

**A MODEL TO PROMOTE DIALOGUE ABOUT SEXUAL HEALTH BETWEEN
TEENAGERS AND PARENTS/TEACHERS IN VHEMBE DISTRICT OF
LIMPOPO PROVINCE, SOUTH AFRICA**

by

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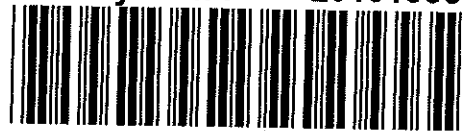
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ABSTRACT

Dialogue with teenagers about sexual health is of vital importance worldwide especially because of the HIV/AIDS pandemic, increased rates of sexually transmitted infections (STIs), high percentage of teenage pregnancies and parenthood and decreased levels of the use of contraceptives among the youth. These problems have also prompted governments, communities and individuals to introduce legislation, programmes and models of health promotion related to sexual health. The programmes and models that are available focus mainly on the prevention of disease, promotion of health, caring, nursing, behaviour change and community development. None of these programmes and models focused on how dialogue about sexual health between teenagers and parents/teachers could be promoted.

The report presented in this study unravels the different perspectives teenagers, parents and teachers have on sexual health and the ripple effect lack of or inadequate knowledge has on the sexual health of future generations, using Vhembe district as a point of reference.

The overall aim of this study was to develop a model to promote dialogue about sexual health among teenagers, parents and teachers in Vhembe District of Limpopo Province. The researcher had prolonged engagement with parents, teachers and teenagers.

Theory generation and a qualitative, exploratory, descriptive and contextual study were conducted. The study was conducted in two phases. During the first phase experiences of teenagers, parents and teachers in relation to sexual health dialogue were explored through focus-group and in-depth individual interviews. The researcher also used main questions as point of departure and more questions emanated from the discussion. Participants narrated their experiences and these experiences were reflected in words. Quotations were used to

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emphasize various aspects that were described. The results indicated that all stakeholders lacked the skills to engage with each other in a dialogue about sexual health. Culture and lack of knowledge were the main reasons for lack of dialogue about sexual health among teenagers, parents and teachers. Literature review was done to support the findings from the interviews.

The second phase involved the development of a model to promote dialogue about sexual health among teenagers, parents and teachers. The first step was to conduct a concept analysis of the concept "dialogue". The results of the concept analysis formed the basis for model development. The framework of Dickoff, James and Wiedenbach (1968:423) and Chinn and Kramer (1999:107-25) was used to classify, develop and evaluate the model.

The study recommendations were that cultural values, meanings and beliefs needed to be clarified by all participants for them to freely engage each other in a dialogue about sexual health. Active participation and collaboration by all stakeholders were necessary if meaningful dialogue was to be achieved. It would also be necessary to adapt the model from time to time so that it suited the prevailing climate.