work on teenage pregnancy undertaken by Macleod, that most studies emphasise its negative consequences or “sequelae” (Macleod, 1999, p.1).

Bastien et al (2011) reported that findings in his review study were unclear or ambivalent on associations between parent-adolescent sexuality communication and adolescent conduct. However, there is considerable published work that asserts a strong association between these variables (Puffer, Green, Sikkema, Broverman, Ogwang-Odhiambo and Pian, 2016; Sidze, Elungata’a, Maina and Mutua, 2015; and Thurman, Nice, Luckett and Visser, 2018). Specifically, these works argue that effective communication positively influences adolescent sexual conduct.

Before proceeding, it should be noted that this research provides an opportunity to revisit and update the review findings of Bastien, Kajula, and Muhwezi (2011). For now, however, attention shifts to an explanation of the methodology that is employed in this systematic review.

3. Chapter 3 – Systematic Review Methodology

Palmatier, Housten and Hulland (2018) note that in general terms, academic reviews critically evaluate published material on the research topic. Systematic reviews in particular aim to “comprehensively locate and synthesize research that bears on a particular question, using organised, transparent and replicable procedures” (Palmatier, Housten & Hulland, 2018, p.3). In other words, the purpose of a systematic review is to evaluate and interpret all research (identified through a targeted search) that has been published on the specified topic of interest (McGaghie, 2015). In the case of this particular review, the topic of interest is parent-adolescent interactions about sexuality. As this is a topic of interest for many scholars across the world, this review hones in specifically on the African context.

3.1. Population and Sample

This research consists of a systematic review of published articles on the topic of interest. Thus, in this case, the population is the entire range and full extent of all articles that deal with parent-adolescent interactions about sexuality. It is not feasible or realistic in an honours study to access, read and analyse this full list of articles. Rather, a systematic review provides a clear, credible and broadly acknowledged mechanism to sample sensibly and validly from the broad population of published work.

3.2. Inclusion and Exclusion Criteria

There are 2 primary factors that will determine whether articles are included in or excluded from the study. These are the search words and the participant locality. With regard to the former issue, only articles that contain the precise words used in the initial search will be included and considered, implying that articles that do not include the search words will be excluded. In other words, all articles that do not deal explicitly with parent-adolescent interactions about sexuality will be excluded. This implies for example that articles that look at the role of teachers in influencing adolescent sexuality will not be included in this systematic review. With regard to the latter issue, the research aims to explore research on parent-adolescent sexuality interactions in the African context. The reason for the decision to limit the scope to Africa choice is that there are too many international articles on this topic that have been published; for example, there is a very large volume of published work on parent-adolescent sexuality communication in the United States of America. In order to give the research focus and to render it manageable, the research avoids global generalisation. The issue of focus is interesting; the research will probe the extent to which the apparent convergence on the continent in relation to belief-systems, religions, and culture, extends towards the research topic of the

significance of parent-adolescent interactions about sexuality. The approach described here is presented in Table 1.

Issue	Inclusion	Exclusion
Search words	All published articles that contain the search words	All published articles that do not contain the search words
Participant locality	All published articles on parent-adolescent interactions about sexuality based on African participants	All published articles on parent-adolescent interactions about sexuality based on non-African participants

Table 1: Inclusion and exclusion approach

3.3. Sampling and searching

This review uses a search method to find literature that will be analysed in relation to the main as well as secondary research questions. The method used to identify literature is an electronic search using Rhodes University online library. The reason for using this site is because it is an academic site that contains a range of articles from different disciplines.

The type of search to be conducted is a specific search. That is, the strategy used is not a wide search; rather it draws from a specific database, namely EBSCOhost. This database was selected because it enables one to identify ‘peer reviewed’ as a selection criterion. In EBSCOhost the resources that are used in this review are from APA PsycArticles, APA PsycInfo and SocIndex,.

The initial Boolean search in EBSCOhost was done using the following words:

- “teenager/teenagers” OR “adolescent/adolescents” OR “youth/youths” OR “child/children” AND
- “sexuality” AND
- “interaction” OR “communication” OR “dialogue” AND
- “parent/parents” OR “caregiver/caregivers” OR “guardian/guardians”

The search words were chosen in line with the decision described above to undertake an ‘inclusive systematic review’. That is to say, synonyms have been admitted for key terms in the research topic in order to generate an adequately large sample of articles. More precisely, an inclusive approach has been adopted in order to ensure that as many relevant articles as possible are identified through the search.

It is acknowledged that some of the chosen words are not without difficulties. For example, in South Africa, the term ‘youth’ denotes people up to the age of 35 years of age. This review is not concerned with such a broad age range but rather focuses on a narrow band between approximately 10 and 19 years of age. Once the search has been completed, the articles will be scanned in order to exclude those that deal with young people over the age of 20 years, amongst other reasons. This will be discussed in more detail below, under the sub-heading ‘The search process’.

It should be emphasised that the inclusive approach utilised here should not be confused with a completely open-ended search. The search words have been selected in relation to the bounds and definition of the research topic. Specifically, since the review is interested in probing a specific interaction, namely that between parents/ guardians/ caregivers it was necessary to avoid a more inclusive adult category. In particular, this review does not extend to sexuality education taught at school by teachers, as this is a discreet topic of its own.

3.4. The search, screening and analysis processes

The EBSCOhost search (using all the above keywords) generated 1407 articles. These were exported to the open-source Rayyan Systematic Review platform (<https://rayyan.qcri.org/>). The number of articles generated and exported to the Rayyan Systematics Review platform are indicated in Figure 1 (blue arrow). Of these 1407 articles, 74 were duplicates (Fig. 1, green arrow). This meant that there were 1333 articles to review (Fig. 1, purple arrow).

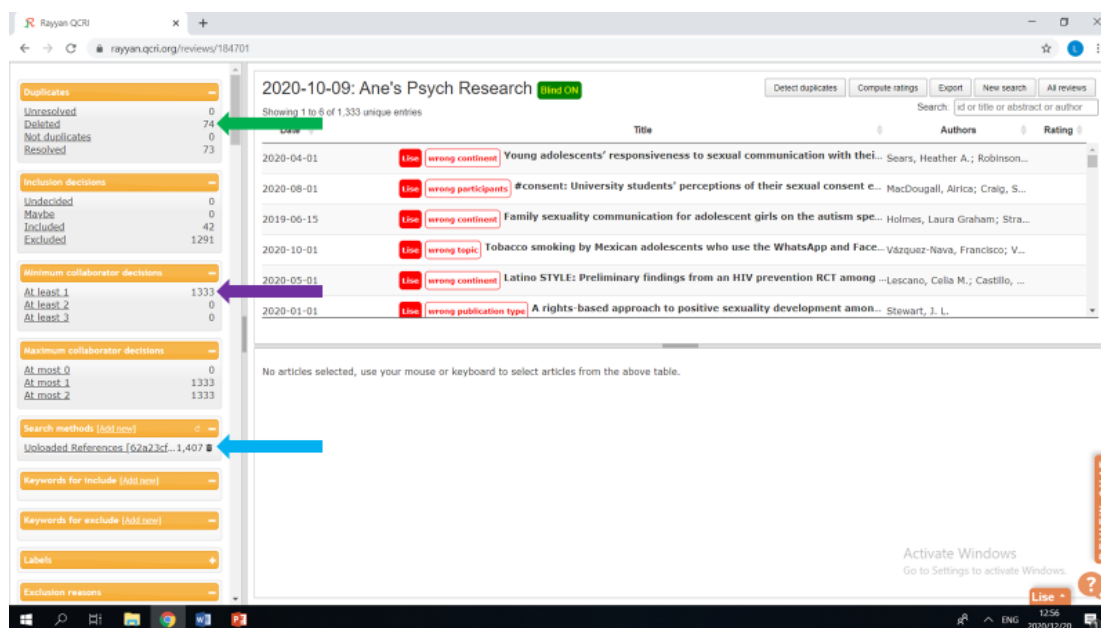


Fig. 1: Number of articles

The first selection process was to read through the title of each article (Fig. 2, yellow arrow), the abstract and the keywords (Fig. 2, pink arrow) of each of the articles on the Rayyan Systematic Review platform. The purpose of this initial screening process was to identify the articles that appeared to meet the inclusion criteria and to remove the articles based on the exclusion criteria.

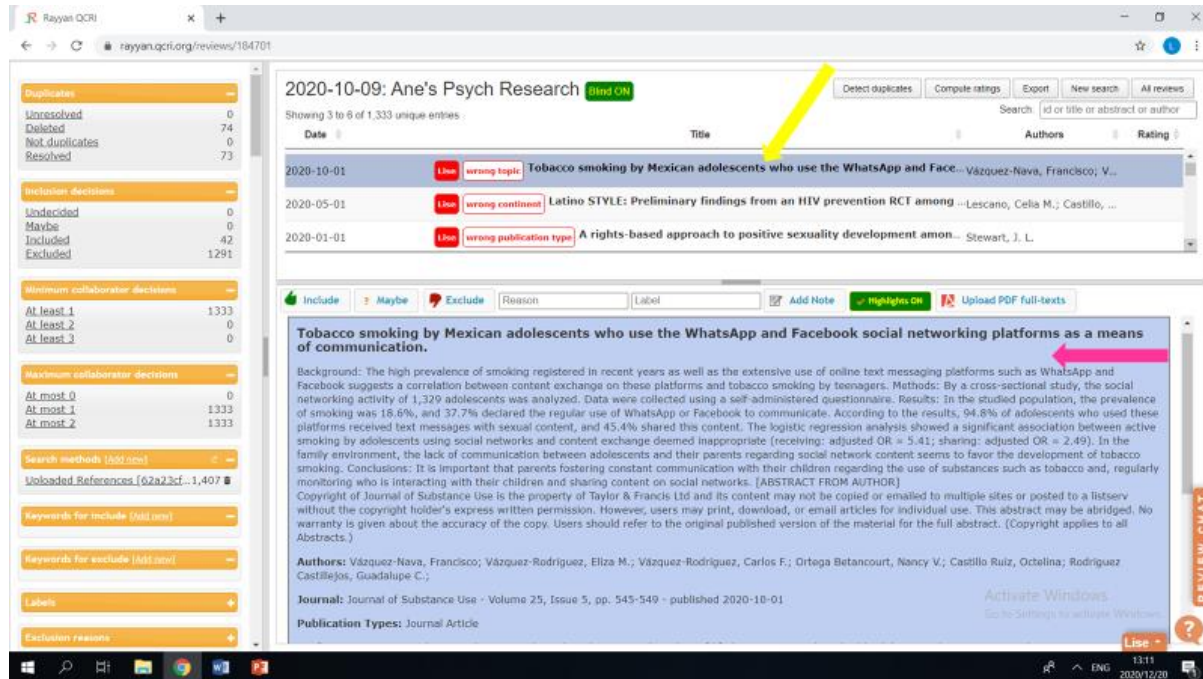


Fig. 2: Reading article titles, keywords and abstracts

Where the inclusion criteria were not explicit in the title, keywords and abstract, the full-text article was downloaded and scanned.

After each title, keywords and abstract were read, the reasons for exclusion were recorded (Fig. 3, green arrow). In Figure 3, articles that were ‘duplicated’ are highlighted in blue. Articles highlighted in red are excluded, and the reasons for exclusion provided next to the title of the article. Articles highlighted in green are included in the research as they meet the inclusion criteria.

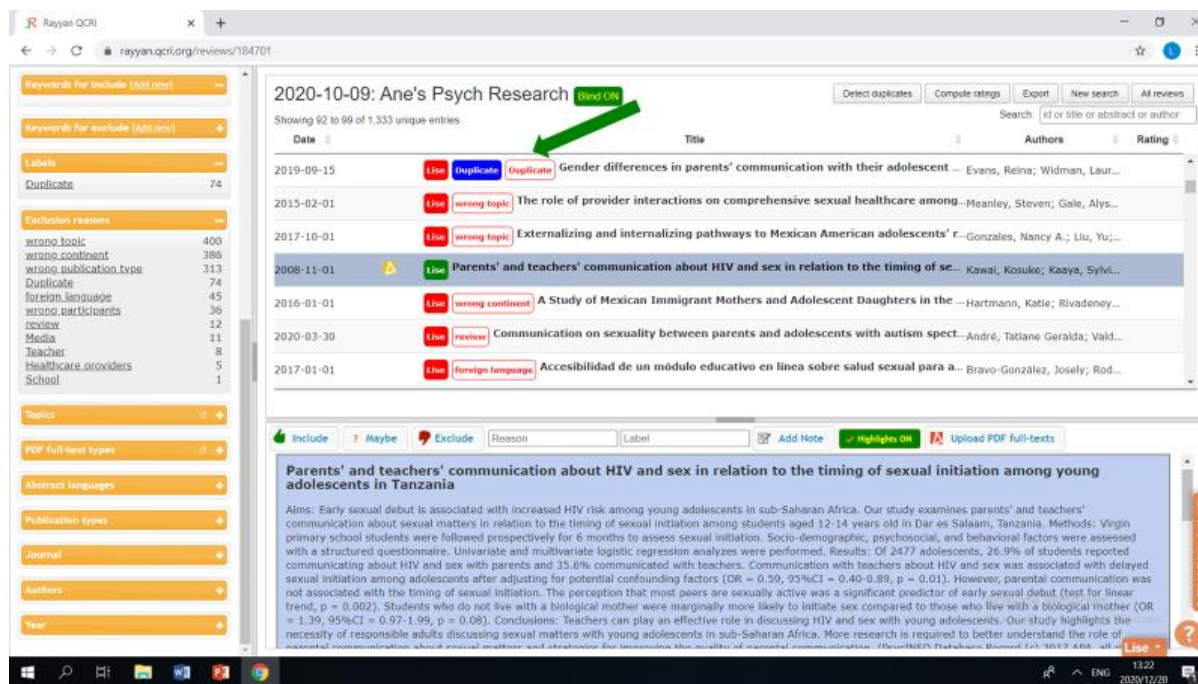


Fig. 3: Reasons for exclusion

The reasons for exclusion are evident on the left side bar in Fig. 3. Four hundred articles were on the wrong topic, 386 of the articles were based on research that was not on the African continent, 313 were of the wrong publication type, 45 were written in a foreign language, 36 included the wrong participants. There were 8 articles that focused on teacher-adolescent interaction, 5 on the interaction between health providers and adolescents, and 1 that looked at the interaction within the school. There were 12 book reviews.

Having applied all the inclusion and exclusion criteria, and listed the reasons for exclusion, there were 42 articles that were provisionally deemed to be relevant to the research (Fig. 4, blue arrow). Each of the 42 articles was downloaded from the EBSCOhost database and uploaded onto the Rayyan Systematic Review platform (Fig. 4, orange arrow). The articles were uploaded privately to avoid any breach of copyright. This means that they were only available on the Rayyan Systematic Review platform for my personal use. The 42 articles were read in order to confirm their suitability and relevance to be included in this review. Fifteen articles were excluded during this process, for various reasons, as follows:

- One studied women who were born in Africa, but had since emigrated to the United States of America.
- Another focused specifically on adolescent HIV disclosure.
- Thirteen dealt with an age span of ‘adolescence’ outside the limits utilised in the above-mentioned definition. Specially, these articles dealt with young adults who were over the age of 20 years.

This means that the number of articles that are confirmed as suitable and relevant and will therefore be reviewed in this study is 27.

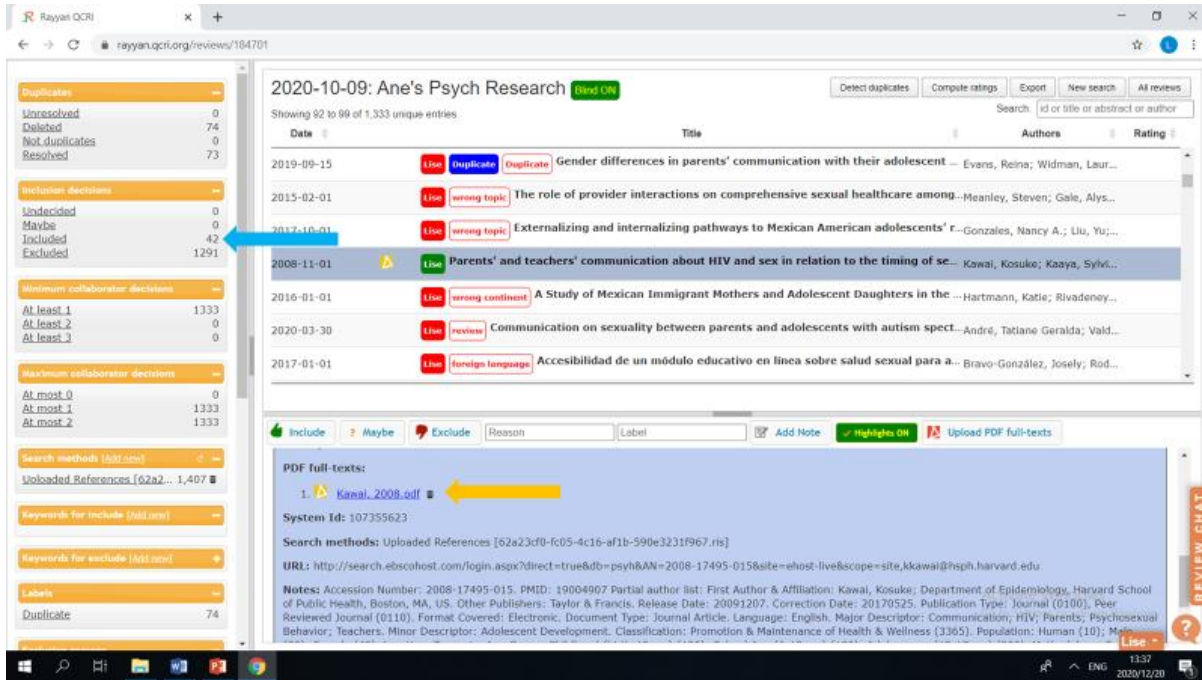


Fig. 4: Articles included in the review

A summary of the screening process is recorded in the PRISMA flow diagram (Fig. 5) A PRISMA is a website that specifies criteria for systematic reviews and meta analyses. The PRISMA flow diagram depicts the screening process during the different stages of the review process (<http://www.prisma-statement.org/>). It summarises the total number of articles identified, the number of articles included and excluded in the research, and the reasons for the exclusion of the articles (<http://www.prisma-statement.org/PRISMAStatement/FlowDiagram>).

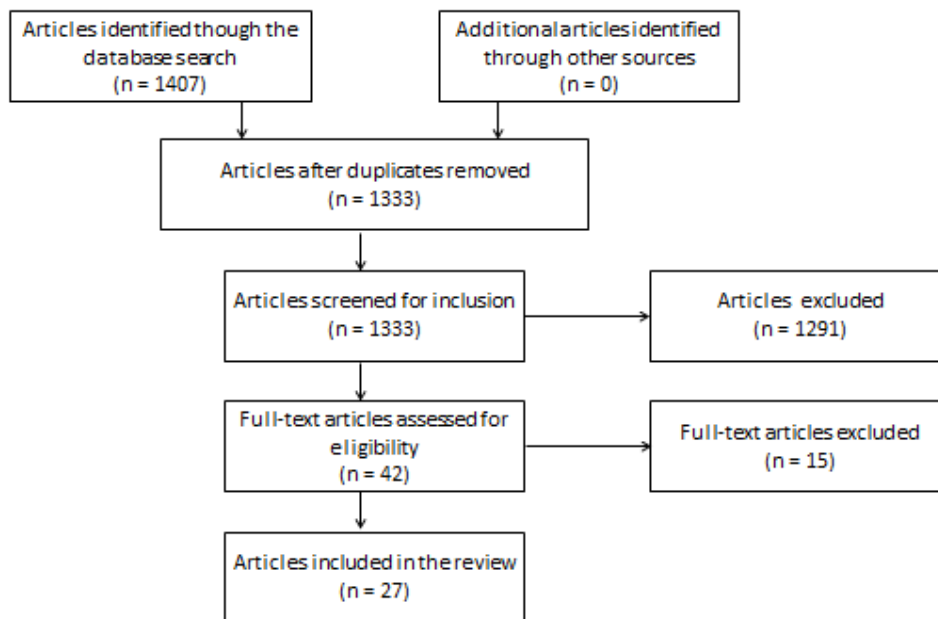


Fig. 5: Summary of the screening process recorded in the PRISMA flow diagram

3.5. Analysis

The analysis process was conducted in a systematic manner, in several consecutive steps. Initially, each article was read in-depth and summarised onto an Excel spread-sheet, using the following headings: Author / Date; Topic / Focus / Question; Theoretical Framework; Paradigm / Method; Context / Setting / Sample; Data Collection; Findings; Themes; and Limitations / Gaps/ Criticisms. These summarises afforded the author the opportunity to both formulate a detailed understanding of each of the 27 articles included in the review and to beginning developing a holistic picture of articles as a whole.

In considering the various articles, a broad generic contrast between qualitative and quantitative research will be borne in mind, as tabulated below (Table 2). It is envisaged that this contrast will assist the researcher to correctly understand the theoretical positioning of the respective research pieces.

Qualitative	Quantitative
<ul style="list-style-type: none"> • Research activities: (semi-structured or open-ended) interviews, focus group discussions • Subjective research – coding and interpretation • Inductive (uses research findings to formulate a hypothesis) • Small scale • Generally regarded as producing valid findings, that paint a true or accurate picture of the subject being studied 	<ul style="list-style-type: none"> • Research activities: surveys, questionnaires, testing, cluster randomized trials, interviews • Objective research – statistical analysis • Deductive (uses research to test a hypothesis) • Large scale • Generally regarded as producing reliable and generalizable findings (in other words, findings that would be repeated in the event that a similar study was undertaken with a different sample)

Table 2: Comparison between qualitative and quantitative research

Based on the understanding generated through the initial summarising exercise as well as a consideration of the main research question and sub-questions, the next step was to produce a ‘summary of the summaries’, using the following five headings: Author(s) / Date; Country of study (Cs), country of researchers (Cr) and Larger study (Ls)/ Funding; Overall objective; Research type and population; and Main findings. (It should be noted that the second heading – Country of study (Cs), country of researchers (Cr) and Larger study (Ls)/ Funding – was added after the initial step, based on a realisation of the significance of northern authorship and sponsorship in the reviewed works.). This final summary, which is appended below, was used as the basis for coding both the main themes that emerged as well as the main findings. The results of the analysis are presented below.

4. Chapter 4 – Findings

4.1. Country of Study

The most studied African country in the review is South Africa, which features in 13 of the articles (48%). (In two of these, authored by Namisi, Aarø, Kaaya, Kajula, Kilonzo, Onya, Wubs and Mathews (2015) and Namisi, Flisher, Overland, Bastien, Onya, Kaaya and Aarø (2009), the research was undertaken in South Africa and Tanzania.) Other countries that feature in the review are: Kenya (four), Nigeria (three), Tanzania (three), Botswana (three), Zambia (one), Cameroon (one) and Uganda (one). (The number of articles dealing with the respective countries is placed in brackets after the name of the country.) In other words, all of the reviewed papers deal with parent-adolescent sexuality communication in sub-Saharan Africa (SSA). The countries of study are tabulated below, for ease of reference (Table 3).

Country of Study	Number of Articles	Author(s) and Date
South Africa	13	<ol style="list-style-type: none"> 1. Anthony, Hipp, Darnell, Armistead, Cook & Skinner, 2014 2. Armistead, Cook, Skinner, Toefy, Anthony, Zimmerman, Salama, Hipp, Goodnight & Chow, 2014 3. Coetzee, Dietrich, Otwombe, Nkala, Khunwane, van der Watt, Sikkema & Gray, 2014 4. Delius and Glaser, 2002 5. Jimmyns & Mayer-Weitz, 2019 6. Lesch & Brooks, 2019 7. Namisi, Aarø, Kaaya, Kajula, Kilonzo, Onya, Wubs & Mathews, 2015 8. Namisi, Flisher, Overland, Bastien, Onya, Kaaya & Aarø, 2009 9. Phetla, Busza, Hargreaves, Pronyk, Kim, Morison, Watts & Porter, 2008 10. Tarantino, Goodrum, Armistead, Cook, Skinner & Toefy 2014 11. Thurman, Nice, Luckett & Visser, 2018 12. Thurston, Dietrich, Bogart, Otwombe, Sikkema, Nkala & Gray, 2014 13. Vilanculos & Nduna, 2017
Kenya	4	<ol style="list-style-type: none"> 1. Ahmed, 2011 2. Giusto, Green & Puffer, 2017 3. Puffer, Green, Sikkema, Broverman, Ogwang-Odhiambo & Pian, 2016 4. Sidze, Elungata'a, Maina & Mutua, 2015
Nigeria	3	<ol style="list-style-type: none"> 1. Amoran, Onadeko & Adennyi 2004 2. Asekum-Olarinmoye, Dairo, Abodurin & Asekum-Olarinmoye, 2012 3. Iliyasu, Aliyu, Abubakar & Galadanci, 2012

Tanzania	3	<ol style="list-style-type: none"> 1. Kawai, Kaaya, Kajula, Mbwambo, Kilonzo & Fawzi, 2008 2. Namisi, Aarø, Kaaya, Kajula, Kilonzo, Onya, Wubs & Mathews, 2015 3. Namisi, Flisher, Overland, Bastien, Onya, Kaaya & Aarø, 2009
Botswana	3	<ol style="list-style-type: none"> 1. Magowe, Seloilwe, Dithole & Lawrence, 2017 2. Sun, Seloilwe, Magowe, Dithole, Miller & St. Lawrence, 2018 3. Sun, Seloilwe, Magowe, Dithole & St. Lawrence, 2019
Other	3	<ol style="list-style-type: none"> 1. Butts, Kayukwa, Langlie, Rodriguez, Alcaide, Chitalu, Weiss & Jones, 2018 (Zambia) 2. Dimbuane, 2015 (Cameroon) 3. Katahoire, Banura, Muhwezi, Bastien, Wubs, Klepp & Aarø, 2019 (Uganda)

Table 3: Countries of study

4.2. Dominant Theme in Reviewed Papers

The overwhelmingly dominant theme across the reviewed papers is HIV in general and its prevention more specifically. As many as 24 articles out of 27 under consideration (89%) foreground HIV; the only three (11%) that did not have HIV as one of the main focus issues were those authored by Amoran, Onadeko and Adennyi (2004), Delius and Glazer (2002) and Lesch and Brooks (2019).

In order to unpack the way in which the papers tackle HIV prevention and link it to parent-adolescent communication, attention is now given to the four sub-questions outlined above, namely:

1. What does the research set out to achieve? In other words, what are the research objectives across the reviewed papers?
2. How do the researchers conceptualise, design and conduct their respective research projects? Otherwise put, what are the most prominent research methodologies?
3. What are the major research findings and conclusions?
4. Which theoretical perspectives (specifically in relation to Essentialism and Social Constructionism) are reflected in the reviewed literature?

4.3. Objectives of Reviewed Papers

The overriding objective that predominates in the reviewed papers is to contribute constructively to HIV prevention. Within this broad thrust, one can glean or define four general types of sub-objective, as follows:

- To assess the extent to which parents/ caregivers and adolescents have the necessary basic knowledge about HIV/AIDs,
- To gauge the extent and effectiveness of communication between parents/ caregivers and adolescents about sexuality in general and HIV prevention in particular,
- To assess the association between the aforementioned communication and adolescent sexual behaviour, especially with regard to HIV prevention, and
- To evaluate specific HIV prevention interventions.

The ways in which each of these areas of objective is dealt with in the papers will be briefly described below, in turn.

Four of the papers (15%) seek to address research questions related to knowledge about HIV (Butts et al, 2018; Dimbuane, 2015; Magowe et al, 2017; Vilanculos et al, 2017). Butts, Kayukwa, Langlie, Rodriguez, Alcaide, Chitalu, Weiss and Jones attempt to identify sources of knowledge on HIV prevention amongst female adolescents. Dimbuane seeks to probe the association between parents' and adolescents' knowledge of HIV. Magowe, Seloilwe, Dithole and Lawrence investigate the perceptual knowledge of parents about adolescent sexuality problems (including HIV). Finally, Vilanculos and Nduna explore knowledge as a variable associated with parent-child sexuality communication.

Seven of the papers (26%) set out to shed light on various aspects of communication between parents/ caregivers and adolescents about sexuality (Anthony et al, 2014; Coetzee et al, 2014; Delius and Glazer, 2002; Jimmyns et al, 2019; Iliyasu et al, 2012; Lesch et al, 2019; Namisi et al, 2009). Most broadly, Namisi, Flisher, Overland, Bastien, Onya, Kaaya and Aarø seek to probe parent-adolescent communication on sexuality. More specifically in relation to gender, Iliyasu, Aliyu, Abubakar and Galadanci set out to understand mother-daughter communication, whilst Lesch and Brooks consider father-son sexual communication. Two of the papers (Coetzee et al, 2014; Jimmyns et al, 2019) attempt to elucidate factors that influence parent-adolescent communication about sexuality. Anthony, Hipp, Darnell, Armistead, Cook and Skinner investigate the association between caregiver history (in relation to sexual abuse) and caregiver-youth sexuality communication. Finally, Delius and Glazer (2002) set out to provide a historical perspective on sexual socialisation in South Africa, with particular emphasis on communication between parents and children.

Eight of the papers (30%) seek to probe adolescent sexual practices such as initiation or debut and condom usage (Amaran, Onadeko and Adennyi, 2004; Asekum-Olarinmoye, Dairo, Abodurin and Asekum-Olarinmoye, 2012; Giusto, Green and Puffer, 2017; Kawai, Kaaya, Kajula, Mbwambo, Kilonzo and Fawzi, 2008; Sidze, Elungata'a, Maina and Mutua, 2015; Sun, Seloilwe, Magowe, Dithole, Miller & St. Lawrence, 2018; Sun, Seloilwe, Magowe, Dithole and St. Lawrence, 2019; and Thurston, Dietrich, Bogart, Otworld, Sikkema, Nkala and Gray, 2014). In particular, many attempt to understand the association between sexuality communication and these practices. To be precise three of the papers (Amaran et al, 2004; Asekum-Olarinmoye et al; 2012; Kawai et al, 2008) hone in on the association between sexuality communication and adolescent sexual initiation. A fourth paper (Giusto et al, 2017) is specifically interested in considering the association between fathers' and son's sexual behaviours. Two of the papers attempt to engage with the association between more general family dynamics and adolescent sexual behaviour. Sidze, Elungata'a, Maina and Mutua (2015) probe the association between parent-child connectedness and adolescent sexual conduct, whilst Sun, Seloilwe, Magowe, Dithole and St. Lawrence (2019) seek to delve into associations between perceptions of family functioning and adolescent sexual behaviour. In the earlier piece written by Sun and co-authors (2018), they set out to probe gender differences in relation to sexual behaviour. Finally, Thurston, Dietrich, Bogart, Otworld, Sikkema, Nkala and Gray (2014) seek to establish variables associated with HIV-related adolescent sexual risk, especially low usage of condoms.

Eight of the papers (30%) sought to evaluate the effectiveness of various specific HIV prevention interventions. (Ahmed, 2011; Armistead, Cook, Skinner, Toefy, Anthony, Zimmerman, Salama, Hipp, Goodnight and Chow, 2014; Katahoire, Banura, Muhwezi, Bastien, Wubs, Klepp and Aarø, 2019; Namisi, Flisher, Overland, Bastien, Onya, Kaaya & Aarø, 2009; Phetla, Busza, Hargreaves, Pronyk, Kim, Morison, Watts and Porter, 2008; Puffer, Green, Sikkema, Broverman, Ogwang-Odhiambo and Pian, 2016; Tarantino, Goodrum, Armistead, Cook, Skinner & Toefy, 2014; and Thurman, Nice, Lockett and Visser, 2018). More precisely, many of these evaluative works sought to assess the effects of the respective interventions on parent- adolescent sexuality communication. The interventions evaluated included a Behaviour Change Communication (BCC) model, Imbadu Ekhaya, Promoting sexual and reproductive health among adolescents in southern and eastern Africa—mobilising schools, parents and communities (referred to as 'PREPARE'), Promoting sexual and reproductive health: School-based HIV/AIDS prevention in Sub-Saharan Africa (referred to as 'SATZ', an abbreviation for South Africa and Tanzania), Intervention with Microfinance for AIDS and Gender Equity (referred to as 'IMAGE'), a church-based intervention referred to as 'READY' and Lets Talk. Having described the objectives of the reviewed

papers, attention now shifts to the methodologies that they employ. A summary of the respective objectives of the reviewed articles are tabulated below (Table 4).

Objective Topic	Number of articles	Author(s) and Date
Knowledge	4	<ol style="list-style-type: none"> 1. Butts, Kayukwa, Langlie, Rodriguez, Alcaide, Chitalu, Weiss & Jones, 2018 2. Dimbuane, 2015 3. Magowe, Seloilwe, Dithole & Lawrence, 2017 4. Vilanculos & Nduna, 2017
Sexuality communication	7	<ol style="list-style-type: none"> 1. Anthony, Hipp, Darnell, Armistead, Cook & Skinner, 2014 2. Coetzee, Dietrich, Otwombe, Nkala, Khunwane, van der Watt, Sikkema & Gray, 2014 3. Delius and Glaser, 2002 4. Jimmyns & Mayer-Weitz, 2019 5. Iliyasu, Aliyu, Abubakar & Galadanci, 2012 6. Lesch & Brooks, 2019; 7. Namisi, Flisher, Overland, Bastien, Onya, Kaaya & Aarø, 2009
Association between communication and conduct	8	<ol style="list-style-type: none"> 1. Amoran, Onadeko and Adennyi, 2004 2. Asekum-Olarinmoye, Dairo, Abodurin and Asekum-Olarinmoye, 2012 3. Giusto, Green and Puffer, 2017 4. Kawai, Kaaya, Kajula, Mbwambo, Kilonzo and Fawzi, 2008 5. Sidze, Elungata'a, Maina and Mutua, 2015 6. Sun, Seloilwe, Magowe, Dithole, Miller & St. Lawrence, 2018 7. Sun, Seloilwe, Magowe, Dithole and St. Lawrence, 2019 8. Thurston, Dietrich, Bogart, Otwombe, Sikkema, Nkala and Gray, 2014
Intervention evaluations		<ol style="list-style-type: none"> 1. Ahmed, 2011 2. Armistead, Cook, Skinner, Toefy, Anthony, Zimmerman, Salama, Hipp, Goodnight and Chow, 2014

		<ol style="list-style-type: none"> 3. Katahoire, Banura, Muhwezi, Bastien, Wubs, Klepp and Aarø, 2019 4. Namisi, Flisher, Overland, Bastien, Onya, Kaaya & Aarø, 2009 5. Phetla, Busza, Hargreaves, Pronyk, Kim, Morison, Watts and Porter, 2008 6. Puffer, Green, Sikkema, Broverman, Ogwang-Odhiambo and Pian, 2016 7. Tarantino, Goodrum, Armistead, Cook, Skinner & Toefy, 2014 8. Thurman, Nice, Lockett and Visser, 2018
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Table 4: Objectives of Reviewed Papers

4.4. Methodologies used in Reviewed Papers.

The vast majority of the twenty-seven papers utilise a quantitative approach; more precisely, as many as 18 (67%) use quantitative methodologies, whilst a further 2 use mixed methods (quantitative and qualitative). This is line with the findings of the previous systematic review of parent-child sexual communication. In 2011, Bastien et al (2011) found that quantitative methods dominated studies on this topic. By contrast, only 6 of the studies utilise qualitative research methodologies. (The final paper uses historical methodologies such as primary and secondary research.) The methodologies utilised in the reviewed papers are tabulated below (Table 5)

Methodology	Number of Articles	Author(s) and Date
Quantitative	18	<ol style="list-style-type: none"> 1. Amoran, Onadeko & Adennyi 2004 2. Anthony, Hipp, Darnell, Armistead, Cook & Skinner, 2014 3. Armistead, Cook, Skinner, Toefy, Anthony, Zimmerman, Salama, Hipp, Goodnight & Chow, 2014 4. Asekum-Olarinmoye, Dairo, Abodurin & Asekum-Olarinmoye, 2012 5. Coetzee, Dietrich, Otwombe, Nkala, Khunwane, van der Watt, Sikkema & Gray, 2014 6. Dimbuane, 2015 7. Giusto, Green & Puffer, 2017 8. Katahoire, Banura, Muhwezi, Bastien, Wubs, Klepp & Aarø, 2019

		<ol style="list-style-type: none"> 9. Kawai, Kaaya, Kajula, Mbwambo, Kilonzo & Fawzi, 2008 10. Namisi, Aarø, Kaaya, Kajula, Kilonzo, Onya, Wubs & Mathews, 2015 11. Namisi, Flisher, Overland, Bastien, Onya, Kaaya & Aarø, 2009 12. Puffer, Green, Sikkema, Broverman, Ogwang-Odhiambo & Pian, 2016 13. Sidze, Elungata'a, Maina & Mutua, 2015 14. Sun, Seloilwe, Magowe, Dithole, Miller & St. Lawrence, 2018 15. Sun, Seloilwe, Magowe, Dithole & St. Lawrence, 2019 16. Tarantino, Goodrum, Armistead, Cook, Skinner & Toefy 2014 17. Thurman, Nice, Lockett & Visser, 2018 18. Thurston, Dietrich, Bogart, Ot wombe, Sikkema, Nkala & Gray, 2014
Qualitative	6	<ol style="list-style-type: none"> 1. Ahmed, 2011 2. Butts, Kayukwa, Langlie, Rodriguez, Alcaide, Chitalu, Weiss & Jones, 2018 3. Jimmyns & Mayer-Weitz, 2019 4. Lesch & Brooks, 2019 5. Magowe, Seloilwe, Dithole & Lawrence, 2017 6. Vilanculos & Nduna, 2017
Mixed Methods	2	<ol style="list-style-type: none"> 1. Iliyasu, Aliyu, Abubakar & Galadanci, 2012 2. Phetla, Busza, Hargreaves, Pronyk, Kim, Morison, Watts & Porter, 2008

Table 5: Methodologies Used in the Reviewed Papers

4.5. Theoretical Disposition of Reviewed Papers

It is appropriate at this stage to note that essentialist/ mainstream approaches predominate in this field of study, that is, the field of HIV prevention in general and parent-adolescent sexuality communication specifically. This is hardly surprising, given the preponderance of quantitative research reported above. This commentary will be expanded under the discussion below. But here it is useful to state the main general hypotheses tested in the reviewed articles in relation to the four areas of objectives described above, as follows:

- Knowledge. A prerequisite for effective parent-adolescent sexuality communication is adequate knowledge.

- **Communication.** There are various factors in sub-Saharan Africa, including culture, that militate against successful parent-adolescent sexuality communication, which should be a key tool in the fight against HIV contraction.
- **Behaviour.** Effective parent-adolescent sexuality communication brings about a change in the sexual behaviour of adolescents, such that the risks of contracting HIV are reduced.
- **Interventions.** Because sub-Saharan African lacks adequate resources and is characterised by problematic cultural arrangements, external interventions are necessary and effective in order to reduce the prevalence of HIV/AIDS.

4.6. Findings of Reviewed Papers

The paper now moves on to describe the findings of the reviewed papers, in relation to the objectives and hypotheses explained above. The categories used for this description will be similar to those used for the objectives above, as follows: findings on knowledge, communication, confirmation of hypotheses, contradiction of hypotheses, culture and gender.

Three papers (11%) present findings on knowledge. Kawai, Kaaya, Kajula, Mbwambo, Kilonzo and Fawzi (2008) found that one of the key factors prohibiting parents in their study from communicating about sexuality to their adolescent dependants was a lack of knowledge on the subject. Similarly, Vilanculos and Nduna (2017) established that parents' educational levels and the extent of their knowledge were key variables in determining the frequency and effectiveness of their communication. The more knowledge they had, the better they communicated with adolescents about sexuality. Dimbuane (2015) takes this conclusion one step forward, by finding a strong association between parent's and adolescents' knowledge. In addition, he reported that parent-adolescent communication enhanced adolescents' sexuality knowledge. In other words, the findings of these papers are in line with knowledge hypothesis suggested above.

Many of the papers present findings on parent-adolescent communication on sexuality. Because of the large scale and scope of these findings, they have been categorised into four clusters: those relating to the frequency of communication, the content of the communication, adolescents' sources of sexuality information and reasons for parent's generally poor communication performance. Six of the papers (22%) (Butts et al, 2018; Coetzee et al, 2014; Kawai et al, 2008; Magowe et al, 2017; Namisi et al, 2009; and Sun et al, 2018) present very similar findings on the frequency of parent-adolescent communication. All of these papers report low levels of communication; generally speaking, they found a lack of communication from parents to adolescents about sexual matters.

On the rare occasions or in the limited circumstances when parent-adolescent communication did take place, there is a similarity and predictability to its contents and tone. Again six papers (22%) present findings in this regard. Asekun-Olarinmoye, Dairo, Abodurin and Asekun-Olarinmoye (2012), Coetzee, Dietrich, Otwombe Nkala, Khunwane, van der Watt, Sikkema and Gray (2014) and Iliyasu, Aliyu, Abubakar and Galadanci (2012) concur that the topics most likely to feature are the prevention of sexually transmitted infections, especially HIV, the avoidance of pregnancy (the dangers of premarital sex), abstinence and basic information about reproduction and biology (including menstruation). In the light of these topics, highlighted by prevention, avoidance and abstinence, it is hardly surprising that the other three papers of relevance here report that the manner that parents communicated about sexuality was characterized by warnings and threats. Jimmyns and Mayer-Weitz (2019) reported that caregivers who did talk about sexual matters with their children warned them about dangers rather than engaging in explanatory discussions. Kawai, Kaaya, Kajula, Mbwambo, Kilonzo and Fawzi (2008) found that parents communicated authoritatively and unclearly; they resorted to issuing vague warnings. Finally, Lesch and Brooks (2019) established that sexual communication generally consisted of little more than uni-directional and indirect parental remarks.

Four papers (15%) present findings on adolescents' sources of sexual information. Most generally, Sun, Seloilwe, Magowe, Dithole, Miller and St. Lawrence (2018) report that whilst parents were the preferred source of information of the adolescents who they researched, in reality parents were only their fourth most common source of information. The other three studies (Iliyasu et al, 2012; Lesch et al, 2019 and Namisi et al, 2009) present findings related to gendered nature of sexual communication. All found that mothers (rather than fathers) were daughters' preferred and more important information source, and that mothers also play a surprisingly prominent role in imparting sexuality information to their sons.

The final sub-set of communication findings provides reasons for poor parental performance in this regard. It was noted above that Kawai, Kaaya, Kajula, Mbwambo, Kilonzo and Fawzi (2008) found that a lack of knowledge and skills resulted in poor parental communication; in addition, they report embarrassment and concern that communication may encourage or prompt sexual engagement as other prohibiting factors. In similar vein, Jimmyns and Mayer-Weitz (2019) conclude that a lack of self-confidence, a sense of powerlessness, and a denial that their children could be sexually active were important reasons for parents' generally poor communication. Finally, Magowe, Seloilwe, Dithole and Lawrence (2017) explain that parents' denial of their adolescents' sexual activity resulted in them being left unsupervised & unmonitored.

The next set of findings relates to the confirmation of the hypotheses offered above. Most of the papers that evaluated HIV prevention interventions found them to have been effective in general and in particular

in relation to their parent-adolescent communication outcomes. Armistead, Cook, Skinner, Toefy, Anthony, Zimmerman, Salama, Hipp, Goodnight and Chow (2014) as well as Tarantino, Goodrum, Armistead, Cook, Skinner & Toefy (2014) found Imbadu Ekhaya to have been effective. (Given that Armistead and Cook were amongst the authors in both teams, this is not surprising.) Similarly, Katahoire, Banura, Muhwezi, Bastien, Wubs, Klepp and Aarø (2019) concluded that PREPARE produced positive effects on parent-adolescent communication, and Phetla, Busza, Hargreaves, Pronyk, Kim, Morison, Watts and Porter (2008) assert that the women participants in IMAGE successfully confronted restrictive cultural constraints, resulting in their being able to communicate with their adolescents more frequently and more clearly. Puffer, Green, Sikkema, Broverman, Ogwang-Odhiambo and Pian (2016) and Thurman, Nice, Luckett and Visser (2018) evaluate READY and Let's Talk respectively, very favourably. It was found that READY resulted in the intervention parent group communicating better and that the participating adolescents exercised greater sexual responsibility as a consequence. Similarly, Let's Talk is credited with having improved adolescents' sexuality knowledge and their condom usage. Sidze, Elungata'a, Maina and Mutua (2015) present related findings; they reported a strong association between parent-child connectedness and condom usage.

The final three papers of relevance in this finding category prove the reverse or flip-side of the behaviour hypothesis. In other words, instead of finding that effective parent-adolescent communication is associated with improved adolescent sexual conduct, they find that ineffective communication is associated with poor adolescent sexual conduct. Specifically, Thurston, Dietrich, Bogart, Otwombe, Sikkema, Nkala and Gray (2014) found that poor communication was associated with lower rates of condom usage. Asekum-Olarinmoye, Dairo, Abodurin and Asekum-Olarinmoye (2012) established an association between poor adolescent attitude to parental communication and an increased likelihood of pre-marital sex. Lastly, Sun, Seloilwe, Magowe, Dithole & St. Lawrence (2019) found that discrepant perceptions of family relationships (that is, the phenomenon of adolescents and parents having different views) was associated with adolescents taking greater sexual risks.

Not all the reviewed papers confirm the hypotheses. On the contrary, some of the papers produce findings that contradict the mainstream hypotheses. Whereas many of the confirmation findings reported above related to the association between communication and condom usage, in the case of contradiction findings, the association that is called into question is between communication and sexual initiation/ debut. The hypothesis has it that improved communication should result in delayed sexual debut, but three papers contradict this. Amoran, Onadeko and Adennyi (2004) found that early exposure to maternal sex education was associated with early sexual initiation. More neutrally, two papers (Kawai et al, 2008; Namisi et al,

2015) found that there was no association between parental communication and the timing of sexual initiation.

Culture has already been mentioned several times during this description of the research results. Most importantly, it has been noted that mainstream wisdom on HIV prevention regards 'African culture' as problematic and it was reported that Phetla and co-authors found that women participants in IMAGE decided that confronting cultural taboos was necessary to protect their children from HIV infection. A further two papers present similar findings. Vilanculos and Nduna (2017) found that prevailing cultural norms and taboos both constrained direct communication about sexuality and restricted the topics that were broached. Based on their research, Butts, Kayukwa, Langlie, Rodriguez, Alcaide, Chitalu, Weiss and Jones (2018) assert that dominant cultural norms militated against adolescent condom use.

The final set of findings relate to gender issues. Two of papers (Guisto et al, 2017 and Lesch et al, 2019) find evidence of masculine social reproduction. Guisto, Green and Puffer establish that positive father role models produced sons who displayed responsible sexual behaviour, whilst Lesch and Brooks noted how basic ideas of masculinity (for example that fathers are bread winners) were reinforced and reproduced through the interaction of fathers and sons. The gender findings pertaining to female participants are cause for concern. Sun, Seloilwe, Magowe, Dithole, Miller and St. Lawrence (2018) found that Girls reported more positive disposition toward transactional sex compared with boys, whilst Tarantino, Goodrum, Armistead, Cook, Skinner & Toefy (2014) found that female caregivers with recent experience of Intimate partner violence (IPV) and those who lived unsafe neighbourhoods benefitted from Imbadu Ekhaya less than other types of participants. These findings show that some of the authors do give attention to gender and other structural issues. However, these studies remain firmly in the essentialist/ mainstream fold, since the researchers consistently default to a position where individual responsibility trumps structural considerations.

Significantly, there is an uncanny sameness to the conclusions of the reviewed articles in that they all tout one or more of the mainstream hypotheses articulated above, pertaining to knowledge, parent-adolescent communication, adolescent sexual conduct and HIV prevention interventions. (The only exceptions here are the works authored by Ahmed (2011), Delius and Glazer (2002) and Lesch and Brooks (2019).) Remarkably, even the three papers (Amoran et al, 2004; Kawai et al, 2008; Namisi et al, 2015) that reported findings that contradicted the mainstream hypothesis about adolescent sexual conduct, conclude by calling for changes and interventions demanded by the mainstream position. In the discussion below and by drawing heavily on the contrary work of Ahmed (2011), an attempt will be made to explain and understand the sameness of the mainstream papers with reference to the hegemony of the global (HIV) prevention ideology.

4.7. Utilising the Outlier Work of Ahmed to Critique the Dominant Mainstream Model

Ahmed uses a critical lens of analysis in considering the workings of the Behaviour Change Communication (BCC) model in Kenya. Crucial to her insights and commentary is an insistence that all “knowledge about sex and health is cloaked in a particular ideological perspective” (Ahmed, 2011, p 134). This enables her to make two innovative intellectual manoeuvres: first, she is able to recognise prevailing Kenyan perspectives and practices as an expression of ideology, rather than dismissing these as a problem; and second, she is able to use her recognition of local Kenyan ideology as the basis for a comparison the global BCC model. In other words, instead of regarding what happens locally in Kenyan homes and schools as deficient or inferior, she sees merit in these. It is useful to quote her at length in this regard:

[T]raditions such as paternalism could... be a viable ethic to shape healthcare, as suggested by the teachers’ attitudes at the school... It is plausible to interpret youth submission to discipline as a strategy for their self-preservation, and something which could be built upon, rather than eliminated. Saying no out loud may be a quick way to staying healthy, but perhaps local preferences for subtlety also have their merits. Re-enacting the precepts of abstinence and living in fear of HIV and avoiding whatever behaviours parents have remained silent on could also be powerful ways to cultivate one’s interior disposition for healthy sexuality (Ahmed, 2011, pp 150, 151).

Ahmed uses her recognition of local Kenyan approaches as the basis for critiquing the global BBC model, which she also refers to as “democratic liberal health education” (Ahmed, 2011, p 150). She does this in the form of a comparison between local and global prevention schemes, which she summarises as a series of contrasts, as follows:

- Erecting protective external limits for sexual behaviour (local) as opposed to facilitating internal checks for behaviour (global);
- Reliance on fear (local) versus reason (global) to influence behaviour;
- Hierarchical relations between adults and adolescents (local) as opposed to equalized relationships (global); and
- Threat and silence (local) versus dialogue and verbalization (global) as the mode of communication.

Ahmed points out that this is not an abstract comparison used simply for academic purposes. Rather, the global ideology seeks to undermine and ultimately replace local ideology (and its attendant practices). In her words, “[u]ltimately, and ideally, the BCC model aims to induce ‘culture change’, by reconfiguring gender norms, sexuality and psychology” (Ahmed, 2011, p 148). Because of its intent to change thought processes, actions and interactions, Ahmed regards the BBC model as a political intervention (Ahmed, 2011, p 151). In the terminology of contemporary global politics, one can possibly regard global interventions as instances or incidents of neo-colonialism.

5. Chapter 5 – Discussion

In the main, the reviewed articles comprise quantitative, mainstream research that advocate for a standard public health approach to HIV prevention. They regard several aspects of life in Sub-Saharan Africa – parent knowledge about sexuality, parent-adolescent interaction, culture in general – as problematic and hold up a common set of hypotheses as the solution to these problems, thereby reducing the spread and prevalence of HIV.

The findings of this review are consistent with those of the systemic review undertaken a decade ago by Bastien, Kajula and Muhwezi (2011). For example, the articles reviewed here concur that there is a general lack of effective parent sexuality communication with their adolescent dependents. When communication does occur, it generally focuses on abstinence and risk avoidance and it is delivered by parents in an authoritarian and obtuse manner. Also, the findings in this review study are ambivalent on associations between parent-adolescent sexuality communication and adolescent conduct. The predominance of quantitative research noted in the earlier study has been sustained over the past decade. None of this is surprising since essentialist/ mainstream thinking in the field is as dominant now as it was in the first decade of the twenty first century.

Ahmed's assertion that "the BCC intervention can be taken as an emblem of a global health industry, whose purpose is to devise public health strategies systematically for citizens and communities across the globe" (Ahmed, 2011, p 133) resonates strongly with this review in that there is an explicit presence of northern/ western interests in many of the research pieces. The second (from the left) column in the summary table appended below (Appendix 1) provides information about the country base of the respective papers' authors, disclosed funding sources, and whether or not the papers were produced as part of a larger study or intervention.

Only eight (Amoran et al, 2004; Asekum-Olarinmoye et al, 2012; Delius and Glaser, 2002; Dimbuane, 2015; Jimmyns and Mayer-Weitz, 2019; Lesch and Brooks, 2019; Sidze et al, 2015; Vilanculos and Nduna, 2017) of the twenty seven articles were written exclusively by researchers based at African universities. It is notable that four of these papers were researched and written by South African-based academics and another two by Nigerian-based academics. The other nineteen papers involved northern authorship. As many as sixteen of these papers involved at least one author from the United States of America (USA) or based at an American university. Other northern countries that feature in the authorship of papers are Norway (3), Canada (2) and UK (1).

The extent of northern/ western involvement in the reviewed papers becomes more apparent when one considered their funding sources and relations with larger institutional studies and programmes. National

and international funding sources are acknowledged in eighteen of the seventy seven papers. The only nine that do not acknowledge such funding are those authored by Ahmed (2011); Amoran, Onadeko and Adennyi (2004); Asekum-Olarinmoye, Dairo, Abodurin and Asekum-Olarinmoye (2012); Delius and Glaser (2002); Iiyasu, Aliyu, Abubakar and Galadanci (2012); Lesch and Brooks (2019); Magowe, Seloilwe, Dithole and Lawrence (2017); Tarantino, Goodrum, Armistead, Cook, Skinner & Toefy (2014); and Vilanculos and Nduna (2017). Unsurprisingly, there is considerable overlap between this list of authors the one above that lists the articles that were written exclusively by researchers based at African universities. More specifically, five of the studies that do not acknowledge external funding were written by African academics.

A considerable number of funding agencies are acknowledged in the eighteen papers that disclose external support. The majority of these are based in the United States of American. Two American government institutions, namely the USA Department of Health and Human Services (8) and the United States Agency for International Development (USAID) (2) funded a total of ten of the papers. Other American-based corporate, charitable and university-based institutions acknowledged in the reviewed articles include: the Rockefeller Foundation (1); the Ford Foundation (1), the Henry J. Kaiser Family Foundation (1), the Gates Foundation (1); Duke Global Institute (2); Johnson & Johnson (2); and the Duke University Centre for AIDS Research (2).

Europe also features prominently as a source of funding for the reviewed articles. The European Union funded four of the papers and the following Europe-based agencies funded one each: the UK Department for International Development, the Swedish International Development Agency, HIVOS (a Dutch charity) and the Wellcome Trust (based in the UK).

The only African country that appears as a funder for the reviewed research is South Africa. Acknowledged institutions based in the country include the Department of Health and Welfare, the South African AIDS Vaccine Initiative, the National Research Foundation (NRF); the Medical Research Council (MRC), the Anglo-American Chairman's Fund Educational Trust and Anglo-Platinum. Each of these institutions funded one research project, except the NRF, which funded two.

The final piece of the institutional puzzle is provided by taking note of the fact that many of the reviewed papers either evaluated externally-funded HIV prevention interventions or emerged from/ formed part of larger studies. Two of these larger studies, abbreviated as 'PREPARE' and 'SATZ', have already been mentioned. Others that are acknowledged in various papers include: a, research programme on 'Reproductive Behaviour, Population Health and Nutrition in Africa' based at the University of Montreal in Canada (Dimbuane, 2015), Urbanization, a study on 'Urbanization, Poverty and Health Dynamics'

undertaken in Kenya (Sidze et al, 2015), and a study to assess the influence of AIDS Foundation of South Africa (AFSA) interventions (Vilanculos & Nduna, 2017).

The evidential weight of the above six paragraphs is heavy. The bulk of the reviewed papers do not emerge from independent research processes. They are not the result of impartial thinking and unconstrained data analysis. Rather, they are produced in a context that is generated and fashioned through multi-national funding and dominated by mainstream ideology. This systematic review provides a clear illustration of Foucault's power-knowledge dyad. In the words of Ahmed: "the knowledge generated is prompted by a position of power; the generation of knowledge reinforces this power, which in turn strengthens knowledge, fuelling a symbiotic and synergistic relationship" (2011, p 134).

This paper opened with an outline of the history of parent-adolescent sexuality communication in South Africa. In an effort to unearth and consider adequate literature in the systematic review, the search was broadened to include any work on the subject in Africa. In retrospect, this was justifiable for an additional reason, namely that the mainstream ideology outlined above is global. It is this ideology that prevails in South Africa, just like it does in the rest of Sub-Saharan Africa. The decision to broaden the search had the desired effect of enabling the identification of an enhanced volume of published work, thereby providing the material to produce a comprehensive analysis of mainstream ideology on HIV prevention in South Africa (and the rest of the continent).

6. Chapter 6 – Conclusion

This paper set out to research parent-adolescent sexuality communication in Africa and ended up, on the basis of the literature unearthed through the search, taking an unexpected turn. Recent published work on the topic only considers it as a factor related to HIV contraction and prevention. Inadequate parent-adolescent sexuality communication results in risky adolescent behaviour (such as early debut and lack of condom usage), whereas effective communication has the opposite effect. In other words, the literature treats parent-adolescent interaction in an instrumentalist manner; it is not considered in and of itself.

In the course of analysing the key research question and sub-questions, it became apparent that the prevailing views as well as the research findings on parent-adolescent sexuality communication emerged from a global mainstream HIV prevention ideology. Thus it was necessary and useful to pay attention to the operation and effects of this overarching ideology. It was particularly elucidating in this regard to consider the authorship of the papers, their funding as well as the institutional context in which they were produced. This enabled the Foucauldian insight that strong institutional forces or power relations generate the knowledge contained in most of the published work considered here, and that this knowledge in turn further entrenches the said power relations.

The two main limitations of this systematic review are that it is based on a specific, limited search and that it used a strict implementation of age span (in line with definition of adolescence) in arriving at the twenty seven articles that were analysed in detail. These choices were made in an attempt to keep this systematic review manageable and implementable, within the time limitations and other constraints that are inherent in an Honours-level research project. However a wider research, covering databases other than EBSCOhost and including an even greater number of synonyms as search words, as well as a more open-ended age-related definition of adolescence, would certainly have produced a more comprehensive set of papers to review. Nevertheless, based on the clear themes and trends that emerged in this systemic review, it can be argued that its results, findings and discussion points are probably generalizable.

A final remark is that academics such as Macleod and Feltham-King (2020) have been mindful in the related field of teenage pregnancy to deliberately forge a critical/ constructionist analytic perspective and approach, as an alternative to conventional mainstream public health approaches. They term this a reparative justice approach. It is highlight and infused by notions of social justice, as opposed to human rights. A similar exercise would be very timely in relation to HIV prevention. Instead of simply deifying local practice, along the lines of Ahmed, it would be useful to conceptualise the dimensions and implications of a social justice approach to HIV prevention in general and parent-adolescent sexuality communication in general. In this regard, particular attention could be paid to formulating a more

comprehensive approach to sexuality education (which includes more than knowledge transfer about preventing HIV).

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Appendix 1 – Consolidated summaries of reviewed articles

Author(s) and Date of Publication	Country of study (Cs); country of researchers (Cr); Larger study (Ls)/ Funding	Overall Objective	Research Type and Population	Main Findings
Ahmed, 2011	Cs: Kenya Cr: USA (No funding acknowledged)	To explain the failure of the BCC model by contrasting local and global discourses for effective HIV prevention	This critical ethnographic research is based on data derived from structured interviews with 76 students, school teachers, parents, community members and government officials and from discourse analysis.	All knowledge about sexual health derives from a particular ideological perspective. When health education tries to bring about change in how one thinks and interact, it enters the political sphere. The comparison between local and global prevention schemes can be summarised as a series of contrasts: (i) Erecting safeguarding limits for sexual conduct as opposed to facilitating internal checks.

				<p>(ii) Reliance on fear versus reason to influence behaviour.</p> <p>(iii) Hierarchical relations between stakeholder and youth versus equalized relationships.</p> <p>(iv) Threat versus dialogue as the mode of communication.</p>
<p>Amoran, Onadeko & Adennyi 2004</p>	<p>Cs: Nigeria Cr: Nigeria (No funding acknowledged)</p>	<p>To examine associations between parental practice/ communication and adolescents' sexual initiation</p>	<p>This quantitative, statistical research draws on data gleaned from a structured close-ended self-administered questionnaire, completed by a random sample of 274 adolescents.</p>	<p>Early exposure to maternal sex education was associated with early sexual initiation.</p>
<p>Anthony, Hipp, Darnell, Armistead, Cook & Skinner, 2014</p>	<p>Cs: South Africa Cr: South Africa and USA Funding: The study was funded by the</p>	<p>To examine associations between caregiver child sexual abuse history and caregiver–youth sex communication</p>	<p>This quantitative, statistical research draws on cross-sectional baseline data. 99 caregiver-youth dyads participated in the research; these</p>	<p>Youth with caregivers who had experienced child sexual abuse were more likely to report communicating with them about sex than youth whose</p>

	USA Dept of Health and Human Services.	and ascertain the gender dynamics in this regard (as a means to promote parenting that protects youth from HIV-related sexual risk)	comprised black South African caregivers with 10-14 year old adolescents, residing in Langa, Cape Town.	caregivers had not experienced child sexual abuse. This association did not hold true for the reported communication of caregivers.
Armistead, Cook, Skinner, Toefy, Anthony, Zimmerman, Salama, Hipp, Goodnight & Chow, 2014	Cs: South Africa Cr: South Africa and USA Funding: The study was funded by the USA Dept of Health and Human Services.	To draw out and communicate preliminary findings from a HIV prevention intervention (Imbadu Ekhaya, IE) and thereby to contribute to research/literature on 'culturally competent' interventions	This quantitative, statistical research draws on cross-sectional baseline data. 99 caregiver-youth dyads participated in the research; these comprised black South African caregivers with 10-14 year old adolescents, residing in Langa, Cape Town.	Effect sizes met/exceeded those of other family-based HIV interventions for youth in the USA and SA. Specifically, participant parents regarded IE as impactful in relation to general parenting and sexuality communication. Youth reports indicated moderate, long-lasting effects.
Asekum-Olarinmoye, Dairo, Abodurin & Asekum-Olarinmoye, 2012	Cs: Nigeria Cr: Nigeria (No funding acknowledged)	To assess adolescents' views on sex education within the family setting and to assess the association between parental	This quantitative research is based on data from semi-structured questionnaires, completed by 350 randomly sampled	Parents indicated a preparedness to talk with their children about sexual issues, but the content of the discussions suggested discomfort. The main

		communication on sex and adolescents' sexual debut and habits.	adolescent respondents.	content was HIV/AIDS prevention, avoidance of pregnancy (the dangers of premarital sex), abstinence and basic information about reproduction and biology. There was an association between poor adolescent attitude to parental communication on sex and a likelihood of pre-marital sex.
Butts, Kayukwa, Langlie, Rodriguez, Alcaide, Chitalu, Weiss & Jones, 2018	Cs: Zambia Cr: USA and Zambia Funding: The study was funded by a grant from USAID through Pact.	To identify sources of knowledge on HIV prevention amongst young women aged 10–14 years	This qualitative research is rooted in community-based participatory research. Focus group discussions involved 114 sampled participants. The discussions were transcribed and coded to enable coherent analysis.	Limited sexuality education at school reduced knowledge acquisition. Dominant cultural norms militated against condom use. Parent–child communication about sex was regarded as limited.

<p>Coetzee, Dietrich, Otwombe, Nkala, Khunwane, van der Watt, Sikkema & Gray, 2014</p>	<p>Cs: South Africa Cr: South Africa, USA, Canada Funding: The project was funded through the USA Dept of Health and Human Services and the South African AIDS Vaccine Initiative.</p>	<p>To identify (demographic and psychosocial) factors that affect parent–adolescent communication across a diverse population</p>	<p>This quantitative, statistical research draws on data collected through questionnaires completed by a stratified convenience sample comprising 822 (minority and heterosexual) participants from the Johannesburg area.</p>	<p>Gender was a significant predictor of relatively high levels of parent–adolescent communication. However, overall levels of parent–adolescent communication were low, in comparison with those recorded in other countries. When this communication did occur, pregnancy and HIV were most spoken about.</p>
<p>Delius and Glaser, 2002</p>	<p>Cs: South Africa Cr: South Africa (No funding acknowledged)</p>	<p>To provide a historical perspective to sexual socialisation in South Africa, with particular emphasis on communication between parents and children</p>	<p>This historical research presents a preliminary survey of existing archival and secondary material on the topic.</p>	<p>In the 19th and 20th centuries the pre-existing forms of African sexual socialisation were negated by Christianity, military conquest, migrant labour, urbanisation and Western education. This involved forging a wide communication</p>

				gap between youth and their parents.
Dimbuane, 2015	<p>Cs: Cameroon</p> <p>Cr: Democratic Republic of the Congo</p> <p>Funding: The project was funded by the Rockefeller Grants.</p> <p>Ls: This work was part of a research study on 'Reproductive Behaviour, Population Health and Nutrition in Africa' at the University of Montreal.</p>	To assess associations between parents' and adolescents' knowledge of HIV/AIDS, with particular reference to communication about sexuality and education levels	This quantitative research draws on Data from a representative sample of the 2002 Cameroon Family and Health Survey. It involved interviews with 4950 individuals aged 10 years and older.	There was a strong association between parents' HIV/AIDS knowledge and that of adolescents. Parent-adolescent communication about sexuality enhanced adolescents' HIV/AIDS knowledge.
Giusto, Green & Puffer, 2017	<p>Cs: Kenya</p> <p>Cr: USA</p> <p>Funding: This research was funded by the</p>	To examine associations between the sexual behaviours and beliefs of adolescent males	This quantitative, statistical research draws on baseline data from a trial of an intervention for families that	There was a direct association between the sex-related beliefs of fathers and sons.

	United States Dept. of Health and Human Services, Duke Global Institute, Johnson & Johnson, and the Duke University Centre for AIDS Research.	and those of their male guardians, as well as the potential effects of parenting characteristics and father-son relationship quality, with a view to promoting HIV prevention	followed a cluster randomized design. The sample comprised 79 male dyads, with the sons aged 10-16 years.	Parenting characteristics impacted on the sexual behaviour of sons; if fathers were good role models and practised positive parenting, their sons were less likely to be sexually active.
Iliyasu, Aliyu, Abubakar & Galadanci, 2012	Cs: Nigeria Cr: Nigeria and USA (No funding acknowledged)	To investigate communication practices between mothers and their daughters about reproductive health (RH)	This mixed methods research uses both quantitative and qualitative data, derived from structured interviews and focus groups, involving 184 mother-daughter dyads.	Most daughters acquired RH education from their mothers. The sex education topics most likely to feature in this communication were marriage, menstruation, courtship, premarital sex, and sexually transmitted infections (STIs).
Jimmyns & Mayer-Weitz, 2019	Cs: South Africa Cr: South Africa	To identify personal factors that result in caregivers not having	This qualitative research is based on semi-structured focus group discussions	Caregivers' reasons for not communicating with children included a lack of self-

	Funding: The research was funded by the National Research Foundation (NRF) in South Africa.	openness in communication regarding sexuality education with their children (based on an assumption that children regard caregivers as an important source of sexuality education)	(FGDs) with caregivers of learners in grade nine and grade 11 in four schools. In total 15 female caregivers participated.	confidence and sense of powerlessness, and denial that their children could be sexually active. Caregivers who did talk about sexual matters with their children warned them about dangers rather than engaging in explanatory discussions.
Katahoire, Banura, Muhwezi, Bastien, Wubs, Klepp & Aarø, 2019	Cs: Uganda Cr: Uganda, Norway, Canada Funding: European Commission Health research programme Ls: PREPARE	To examine the effects of a HIV-prevention intervention on parent -adolescent communication on sexuality	This quantitative, statistical research draws on data gathered in a cluster-randomized trial conducted in government secondary schools. 1700 students with their parents or caregivers participated in the study through completing questionnaires.	The intervention had positive effects on sexuality communication frequency and quality for both students and parents/caregivers. In general, it had a negligible effect on general parenting; it proved significant only for their legitimacy with regard to rule setting.
Kawai, Kaaya, Kajula,	Cs: Tanzania	To examine parents' and teachers'	This quantitative, statistical research draws on data	There was a lack of communication from parents and teachers

<p>Mbwambo, Kilonzo & Fawzi, 2008</p>	<p>Cr: Tanzania and USA</p> <p>Funding: European Commission International Cooperation Programme (INCO).</p> <p>Ls: SATZ</p>	<p>communication to young adolescents about HIV and sex and to establish its association with the timing of sexual initiation</p>	<p>gathered in a school-based randomized controlled trial. A sample of 2477 participants completed a structured questionnaire written in Swahili.</p>	<p>about sexual matters. Prohibiting factors were lack of knowledge and skills, embarrassment, and concern that communication may prompt sexual engagement.</p> <p>When parents communicated about sexual matters, they were authoritative and unclear. There was no association between parental communication about sexual matters and the timing of sexual initiation.</p>
<p>Lesch & Brooks, 2019</p>	<p>Cs: South Africa</p> <p>Cr: South Africa</p> <p>(No funding acknowledged)</p>	<p>To expand available knowledge about father-child sexual communication by focusing on an under-researched minority</p>	<p>This qualitative, exploratory research draws on data from semi-structured interviews with 15 self-identified father-young adult son dyads.</p>	<p>Fathers and sons reproduced traditional masculinity ideas (e.g. fathers as bread winners). Sexual communication often consisted of uni-directional and indirect remarks. Son participants reported</p>

		population group ('Coloureds')		that mothers were commonly the parent who talked to them about sexuality.
Magowe, Seloilwe, Dithole & Lawrence, 2017	Cs: Botswana Cr: Botswana and USA (No funding acknowledged)	To understand the perceptions of parents about select adolescent sexuality problems, namely unplanned pregnancy, sexually transmitted diseases, and HIV	This qualitative research draws on data from open-ended, face-to-face interviews conducted with 20 purposively sampled adult participants.	There was a perceived lack of parental guidance and poor communication between them and their adolescent children on the identified topics. Parents seemed to be overly trusting; too often, the adolescents were left unsupervised and unmonitored. Parents often were reluctant to initiate sexuality discussions.
Namisi, Aarø, Kaaya, Kajula, Kilonzo, Onya, Wubs & Mathews, 2015	Cs: South Africa and Tanzania Cr: Kenya, Tanzania, South Africa, Norway	To examine the effects of a school-based intervention aimed at HIV education prevention on the sexual practices of adolescents	This quantitative, statistical research draws on baseline data from a cluster randomized controlled trial at three sites. In total, it covered 80 public	The effects of sexuality communication with adults had mixed effects – greater in Tanzania than South Africa. Increased parental communication had

	Funding: European Union Ls: SATZ		Schools and involved almost 15000 children the ages of 11 and 17 years.	no effect on sexual debut.
Namisi, Flisher, Overland, Bastien, Onya, Kaaya & Aarø, 2009	Cs: South Africa and Tanzania Cr: Kenya, Tanzania, South Africa, Norway Funding: European Union Ls: SATZ	To identify adolescents' preferences in relation to sexuality communication and to study their communication with parents/guardians, other adult family members and teachers, on HIV/AIDS, abstinence and condoms	This quantitative, statistical research draws on baseline data from a cluster randomized controlled trial at three sites. In total, it covered 80 public Schools and involved almost 15000 children the ages of 11 and 17 years.	Adolescent females preferred to receive sexuality information from their mothers, while among males there was a higher preference for fathers in two (of the three) sites. In all sites, a significant proportion of adolescents reported not communicating with their parents about the specified sexuality topics.
Phetla, Busza, Hargreaves, Pronyk, Kim, Morison, Watts & Porter, 2008	Cs: South Africa Cr: South Africa, UK Ls: The IMAGE (Intervention with Microfinance	To present findings of evaluation of a social intervention that sought to reduce levels of HIV and intimate partner violence (ipv), through actively	This mixed methods research generated both quantitative and qualitative data. Methods included surveys, direct observation, interviews, and focus group	Women participants decided that confronting cultural taboos was necessary to protect their children from HIV infection. They reported significantly more sexual

	<p>for AIDS and Gender Equity) study was a partnership between institutions in South Africa and the United Kingdom.</p> <p>Funding: The study received support from Anglo-American Chairman's Fund Educational Trust, Anglo-Platinum, Dept for Intl Development (UK), the Ford Foundation, the Henry J. Kaiser Family Foundation, HIVOS, the South African Dept of Health and Welfare, and the Swedish</p>	<p>promoting sexual communication between adults and young people (amongst other strategies)</p>	<p>discussions. A sample of 387 females participated in the study.</p>	<p>communication with children, than those in the control group. The content of communication shifted from unclear warnings about the dangers of sex to concrete risk reduction messages.</p>
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	International Development Agency.			
Puffer, Green, Sikkema, Broverman, Ogwang-Odhiambo & Pian, 2016	<p>Cs: Kenya</p> <p>Cr: USA and Kenya</p> <p>Funding: This research was funded by the United States Department of Health and Human Services, Duke Global Institute, Johnson & Johnson, and the Duke University Centre for AIDS Research.</p>	To evaluate 'READY', a family- and church-based intervention for adolescents and caregivers, aimed at improving family relationships and reducing HIV risk.	This quantitative, statistical research draws on data from a stepped wedge cluster randomized trial design. It involved 237 adolescents and 203 caregivers.	<p>READY improved multiple aspects of family communication.</p> <p>Specifically, the intervention group reported better family communication and higher self-efficacy for risk reduction skills and HIV-related knowledge. Sexually active youth in the intervention reported fewer high-risk behaviours (incl. unprotected sex) and partners.</p>
Sidze, Elungata'a, Maina & Mutua, 2015	<p>Cs: Kenya</p> <p>Cr: Kenya</p> <p>Funding: This research was funded by the Wellcome Trust and</p>	To assess associations between parent-child connectedness and sexual behaviours of adolescents living	This quantitative, statistical research draws on data from the Transition to Adulthood project. Questionnaires about parenting	There was a strong association between the quality of parent-child connectedness and condom use among adolescent males.

	<p>Gates Foundation.</p> <p>Ls: The Transition-to-Adulthood study forms part of a larger study on Urbanization, Poverty and Health Dynamics.</p>	<p>in informal settlements, in order to contribute to improving reproductive health, especially in relation to problems such as HIV</p>	<p>variables and sexual behaviours were administered to a sample of 689 sexually experienced adolescents.</p>	
<p>Sun, Seloilwe, Magowe, Dithole, Miller & St. Lawrence, 2018</p>	<p>Cs: Botswana</p> <p>Cr: USA, Botswana</p> <p>Funding: This study was supported by the USA Dept of Health and Human Services.</p>	<p>To assess gender differences amongst adolescents in relation to sexual and reproductive health protective and risk factors (with particular reference to HIV prevention)</p>	<p>This quantitative, statistical research draws on cross-sectional survey data. 228 adolescents were recruited from secondary schools and from after school and sports programs in Gaborone, Botswana.</p>	<p>Boys reported better parental relationships; girls reported more positive disposition toward transactional sex. Boys and girls commonly reported low levels of parental monitoring and communication. Whilst parents were adolescents' preferred source of sex information, in reality they were only the 4th most common information source.</p>

<p>Sun, Seloilwe, Magowe, Dithole & St. Lawrence, 2019</p>	<p>Cs: Botswana Cr: USA, Botswana Funding: This study was supported by the USA Dept of Health and Human Services.</p>	<p>To assess the perceptions of parents and adolescents of family functioning, and to establish the significance of these perceptions in relation to adolescent sexual behaviour, specifically with regards to the risk of contracting HIV</p>	<p>This quantitative, statistical research draws on baseline data collected as part of an HIV intervention. 72 parent–adolescent dyads Were systematically sampled from the Gaborone area. They completed surveys.</p>	<p>Parents and adolescents had different or discrepant perceptions of family relationships. These discrepancies were associated with increased adolescent HIV sexual risk behaviour. Parents’ ignorance or incorrect understanding of their children’s sexual activity was also statistically linked with greater risk.</p>
<p>Tarantino, Goodrum, Armistead, Cook, Skinner & Toefy 2014</p>	<p>Cs: South Africa Cr: South Africa and USA (No funding acknowledged)</p>	<p>To examine factors that influence the effectiveness of Imbadu Ekhaya (IE), a parent-based HIV prevention intervention</p>	<p>This quantitative, statistical research draws on data collected through surveys conducted with 99 caregiver-youth dyads. (All caregivers were female.) The dyads were randomized into intervention and control groups,</p>	<p>IE was generally effective, however some participants benefited more than others. Specifically, female caregivers with recent experience of Intimate partner violence (IPV) and those who lived unsafe neighbourhoods</p>

			and longitudinally assessed.	benefitted less than other participants.
Thurman, Nice, Lockett & Visser, 2018	<p>Cs: South Africa</p> <p>Cr: South Africa and USA</p> <p>Funding: Let's Talk was developed in South Africa by the HVC-RC in collaboration with the University of Pretoria, with funding from PEPFAR via USAID.</p>	To explore the effects of a HIV prevention programme (Let's Talk) on HIV prevention knowledge and behaviour (self-efficacy), the mental health of adolescents and their caregivers as well as family dynamics.	This quantitative, statistical research draws on data collected through interview surveys conducted with 105 adolescents (aged 13 – 17 years) and their 95 female caregivers.	Significant improvements were found for adolescents' HIV knowledge as well as their ability to negotiate condom usage but not capacity to refuse sex. The mental health of both adolescents and caregivers improved, as did their relationships and communication about healthy sexuality.
Thurston, Dietrich, Bogart, Otwombe, Sikkema, Nkala & Gray, 2014	<p>Cs: South Africa</p> <p>Cr: South Africa and USA</p> <p>Funding: This study was supported by the USA Dept</p>	To establish variables associated with (correlates of) HIV-related sexual risk amongst youth	This quantitative, statistical research draws on data collected through questionnaires completed by a stratified convenience sample comprising 822 (minority and	Lower rates of condoms use were associated with numerous variables, including poor parent-adolescent communication and low self-esteem.

	of Health and Human Services and the MRC and the NRF of South Africa.		heterosexual) participants from the Johannesburg area.	
Vilanculos & Nduna, 2017	<p>Cs: South Africa</p> <p>Cr: South Africa</p> <p>(No funding acknowledged)</p> <p>Ls: The study is part of a study conducted to assess the influence of AIDS Foundation of South Africa (AFSA) interventions aimed at aligning religious and traditional systems with SRHR (sexual & reproductive health rights).</p>	To explore and establish variables associated with parent-child communication in three South African provinces (namely Eastern Cape, KwaZulu-Natal and Mpumalanga)	<p>The research is a descriptive qualitative exploratory study. It draws on nine, peer, focus group discussions (FGDs), each comprising between 6 – 10 residents of the researched communities.</p>	<p>Cultural norms and taboos both constrained direct communication about sexuality and restricted the topics that were broached. There seemed to be more open communication in urban than in rural areas. Important parental factors were age, educational level and extent of knowledge; whilst age and gender were significant variables on the child side of the dyad.</p>

**RHODES UNIVERSITY
PSYCHOLOGY HONOURS
RESEARCH PROJECT MARK SHEET**

<i>Student</i>	Anelisa Mfenyana	
<i>Title</i>	A systematic review of recent research on parent-adolescent sexuality communication in Africa	
<i>Supervisor</i>	Dr T. Feltham-King	<i>Mark</i>
<i>Marker</i>		

- Please ✓ or ✗ the relevant items. If you prefer, some items can be graded from 0 (very poor) to 10 (excellent).
- Where you give a poor grading, please add an explanatory comment.
- If you are awarding a poor mark overall (anything below 65%) please ensure that you have clearly explained what you perceive to be the weaknesses of the project.

1	<i>Context, literature review & research question(s)</i>	—
	The student has shown how the research is of relevance to contemporary concerns.	
	The literature reviewed shows that the project is adequately situated within an existing psychological discourse	
	A conceptual framework is presented which provides the basis for the definition of the research problem	
	The literature review covers the major areas of psychological writing relevant to the area chosen (it is not expected to be comprehensive, but it is not expected to ignore important alternative perspectives which are widely known within psychology)	
	Points of debate or critical discussion within the literature are clearly identified and stated.	
	The aims and research questions are clearly defined and identify issues of interest within the discipline of psychology	
	The aims and research questions are specific enough to provide a clear focus for the project	
	The aims and research questions follow from the and can be understood in terms of the material presented under “context”	
	The aims and research questions are designed to fill gaps in the current literature or to provide clarification within a current area of debate	
	<i>Evaluator’s additional comments</i>	

2	<i>Methodology</i> (<i>Base your evaluation on the methodology described in the methodology chapter and the methodology actually used by the student as evidenced in the presentation of the results and discussion</i>)	
	The methodology of the study is worked out in sufficient detail to provide a clear guide to the process of data gathering and data analysis	
	The methodology would, if appropriately executed, result in the aims being achieved and/or answers to the research questions being obtained.	
	The methodology is described with sufficient detail and clarity for the study to be replicated by another researcher.	
	The methodology described in the methodology chapter accurately reflects the methodological steps described in the rest of the project.	
	The way in which participants were obtained has been clearly described (sampling, inclusion/exclusion criteria etc.)	
	The rationale for the selection of participants is methodologically appropriate and well explained.	
	Data collection procedures are appropriate in light of the aims/questions.	
	Data collection procedures have been clearly and systematically described (e.g. the student does not simply say “interviews will be conducted” or “questionnaires will be designed and administered”).	
	The data analysis procedures have been clearly and systematically described (e.g. the student does not simply say “interviews data will be analysed” or “statistical analyses will be performed”).	
	The data analysis procedures are appropriate in light of the aims/questions.	
	Ethical aspects have been adequately introduced, discussed and addressed	
	<i>Evaluator’s additional comments</i>	

3	<i>Results section</i>	—
	The results are systematically presented in a logical order.	
	Tables, charts or summaries have been used, (if and where appropriate) to make the material intelligible.	
	Sufficient continuity material is included between sections so that the reader can follow what is being presented and can link it to the method as described in the method chapter.	
	The presentation of the results includes all that is required for the reader to follow the argument relating the research aims/questions to the ensuing discussion	
	<i>Evaluator’s additional comments</i>	

4 <i>Discussion and conclusions</i>	—
The student systematically examines the extent to which the research questions have been answered or the aims of the research achieved (this, of course, is not possible if the research questions or aims were vague or muddled in the first place!).	
The student systematically discusses the results of the study as presented in the “Results” section.	
The student links back to the material in the literature review in a coherent and well argued manner.	
The student does not introduce substantial new literature or concepts not covered in the literature review.	
The important issues raised by the results are addressed.	
The student identifies the limitations of the study, mistakes made, or methodological or theoretical difficulties.	
Outstanding questions are identified which could be addressed in future research.	
The material in the discussion and conclusions section is well organized and focussed so that the reader can easily grasp the significance of the study.	
<i>Evaluator’s additional comments</i>	

5 <i>References and appendices</i>	—
There is an adequate number of references to indicate that the student is familiar with the literature in the field in which the research was undertaken.	
The prescribed format for citing and listing references has been followed.	
There are no references cited in the text which are missing from the reference list.	
There are no references in the reference list which are not cited in the text.	
The appendices are well organized and labelled.	
There is an appropriate selection of material for the appendices (e.g. not too much; material in the appendices is not essential for reader to follow main argument).	
<i>Evaluator’s additional comments</i>	

6 <i>Presentation</i>	—
The thesis is well organized and the material presented in a systematic order	
The organisation of the material is marked by clearly labelled headings and sub-headings	
The table of contents is clear and well structured	
The language used is clear and there is an absence of vague or obscure phrasing	
There is an absence of grammatical errors.	
There is an absence of typographical errors.	
Suitable forms of expression have been adopted so that the use of sexist language ('he', 'his', 'him' when referring to people in general) has been eliminated.	
<i>Evaluator's additional comments</i>	

7 <i>General comments</i>
<p><i>Note: Please check your evaluation form to ensure that you have clearly communicated to another reviewer (e.g. the external examiner) what you perceive to be the strengths and weaknesses of the project. In particular ensure that you have clearly addressed the quality of the methodology and the cogency and coherence of the arguments.</i></p>