

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY,  
KUMASI GHANA  
COLLEGE OF HEALTH SCIENCES  
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DEPARTMENT OF POPULATION, FAMILY AND REPRODUCTIVE HEALTH

**SEX NEGOTIATION SKILLS IN THE OBUASI MUNICIPALITY: A  
COMPARATIVE STUDY OF IN-SCHOOL AND OUT- OF- SCHOOL FEMALE  
ADOLESCENTS**

BY

REGINA RACHAEL WILSON (MRS.)

JUNE 2016

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KUMASI, GHANA

**KNUST**

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(BA NURSING WITH PSYCHOLOGY)

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REPRODUCTIVE HEALTH,

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FULFILMENT OF REQUIREMENTS FOR THE AWARD OF DEGREE OF  
MASTER OF PUBLIC HEALTH IN POPULATION & REPRODUCTIVE HEALTH

JUNE 2016



## DECLARATION

I hereby do declare that except for references to other people's work, have been duly acknowledged, this piece of work is my own composition and neither in whole nor in part has this work been presented for the award of a degree in this university or elsewhere.

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# KNUST

## DEDICATION

This piece of work is dedicated to my lovely kids; Keziah, Gad and Christodia.



## ACKNOWLEDGEMENT

To God be the glory. I thank Almighty God for His endless mercy and abundant grace in my life and for making it possible for me to successfully complete this program. I am highly indebted to my supervisor Dr. Easmon Otupiri for his direction, encouragement and valuable contributions to this work. My appreciation goes to the Municipal Director of Education Mr. Kofi Baffour-Awuah and to all the lecturers and staff of the school of Public Health (KNUST).

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## LIST OF ABBREVIATIONS

AGA	AngloGold Ashanti
CDC	Center for Disease Control
DHIMS	District Health Information Management System
GDHS	Ghana Demographic Health Survey
GHS	Ghana Health Service
GSS	Ghana Statistical Service
HIV	Human Immunodeficiency Virus
IUD	Intra Uterine Device
MDGs	Millennium Development Goals
PHC	Population and Housing Census
SD	Standard Deviation
STD	Sexually Transmitted Disease
STI	Sexually Transmitted Infection
UN	United Nations
USA	United States of America
WHO	World Health Organization

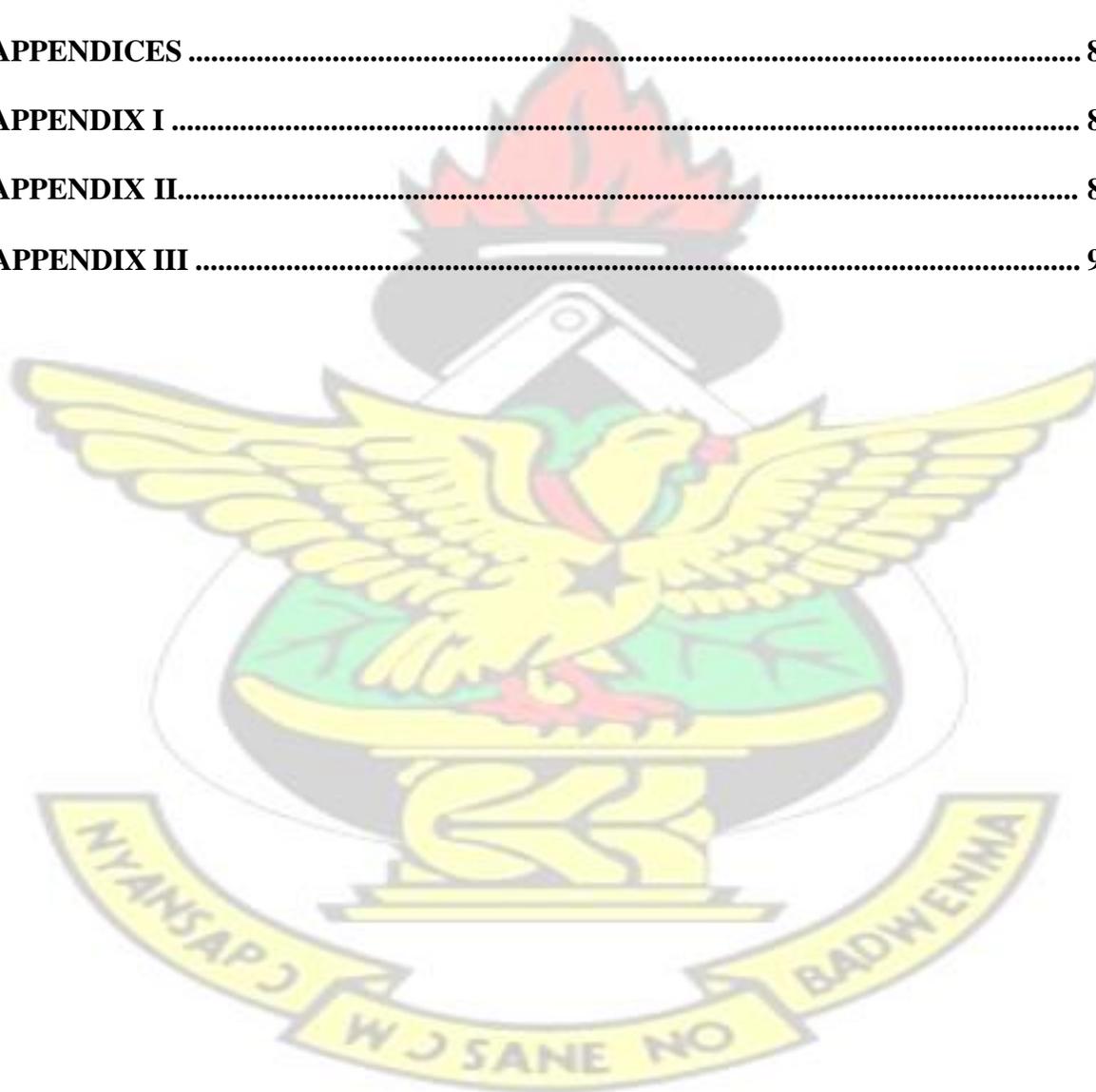
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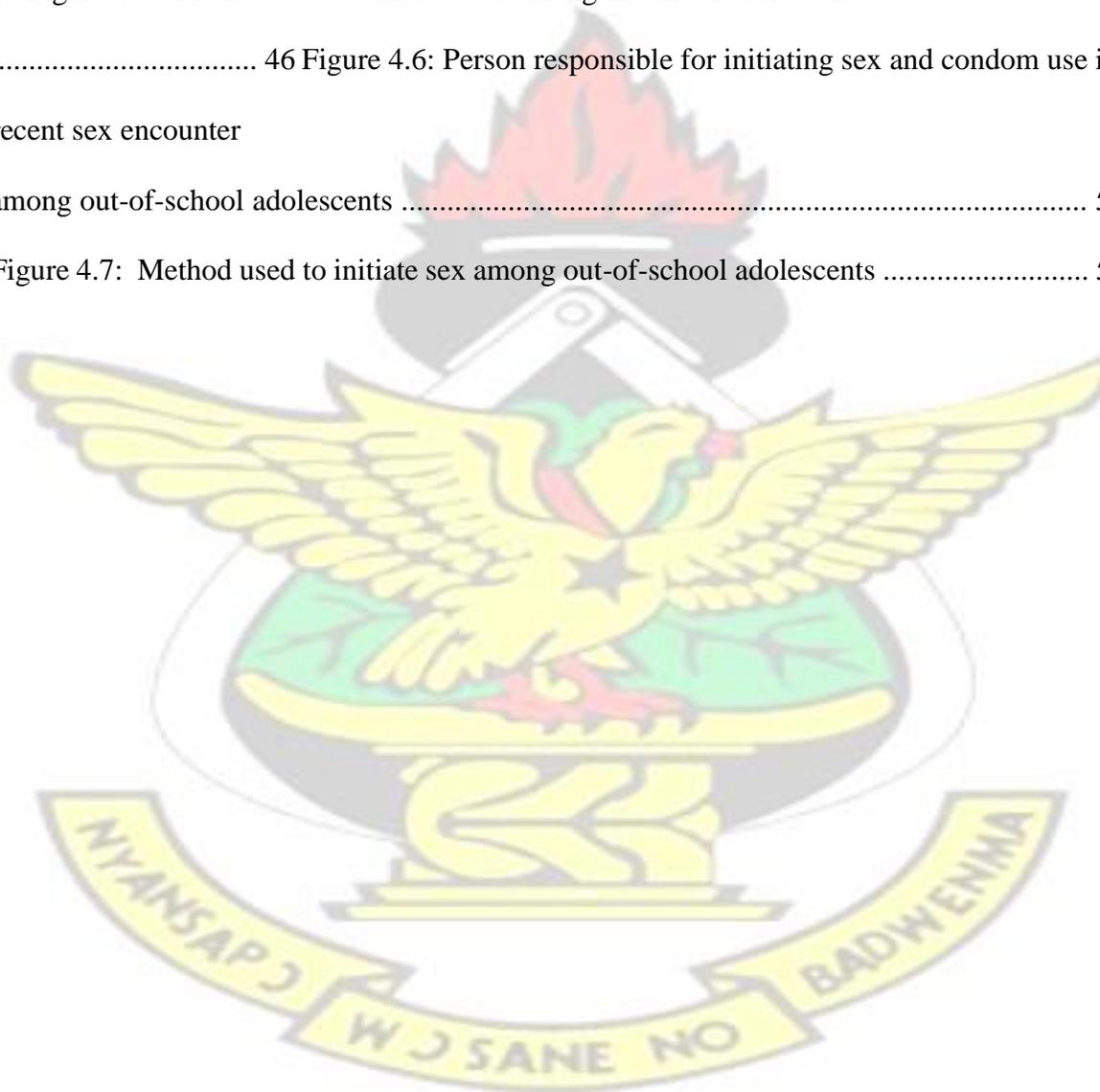
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## ABSTRACT

Adolescence (from 10 to 19 years of age) is a very important stage in human life where a person transits from childhood to adulthood. During this stage, the person may exhibit certain characteristics of adulthood and behaves like a child almost simultaneously hence exposing them to some risks and challenges. Among the adult behaviours that an adolescent exhibits is the desire for sexual expression and fulfilment. The adolescent negotiates for sex by making a request or responding to that of a partner. This process is often a complex one that requires the use of some skills to ensure success. Depending on the prevailing factors, a successful negotiation process may lead to an acceptance or refusal to have sex.

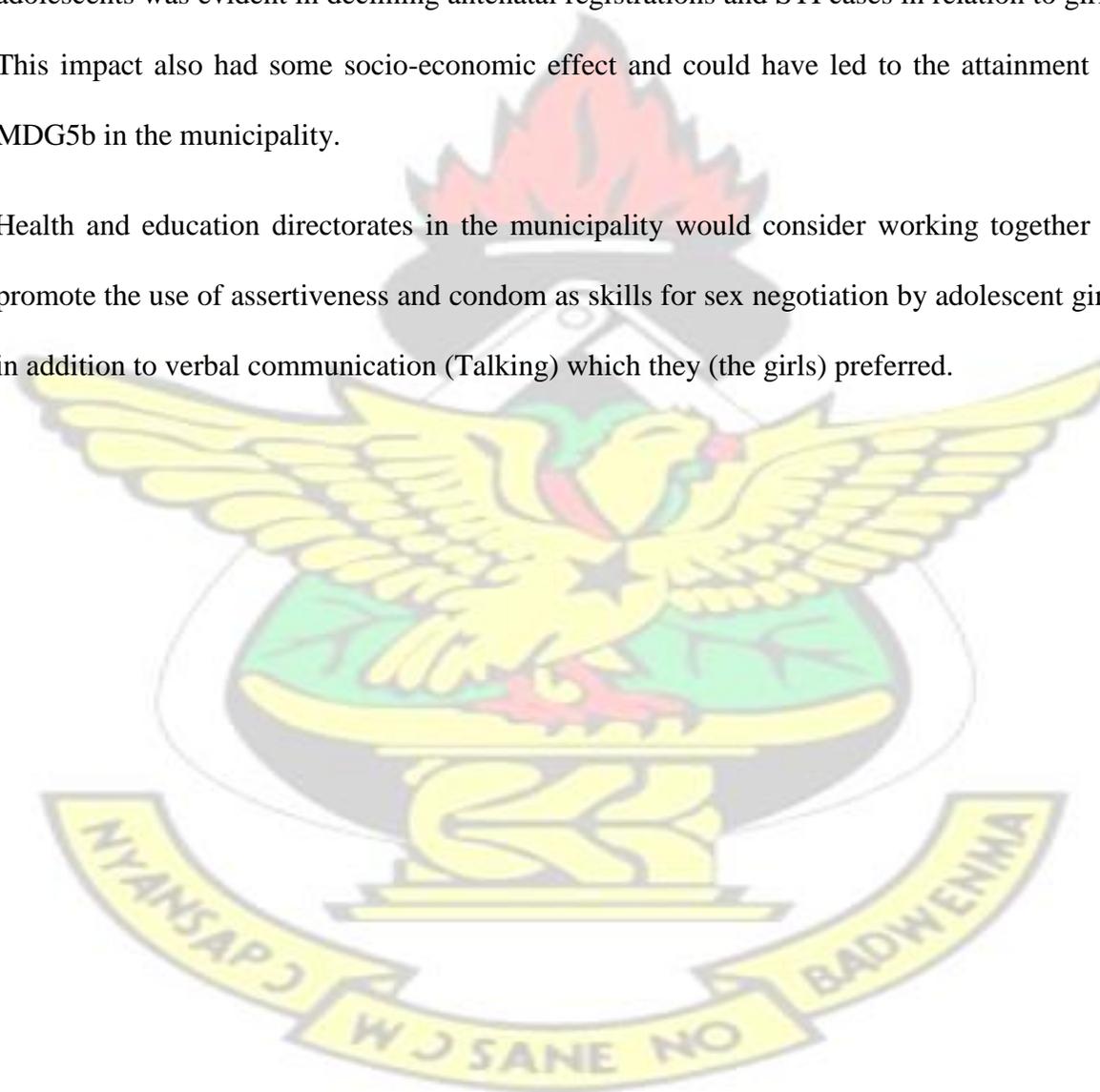
The objective of the study was to describe the skills used by the female adolescents in negotiating for sex and show how the discoveries can be transformed into recommendations and policies for better reproductive health care in Obuasi municipality.

The study was important to determine which skills adolescent girls in-school and those out-of-school in the Obuasi Municipality used in sex negotiation. It also sought to determine which of the skills were successful when used and the factors that made them effective.

Three hundred and eighty three (383) girls who volunteered to participate in this study were asked some questions with the help of a questionnaire through face-to-face interviews and their answers analysed for discussion. A two stage cluster sampling technique was used to select the sample. The results of the study indicated, among other things, that both in-school and out-of-school adolescents used the same types of skills for sex negotiation but the two groups of respondents differed significantly in age, relationship status and religion.

Communication was the main skill that girls in both groups used to negotiate sex. They all preferred the verbal way of communicating (talking) to their partners concerning their desire, acceptance or refusal of sex. Many also indicated that assertiveness was also a major skill that they used. The natural desire for pleasure was been identified as the main factor that affected the success of a sex negotiation skill. The impact of the sex negotiation skills of the female adolescents was evident in declining antenatal registrations and STI cases in relation to girls. This impact also had some socio-economic effect and could have led to the attainment of MDG5b in the municipality.

Health and education directorates in the municipality would consider working together to promote the use of assertiveness and condom as skills for sex negotiation by adolescent girls in addition to verbal communication (Talking) which they (the girls) preferred.



## **CHAPTER ONE**

### **1.0 INTRODUCTION**

This chapter contains the background information on the study, problem statement, significance of the study, conceptual framework and hypothesis, objectives and the profile of the study area. The participants of this study were female adolescents in-school and those out-of-school, and the audience of this study comprises all persons involved in the health and well-being of adolescents, including the adolescents themselves, parents, social institutions and policy makers. The objective of the study was to describe the skills used by female adolescents in negotiating for sex and show how the discoveries can be transformed into recommendations and policies for better reproductive health care in the municipality.

### **1.1 BACKGROUND INFORMATION**

It is been estimated that there are over one billion adolescents in the world, representing 9% of the world's population. This is the highest adolescent population ever recorded in history (World Health Organization, 1992). According to the 2010 Ghana Population and Housing Census (PHC) report, the country has about twenty percent (20%) of the population being adolescents (GSS, 2013a). The adolescent period is usually identified with multifaceted changes that mark the transition from childhood to adulthood. As a person grows, the basic characteristics associated with being a child evolve naturally to newer ones, which may be completely different from what was been known about the person before. Some of these changes are psychological, social and emotional. In the economic sphere, the lives of girls and boys been transformed into seeking more empowerment to earn and spend towards the fulfilment of personal and social needs. Biologically, the period of adolescence is the

healthiest in a person's life. Other personal development qualities such as the search for identity, maturity in reasoning, and quest for sexual expression and fulfillment can be identified within this period.

In the early stages of adolescence, both girls and boys develop personal interests, goals, and values. They also learn to practice the art of achieving personal intentions in their relationships through negotiation. During negotiation, two partners try to create a solution to an important need, and gradually adjust their personal intentions to arrive at a consensus.

Negotiation about sexual matters is a complex social interaction that requires skills such as assertiveness, impression management and consistent effort at all times (Lear, 1995). The importance of sex negotiation cannot be underrated because very often, sexual partners do not know each other's intentions or expectations on sexual issues such as contraception (de Visser, 2004). Both in-school and out-of-school adolescents have some characteristics in common.

The adolescent stage of life is normally identified with risk taking with issues including sexual practice. Adolescents take risks to show self-confidence, get popularity, and adult status. They often believe that they are special and exceptional to the extent that they are shielded and invulnerable to the consequences of wrong judgement. They therefore take risks with drug and alcohol use, which sometimes lead to sexual risk behaviours (Hiltabiddle, 1996).

Adolescence is also a period of exploration. During this time of life, people are noted to be doing all manner of things eagerly in their bid to discover or create their sexual identity (Futterman, 2000). This curiosity and experimentation sometimes lead to circumstances where the risk of transmission of human immunodeficiency virus (HIV) and sexually transmitted infections (STIs) is high, especially in areas already noted for high-prevalence (Action, 2001).

Adolescents do not often consider the long-term effects of STIs contracted through unsafe sexual attitudes because they do not yet have the strong mental capacity for abstract thinking which adults have (Hiltabiddle, 1996). The adolescents' ability to maintain healthy sexual lifestyles are usually affected by their relative lack of experience with the multifaceted issues of relationships and sexuality. In the absence of adequate guidance on sexuality from parents, social leaders and school authorities, they are sometimes left on their own to decide how best to negotiate for their preferences on sexuality. Healthcare professionals play a vital part in guiding them in the direction of healthier behaviours, especially on sexuality (Vega, 2005).

The study sought to examine the sex negotiation skills of female adolescents, comparing inschool with out- of- school adolescents in the Obuasi municipality of Ghana.

## **1.2 PROBLEM STATEMENT**

Often, the adolescent girl is initiated into early sex and those within 10-14years are the worst affected. Most of them have unprotected sex and risk acquiring STI/HIV and unwanted pregnancy leading to early parenthood. In the United States of America (USA), many adolescents are involved in sexually risky behaviours that result in unwanted pregnancies and STI/HIV infections. Statistics indicate that about half (46%) of USA high school students had sex in the year 2013 with 59.1% of them using condom during their last sexual intercourse (CDC, 2014). The PHC report on Children, Adolescents and Young People living in Ghana shows that 8% of female adolescents had sexual intercourse by age 15years compared with 5% of males. By the time they were 18 years old, 44% of girls and 26% of boys had engaged in sex. This shows that nearly twice as many female adolescents have had sexual intercourse

when compared with their male counterparts; girls are more exposed to the negative effects of early sex(GSS, 2013b).

The Millennium Development Goal (MDG) 5b that seeks to achieve universal access to reproductive health by 2015, has adolescent birth rate as one of its indicators. According to the MDG report 2013 (UN, 2013), births by adolescents aged 15-19years in sub-Saharan Africa was 125/1000 births in 1990, 122/1000 births in 2000 and 118/1000 births in 2010.

In Ghana, the adolescent (aged 15-19) birth rate in 2000, 2010 and 2012 were estimated at 84, 66 and 58 respectively per 1000 births (Trading-Economics). This indicates that the female adolescent still engage in unprotected sex resulting in unintended pregnancies and subsequent deliveries or abortions.

The most affected adolescents are those with low socio-economic background, low education background and those in broken homes. It is believed that, adolescents who are school dropouts and those who have education up to Junior High School are those who easily become victims of early sex. This is because they easily get enticed by money and material gifts that the male partner gives them and hence go to bed with them.

The society in which adolescents find themselves exposes them to becoming victims. Most of the time, an adult who is supposed to know better engages in sexual activities with the adolescents. Some 'sugar daddies' (an adult male usually as old as the adolescent girl's father) and 'sugar mummies' (an adult female usually as old as the adolescent boy's mother) persuade adolescents or even coerce them into sex. The consequences of this are borne by the society that exposed the adolescent to sex (Luke, 2002).

According to the Ghana Health Service's District Health Information Management System (DHIMS2), in 2012 and 2013, about 1% of the total population of Obuasi were female adolescents who attended antenatal clinic yearly. This translates into 1,095 and 1,055 young girls who engaged in sexual activities that resulted in pregnancy in 2012 and 2013 respectively. Clearly, it shows that these girls were not able to protect themselves from the risks of unintended pregnancy, STI and HIV while negotiating for sex. Additionally, 80% of adolescent STI cases reported in 2012 were girls. In 2013, 90% of adolescent STI cases were girls. These figures indicate the effect of unprotected sex and how vulnerable female adolescents are when it comes to sex negotiation.

### **1.3 SIGNIFICANCE OF THE STUDY**

This study is important because it focused on the reproductive health of adolescents who form a very significant percentage of today's population. It also serves as an effort to identify elements that would assist to improve adolescents' access to reproductive health information and services. The findings can throw more light on reproductive health issues in adolescents, a basis on which appropriate interventions can be designed. It can also assist policy makers and service providers to identify alternative solutions that may enhance the reproductive health of adolescents. Further, the research findings can make more information available on how female adolescents negotiate for sex, especially with respect to protection. This can serve as an opportunity for the municipality and the country as a whole to evaluate its strategies towards the attainment of MDG 5b, which is about reducing adolescent birth rate.

#### 1.4 CONCEPTUAL FRAMEWORK AND HYPOTHESIS

The hypothesis behind this research is that there is no difference between the sex negotiation skills used by female adolescents in-school and out-of-school. This concept was studied using a model presented below:

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# CONCEPTUAL FRAMEWORK

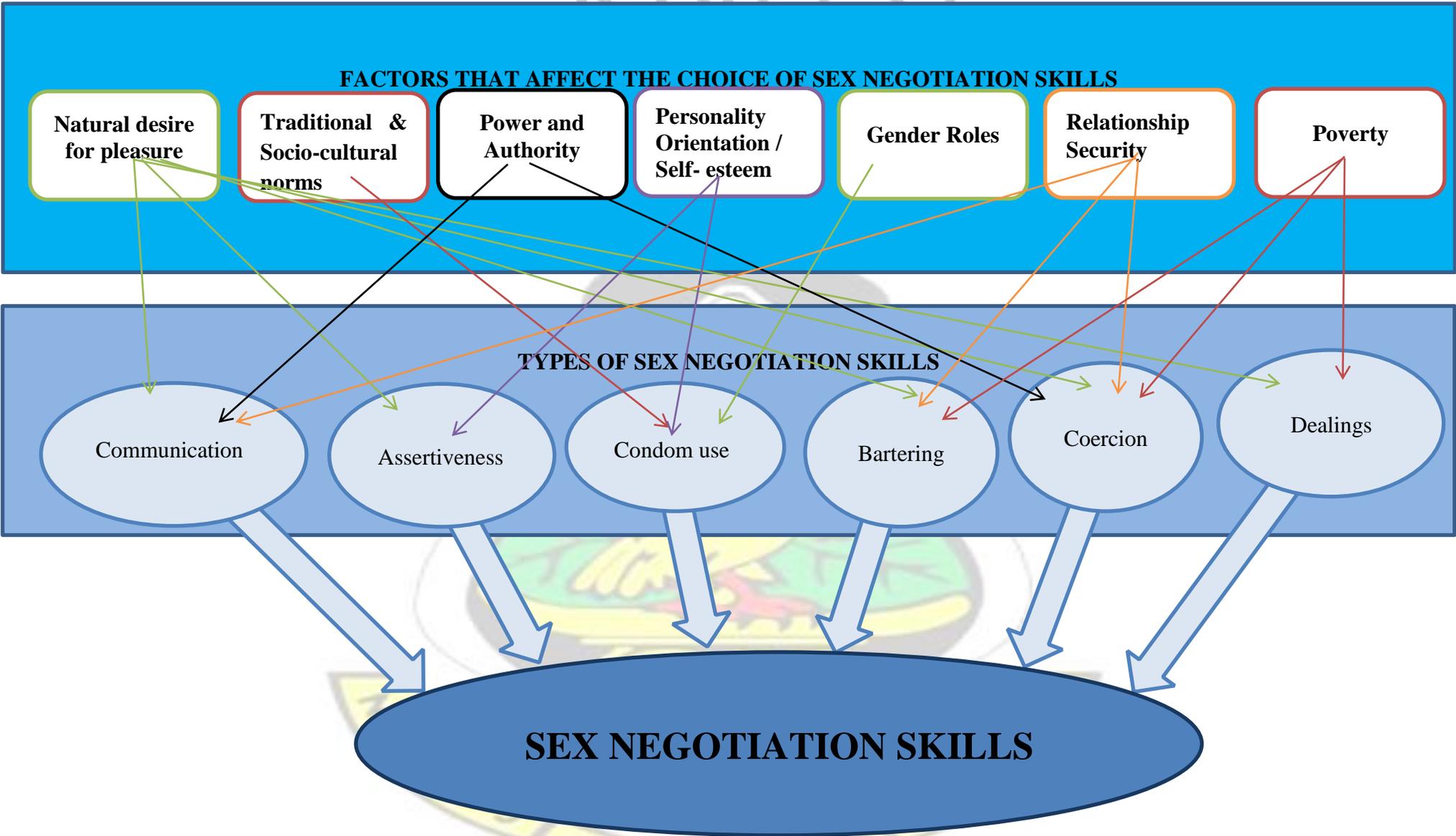


Figure 1.1: Sex Negotiation Skills

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Female adolescents negotiate for sex by the use of some peculiar skills. These skills include communication, assertiveness, condom use, coercion, bartering and mediation. The choice and effectiveness of any of these negotiation skills depends on the prevalence of certain factors such as personality orientation and self- esteem, socio-cultural norms, level of authority, gender roles and level of education. Other factors include the influence of modern media, fear of violence and relationship security. Substance abuse, economic need (poverty) and the natural desire for pleasure are also factors that affect the choice of negotiation skills.

Whereas one particular condition may be the dominant reason for the choice of a particular skill, other factors may also influence the decision to use one skill or another. The effectiveness of the chosen skill(s) also depends on the prevalence of one or several other factors on the side of the partner involved in the negotiation.

For example, an adolescent may communicate his or her natural desire for sex to the partner to begin the negotiation process. This adolescent may also try using coercive means to get sex because the partner is proving difficult. If coercion also does not lead to sex, then the adolescent may consider other skills and employ them one after the other or in combination. On the other hand, the partner may accept or refuse sex based on an economic need, fear, relationship security or social norms.

## **1.5 RESEARCH QUESTIONS**

What are the sex negotiation skills used by female adolescents and what factors determine the choice of skills used by these adolescents in negotiating for sex in the Obuasi municipality of the Ashanti Region, Ghana?

## **1.6 OBJECTIVES**

### **1.6.1 GENERAL OBJECTIVE**

To determine the sex negotiation skills and the factors that affect the choice of skills used by female adolescents when negotiating for sex in the Obuasi municipality of the Ashanti Region.

### **1.6.2 SPECIFIC OBJECTIVES**

1. To determine the sex negotiation skills used by in-school adolescents
2. To describe the sex negotiation skills used by out-of-school adolescents
3. To compare in-school with out-of-school adolescents in terms of sex negotiation skills including when they were successful
4. To identify factors which determine the choice and effectiveness of a skill

## **1.7 PROFILE OF THE STUDY AREA**

### **1.7.1 Population**

Obuasi Municipality has sixty-eight (68) communities with a population estimated at 187,605 and an annual population growth rate of 4% (Ghana Districts, 2014b).

### 1.7.2 Geography

The Municipality is located in the southern part of the Ashanti Region of Ghana and covers a land area of 162.4sq.km. The landscape is undulating and has a semi-equatorial with a double rainfall regime. Mean average annual temperature is 25.5°C and relative humidity is 75% - 80% in the wet season. The hilly nature of the environment coupled with the green semi-deciduous forest gives the Municipality a very nice serene look (Ghana Districts, 2014f).

### 1.7.3 Natural Resources, Health and Social

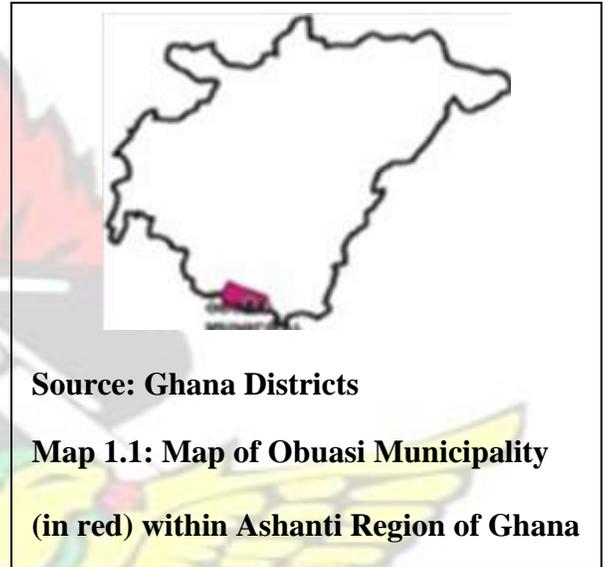
#### Infrastructure

With respect to natural resources, Obuasi has one of the ten largest gold mines in the world. Gold mining in Obuasi dates as far back as the seventeenth century. The Municipality has an airstrip, high

quality road network. The largest hospital in the Municipality is the AngloGold Ashanti (AGA) hospital. It has the capacity to cater for more than 6800 patients per month. Obuasi has a mutual health insurance scheme which was launched in 2005 to provide access to free quality health care. It operates in sixteen (16) health care facilities within the Municipality (Ghana Districts, 2014c).

### 1.7.4 Education

Between 2001 and 2007, a number of developments were initiated in the educational sector of Obuasi. Schools were constructed in each community and preparation for the Basic Education Certificate Examinations was given a boost in all schools. The leadership of



Source: Ghana Districts

Map 1.1: Map of Obuasi Municipality (in red) within Ashanti Region of Ghana

Obuasi placed a ban on playing snooker, table tennis, video games, etc. They also banned students from attending nightclubs and instituted various awards programmes to motivate students and teachers to perform at their best. These reforms made brought about improvements in teaching and learning in Obuasi. For four consecutive years candidates from Obuasi emerged the overall best in Ghana's Basic Education Certificate Examination results (Ghana Districts, 2014e).

### **1.7.5 Economic Activities**

Many people in Obuasi work at the Anglo Gold Ashanti gold mine. This brisk mining activity in the Municipality and the availability of socio-economic infrastructure has led to the influx of both Ghanaian and foreign nationals migrant who come to settle with the aim of securing jobs. When the jobs are not forthcoming, they divert their energies to undertake illegal mining activities. This has resulted in high youth unemployment rate and increases in related problems like prostitution, robbery, the use of hard drugs, child neglect, broken homes, street children and child labour (Ghana Districts, 2014a)

Anglo Gold Ashanti employs over 6000 Ghanaians and indirectly supports between 50,000 – 60,000 people in Obuasi Municipality and its environs. In recent times, a number of economic initiatives have been undertaken by the Municipal Assembly in collaboration with government, AngloGold Ashanti and other social organisations operating in Obuasi (Ghana Districts, 2014d). The aim of these initiatives is to reduce youth unemployment and promote socio-economic development. Some of these initiatives are the training of youth in agricultural programs, entrepreneurship, vocational skills like dressmaking, hair dressing, auto electrical, auto mechanics, welding and fabrication, carpentry and joinery, plumbing, and catering (Ghana Districts, 2014f).

### 1.7.6 Adolescent's Sexual and Reproductive Health

Obuasi, a municipality with a population of 187,605 in the Ashanti Region of Ghana, has an adolescent population, which is similar to that of the country as a whole. As shown in Table 1.1 below, in 2012 and 2013 the municipality recorded a total of 1095 and 1055 adolescent registrations at antenatal clinics. This shows that about 1% of the total population of Obuasi are adolescent girls who engaged in sexual activities, which resulted in pregnancy each year. All of these girls were from the ages of 10 to 19 years. It is noteworthy that the total number of registrations for 2013 was less than that of 2012 by a margin of 40.

**Table 1.1: Antenatal clinic registrations for Obuasi Municipality for 2012 and 2013**

<b>ANTENATAL CLINIC REGISTRATIONS</b>		
<b>Age Group</b>	<b>Total (2012)</b>	<b>Total (2013)</b>
10 - 14 Years	54	30
15 - 19 Years	1041	1025
<b>Total</b>	<b>1095</b>	<b>1055</b>

*Source: Ghana Health Service DHIMS 2*

The total number of adolescents with Sexually Transmitted Infections (STI) cases in 2012, as presented in Table 1.2 below, was 882 with 80% of them being adolescent girls. In 2013, the total number of adolescent STI cases reduced significantly to 270 but the proportion of girls who were infected increased to 90% with a margin of 10%. This shows that, comparatively, although there was 69% reduction in the number of adolescents who were infected through sexual activities, 10% more girls were infected sexually in 2013 than 2012.

**Table 1.2: Female Adolescents with Sexually transmitted infections in Obuasi Municipality for 2012 and 2013**

<b>Age Group</b>	<b>2012</b>	<b>2013</b>
10 - 14 Years	135	37
15 - 17 Years	249	81
18 - 19 Years	321	125
<b>Total</b>	<b>705</b>	<b>243</b>

*Source: Ghana Health Service DHIMS 2*

### **1.7.7 Why Obuasi municipality was chosen for this study?**

Obuasi municipality was chosen for this study because of its unique characteristics that have been explained earlier. In addition, the prevalence of mining activities, especially by unskilled small-scale miners makes Obuasi a place of interest for the study of adolescent sexual behaviour. The relative ease with which adolescents get into mining activities affects their interest in education. Adolescent delinquency was once on an alarming ascendency that the Municipal Chief Executive had to intervene with drastic measures to curb it. Early sexual engagements, teenage pregnancy etc. were some results of the delinquent habits.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

There is a host of literature on the sex negotiation skills of adolescents but a few were selected for review based on their relevance to the research objectives. This review is structured to

present the different skills of, and approaches to sex negotiation, and the factors that determine the use of these skills by in-school and out-of-school adolescents.

## **2.1 DEFINITIONS**

### **2.1.1 Sex Negotiation**

Sex negotiation is the interpersonal interaction, physical or verbal that arises during the quest for sex which results in agreement or rejection (Farris, 2008). Therefore, sex negotiation occurs when a person decides to pursue another person for sexual purposes, with discussion(s) stimulating sexual consent and establishing an encounter that results in sex or otherwise due to non-consent.

### **2.1.2 Negotiation Skills**

Negotiation skills are the abilities and methods used to maximise the expected result of an interaction with another person through lucid thinking which is based on information, enlightened choices and effective communication to get the other person to accept or compromise on what is being offered. To negotiate effectively, the negotiator must have good thinking and social skills to organise needs, put the situation in the right perspective, process facts and assess alternatives (Bazerman, 1992)

### **2.1.3 Adolescence**

Adolescence is defined as that time in the growth and development of a person that follows childhood and precedes adulthood; usually identified with ages 10 to 19 (WHO). It is a period for preparation for adulthood and is characterised by physical and sexual maturation. Adolescence is also time noted for identity development, desire for social and economic independence and the learning of skills for adult relationships and responsibilities. Growth

and potential are remarkable during adolescence just as the risk posed by social influences and emotional pressure.

#### **2.1.4 Sexual Etiquette**

Sexual etiquette refers to the socially accepted procedures for engaging, offering or refusing to give sexual consent. Research has proven that sexual etiquette is non-rigid (Peterson, 2007). It happens according to prevailing circumstances, usually depending on the type, background and current state of a relationship (Van Wie, 2001). Gender anticipations also play a major role in influencing the non-rigidity of sexual etiquette (O'Byrne, 2006).

#### **2.1.5 Sexual Consent**

Sexual Consent is the observed or definite agreement by a person to engage in a sexual activity initiated by another person. This can be a voiced or acted physically to show affirmation. Silence and the absence of physical refusal are also sometimes considered as sexual consent (Peterson, 2007). The context of the relationship between the people involved, determines the manner in which sexual consent is expressed (Van Wie, 2001)

### **SEX NEGOTIATION SKILLS USED BY ADOLESCENTS**

Generally, there are several types of sex negotiation skills used by adolescents. Some of these skills are generic while others are specific to prevailing circumstances. While some adolescents plan beforehand the type of sex negotiation skill to use, others also improvise skills to negotiate for sex depending on their circumstances, socio-cultural influence, previous experience, personal interest and other factors.

### **2.1.6 Communication**

Communication is broadly the main skill used by adolescents to negotiate for sex. In heterosexual relationships, sex negotiation through communication is a complex process. The main complexity is found in the language used for communication on sexuality. In many cultures, the issues that are discussed on sex are limited socially by the gender of the speaker, with girls and boys normally using different words and phrases to express the same thing.

Whereas males are socially expected to talk directly about any topic on sexuality using any words, females are socially expected to talk respectfully about sexual issues using romantic language and are often limited to the emotional side of sexuality. Also, silence and hinted gestures are often used as the feminine language of sex. This results in differences, misperceptions, misunderstandings and inconsistencies in female and male communication on sex and sexuality (Marston, 2004).

Sexual encounters among adolescents often involve very little verbal and open communication. More often their communication at the early stages of their sexual relationship is nonverbal and coded (Lear, 1995) for various reasons. When negotiating for sex, some adolescents prefer to use suggestive speeches and gestures to make their interest known to their partners who also communicate the response using similar and nonverbal skills. In contemporary times, they have even developed their own jargons and suggestive words that are best understood by them to communicate their desire for sex. The male partner is usually the initiator of such communication with the female as the respondent. Indirect and nonverbal communication in negotiating sex is sometimes helpful when the partners already have mutual understanding of the risks and effects; though a direct approach may be more effective irrespective of the time of the relationship.

Both adolescent males and females use verbal-direct, verbal-indirect, nonverbal-direct and nonverbal-indirect strategies but in different degrees. In the verbal-direct approach, the adolescent is clear in his or her interest in sex and sometimes requests for condom use. He or she openly discusses sexual issues, sometimes using Sexually Transmitted Diseases (STDs) or pregnancy as a reason to use condoms. Though the verbal direct approach is often used by adolescent males, some females also find it useful depending on the duration of their relationship with the male partner. Some female adolescents sometimes tell their partners directly and exactly what they want, and make them (the male partners) understand their (the females) negative feelings about things they (females) do not like. She may also verbally insist that no condom, no sex.

Many adolescent boys prefer verbal-indirect approach to girls in negotiating for sex. Here the adolescent is verbal but subtler in his or her requests. Suggestive hints, flattery and teasing are among the tools used in this sex negotiation skill. Adolescent males usually use this skill to get the interest of the female partner for sex. Through persistent flattery and teasing, they get the girls to give their consent for a sexual encounter. An adolescent girl may drop hints such as “so and so just got pregnant because they did not use condom”, or flatter her partner as a way of motivating him to use the condom. She may also give relationship-related reasons or offer to do something for the partner in exchange for him to use condom. The girl may also choose to mislead her partner, for example by telling him to use a condom to avoid pregnancy when she really knows she has an STD.

In nonverbal-direct negotiation, the adolescent is direct in his or her request but does not express it verbally. To negotiate for sex, the boy may initiate sex through actions sometimes by undressing himself or the girl directly. He may also begin with normally acceptable

gestures like holding hands and hugging and proceed to putting his hand on her knee or thigh and with time start rubbing. The co-operation or silence of the girl suggests she has given her consent while her withdrawal suggests her refusal for sex. In other instances, she may put a condom somewhere in sight, help her partner to wear the condom, physically move away from her partner if he is not resistant, or present the condom directly to her partner.

With nonverbal-indirect negotiation skills, the adolescent is subtle in the request. The adolescent boy may request for sex through a friend who acts as a mediator (Nnko, 1997; World Health Organization, 1992). The mediator's role is to get the other partner interested in the popularity, talents, potentials, wealth, intelligence or physical features of the initiating partner. Upon several back and forth communication, the mediator may succeed in getting the deal done for a reward from the initiating partner. In the case of the girl, when she wants to negotiate for condom use, for example, she may put a safe sex article in sight expecting her partner to notice it, deliberately search through her purse to show her wish to use a condom or use seductive methods to increase her partner's arousal for sex and facilitate condom use (Lam, 2006).

### **2.1.7 Sexual Assertiveness**

Assertiveness is the ability to communicate opinions, sentiments and beliefs in a clear and precise manner. In other words, it means being able to express thoughts clearly, for example whether a person agrees or disagrees with an issue, without imposing the thought on another person. Typical examples of statements that assertive adolescents make during sex negotiation are "I don't want to have sex" and "Yes, I want to have sex but only if we use a condom". Assertive adolescents negotiate sex purposely to prevent unwanted pregnancy, STIs, and also maintain cultural and traditional beliefs on morality and chastity.

Research suggests that adolescent girls with low skills in sexual assertiveness are likely to have sex regularly against their wish and usually without condoms (Rickert, 2000). Further, these girls are also at the risk of being coerced by their sexual partners thus making them vulnerable to the risks and dangers associated with such sexual behaviours.

In a study of the Perceptions of Sexual Assertiveness among Adolescent Girls undertaken by Auslander, Perfect, Succop, and Rosenthal (2007), they reported that of the 280 sexually experienced adolescent girls, aged 14 through 21 years, 15% of them perceived themselves as only expressing their sexual wishes to their partner about 25% of the time. Some girls think they do not have the right to demand sex (Rickert, 2000) or express desire for sex in way unlike the routine. Other girls also keep their sexual wishes to themselves because they fear that expressing it may put them at risk of physical abuse or earn them a bad name (Tolman, 1999).

### **2.1.8 Condom use**

Negotiating condom use is a skill employed by adolescents, especially girls, in negotiating for sex. Adolescents use different approaches at different times when negotiating condom use (Choi, 2004; Lam, 2004; Lam, 2006). They often employ indirect strategies successfully to negotiate sex, though some prefer to use direct strategies. The mantra of these assertive girls is “no condom, no sex” and boys who really want sex have no option but to comply or forget about sex altogether. Nevertheless, research is showing new signs of surge in the skills among girls to say no to sex without condom. In Botswana, a study of in-school and out-of-school girls revealed that two-out-of-five declined unprotected sex (Kgosidintsi, 1997). This evidence corresponds to Argentina’s study of adolescent girls (Gogna, 1996).

In Argentina, a study of adolescents in public health care facilities on their patronage of reproductive health services revealed some differences in how males and females react to sex (Pantelides, 1991). To the boys, there was often a report of having conquered while the girls often reported a feeling of having shared something good with their mate. This made the boys more assertive, decisive and gave them an upper hand in determining the terms of the sexual encounter, especially with respect to condom use. According to the study, the girls usually feared that they would annoy the boys, or risk losing the relationship they are having with the boy.

A similar research in Botswana discovered the same fact of females being afraid of breaking their relationships with male adolescents when using condom use to negotiate for sex (Kgosidintsi, 1997). In the Botswana study, a third of adolescent respondents indicated that they were not bold enough to refuse sex if their mates overruled the use of condom while 5% said they would surely have sex even if their partner declined to use condom. The reason of the latter is to preserve their relationship. Interestingly, adolescent girls in Korea were afraid to assert condom use because they fear being stigmatised as bad and immoral girls (Kwon Tai-Hwan, 1994). This has brought to light the thought that for many adolescents it is better to have unsafe sex against their will just to obtain and preserve the rewards of emotional intimacy, acceptability, trust and financial strength (Sobo, 1995).

### **2.1.9 Bartering**

Bartering is also a skill used by adolescents to negotiate for sex. Exchange is an important skill in the negotiation of sexual relationships among adolescents because the partners involved usually have a reason to request and give sex. A report from Uganda shows that adolescent girls who come from comparatively low income families which cannot provide

sufficient food and clothing sometimes enter into sexual relationships with boys who come from relatively higher income families so that they can give sex in exchange for money. Adolescent girls recounted how their parents were unable to provide for their personal effects like underwear and body creams and how they (girls) felt uncomfortable to ask their parents for such things. Also, communication on issues about sexuality was difficult between such parents and their adolescents because they (parents) often suspect that their adolescent girls were beginning to make themselves eye-catching to entice men. Consequently, such girls saw sex as a service they were offering to solve the problems of the boys. This, to the girls, entitles them to receive income (money) from the boys, which would also solve their (girls) problems. When they receive the money, they use it to buy the personal effects that they need and sometimes go to the extent of even paying their school fees from it. Both boys and girls believe that money and other material gifts exchanged for sex also strengthens their relationship with each other. About 21% of the girls who responded to the questionnaire acknowledged that they do not have sex only in exchange for money and gifts. They sometimes have sex because they think its natural and as such, they enjoy having it. In such cases, they may go to the extent of giving gifts to their male partners to ensure their sexual relationship lasted longer. Their reason for making such exchange is that they love their mate and are attracted to other qualities like voice and intelligence of the boys not their money. Though adolescent acknowledge bartering as a normal way of negotiating for sex, it is noteworthy that it has a lot of haziness and vagueness

In the research by Nyanzi, Pool et al, money was discovered to be the determinant of how sexual a relationship could become hence adolescents considered a relationship to be sexual when the male partner takes the initiative to spend money on the girl directly or indirectly. If

the relationship was not sexual, then the boy was not supposed to give the girl money. Normally, adolescent girls expect to make some form of gain, especially in money, from their relationships with adolescent boys. The boys, willing to make some sexual gains from their relationship, also tend to give various small items like candies, cards, pictures. They also sometimes give petty favours like assistance with difficult tasks, help on academic work, and going out to spend some time together. Girls in such relationships also return the gestures of the boys by offering the other complementary gifts and favours to demonstrate their interest in maintaining the relationship (Nyanzi et al., 2001).

#### **2.1.10 Coercion**

Coercion is another skill used by adolescents to negotiate for sex. In defining coercion, Heise (1995), noted that it is the “act of forcing (or attempting to force) another individual through violence, threats, verbal insistence, deception, cultural expectations, or economic circumstance to engage in sexual behaviour against the will”. Some societies see sexual coercion as a range of behaviours that can sometimes be tolerated and other times punished depending on the underlying circumstances (Jewkes, 2001). A typical example is the case where some societies ignore it when a prostitute is been raped but punish anybody who rapes a virgin.

Among adolescents aged between 11 and 21 years studied in the USA, Roberts (2003) reported that 21% of boys and 22% of girls had been disrespected, insulted, threatened, called names, sworn at, pushed or something have had something thrown at them by their partners as a result of sex. In Ontario, Canada, 21% of female students had encountered physical exploitation, 23% had been maltreated sexually, and 57% had been abused verbally by somebody intimate (Jaffe, 1992). In another research, it was established that almost 50% of female respondents

in America had encountered coercion, with a third of males conceding to being the perpetrators of such acts (Maxwell, 2003).

Poitras (1995) showed that some adolescents choose to use verbal coercion, threats, physical force, and drugs or alcohol to obtain sex. Wood (2001), reported that some adolescent boys also use weapons and physical threats to coerce girls for sex. Some males also developed verbal coercive strategies like inducement, blackmail, and verbal threats, which they sometimes use. Holland (1992) also showed that adolescent girls encounter verbal pressure for sex through persuasion and coercion; they experience physical pressure in the form of abuse, intimidation, sex while drunk, and force. Williams (2001) recounted embarrassment and degradation, involuntary sex with kids, adults, parents, or beasts, involuntary pornography and prostitution and involuntary unprotected sex with an intimate partner as other forms of coercion.

In the Philippines, Serquina-Ramiro (2005) reports that the use of coercion for sex can occur even in intimate adolescent relationships. Understandably, the stage of adolescence comes with a sharp increase in sexual urge and the adolescent is emotionally not matured enough to handle this efficiently. Their inexperience in managing the convulsion of feelings results in this. The research also established that during dating, adolescents used coercion to request for sex because of their age, social standing, environmental circumstances, and the psychological condition. Further, it was revealed that coercion was tolerated sometimes because one party allowed the privacy of the location or sent conflicting signals. Female adolescents often use verbal persistence, while boys used inducement to get sex (SerquinaRamiro, 2005).

There are some occasions where sexual negotiation becomes sexual coercion and other times where the two are clearly distinct. Sometimes, coercive skills such as persuasion, begging, and inducement may be used to get a partner to have sex though without full consent (Holland, 1992). Adolescents sometimes see coercive sex as normal because they have dated for a lengthy period or if the female initiated any form of sexual seduction (Jaffe, 1992). To some girls, sexual coercion is a normal sign of love by a male partner (Russell, 2001). Serquina-Ramiro (2005) stated in a study that while the activities of sexual coercion were going on, the victims entertained “negative thoughts”. Some of the girls felt irritated, terrified, unhappy, and uncomfortable while being coerced for sex. Others felt hated and disrespected, wanted to blow the partner, or wanted to hurt the partner by cutting off his genitals.

The “sugar daddy” phenomenon is cited in a number of studies as reason for having sex against one’s will. In Selibe Phikwe, Mahalapye and Kang all in Botswana, about one-in-five school-going and out-of-school adolescent female report that it is difficult to refuse sex with a “sugar daddy” (Kgosidintsi, 1997). Thus, girls and young women may find it harder to negotiate the terms of sexual relationships with older partners because the availability of substitute female partners is so great. This makes the older partners coercive and abusive.

Other skills used by adolescents to negotiate for sex are: compromising, submission, inducement, flirting, seduction, gentle persuasion and influence.

#### **2.1.11 Dealings (Mediation)**

Dealings or mediation is a type of sex negotiation skill used by adolescents. According to Nyanzi, Pool and Kinsmanit (2001), dealing is often used by boys who are too shy to interact

directly with girls. Sometimes they claim it is for reasons attributable to fear of intimidation or rejection by the girl. Other boys employ this method to cover their nervousness in communicating openly or publicly with girls. These boys initiate the negotiations for sex through another person who act as a mediator or dealer to get the consent of the girl. In Ghana the dealers are also called “betweeners”.

The dealers are usually popular in the community or school and known well for their confidence and ability to convince girls to agree to have sex with any boy who engages their services. Dealers would normally use nice words to praise the girl and present the boy in question as having something material or money from which the girl can benefit if she agrees. They may also use deception on girls who try to be difficult to convince. The dealer’s main responsibility is to ensure that the girl quickly accepts to have sex with the boy. Until the girl gives a positive response, the dealer does not relent in sending information to and from the girl. To her, the dealer’s information is about the deep love the boy has for her, his ability to take care of her and provide for her material needs. The dealer also sends various gifts to the girl and her close associates sometimes to prove the boy’s ability to provide for her. While doing these, the dealer continues to relay the responses of the girl to the boy on regular basis. These responses from the girl may include questions and requests for the boy to prove himself in other areas. The back and forth exchange comes to an end immediately the dealer succeeds in getting the boy and girl to have sex or fails to do so because the girl has persistently refused to allow the boy to have sex with her. When the deal is done, the boy rewards the dealer for the effort. On the other hand, a failed deal may attract little or no reward at all.

## **2.2 FACTORS THAT AFFECT THE CHOICE AND EFFECTIVENESS OF SEX**

## **NEGOTIATION SKILLS**

There have been series of studies to determine the factors that affect how adolescents choose to negotiate for sex and the consequences of these choices. Hird (2001) contends that girls are trapped in a difficult situation where they continually struggle with their sexual self. Their discoveries put forward the notion that the way girls identify or define themselves sexually is a factor that determines the skill they will choose to use to negotiate for sex. Boys on the contrary, usually see themselves as naturally and culturally empowered to do what they desire, when they desire and according to how they desire. The level of knowledge, availability of information, fear of violence, relationship security, physical strength, peer pressure, socio-cultural norms, substance abuse and economic need are factors that affect the choice and effectiveness of sex negotiation skill.

### **2.2.1 Natural desire for pleasure**

Most of the adolescent say sex is a natural instinct and so must be enjoyed. In Uganda, Nyanzi et al. (2001) report that some of the girls argued that the proceeds from sex are relatively insubstantial and that they had sex because they enjoyed it. Their reason is that, sex is natural and they enjoy it. In such relationships, girls also give the boys gifts and they said that they are attracted by qualities other than money—appearance, voice, academic brilliance, good behaviour—these relationships last longer than those based on money. In this same study, one 18 year old male adolescent said “the libido is extremely high in adolescence and the person experiences an intense need to have this expressed.”

### **2.2.2 Gender roles**

Gender roles sometimes affect the ability of adolescents to choose a particular sex negotiation skill. Research shows that females are comparatively less dominant in sexual decision-

making. Due to the gender roles and their associated responsibilities and privileges, females are sometimes left helpless when the sexual partners refuse to use condoms (Worth, 1989). Also, the perceived negative consequences of condom use were seen to be contrary to widely known standards concerning family, womanhood and relationships. Further, girls report to enjoy sex better when trust exists and to men, trust is better established through unprotected sex. The ability to perform the gender role of childbearing makes it difficult for girls to insist on condom use when negotiating for sex (Pivnick, 1993).

### **2.2.3 Power and authority**

The level of power and authority a person in an organization has determined the type of skill the person uses in negotiation for sex. The World Health Organization (WHO) reports that, about twenty percent of participants testified being coerced and abused sexually by people in positions of authority. Notably, teachers were been mentioned as having taken advantage of their position and the powers that came with it to coerce adolescents for sex. In another research, 54% of the students identified teachers as being one of the three well-known types of 'sugar daddies.' While recounting their experiences, the adolescents said that teachers sometimes seduced, intimidated and forced them to engage in sexual activities with them.

According to them, the teachers used enticing words of praise, the promise of marriage and future security. The teachers also promised them undeserved high marks. The teachers to coerce adolescents also used threats of hard labour and corporal punishment. The students also identified other sugar daddies who preferred to coerce them because they claim schoolgirls are free of infections.

Among adolescents also, boys who were in positions or higher levels of authority were found to use various coercion to influence girls for sex. Few adolescents with higher positions use

communication to request for sex from partners who are below them in rank. With the perceived elevation that comes with it, adolescent girls are often willing to concede to sexual request from boys who are ahead of them in rank and profile.

#### **2.2.4 Traditional and Socio-cultural Norms**

The choice of sex negotiation skills by adolescents is also influenced by the traditional and socio-cultural norms. In many cultures, issues like when to have sex, the use of condom and the number of sex partners are understood within a certain framework which determines how the people, including adolescents go about negotiations (Feldman, 1997; Varga, 1996). It is believed in some cultures that the earlier a girl has sex the better she is. In other places, girls choose to have unprotected sex because they want to be seen as being clean and “ripe” for womanhood.

Some research on socio-cultural matters affecting sexual behaviour suggests that a great image is attached to unprotected sex and negative undertones of condom use (Sobo, 1995). In spite of the knowledge of HIV risk, some intimate partners almost always prefer to have sex without condom for this social image. Further research by Worth’s (1989) also discovered that the use of condom was associated with the social stigma of infidelity. In such societies sex negotiation skills like communication, battering and coercion may be preferred to condom use.

#### **2.2.5 Personality Orientation and Self- esteem**

Being in a transition between childhood and adulthood, it is characteristic of adolescents to have a pressing need to prove themselves as being capable to handle issues as adults. This desire to present themselves as people of adult status exposes them to view risks in a way that ultimately affect their sexual decisions and actions. According to (Sobo, 1993; Sobo, 1995;

Sobo, 1994), the self-esteem of girls affects their involvement to remain in a particular relationship. Further, their ability to express their preferences for abstinence or safe sex is also affected. This ultimately affects their ability to be sexually assertive. Similarly, when the girls have low self-esteem, they find it difficult to negotiate for sex with condom use as their partners may interpret such actions as being insulting and disrespectful. As a sign of respect for their partners, and to maintain the “superior image” of their partners, some girls may accept to have sex without condom. This helps them to also keep their image as perceived by their partners (Sobo, 1993; Bajos, 1997).

#### **2.2.6 Relationship Type, Level and Security**

The type and duration of a relationship determines the way the partners go about their negotiation for sex. Girls in the Philippines reported that when they are in platonic relationships or mere friendships, being coerced were not an acceptable way to initiate sex. On the other hand, when the relationship develops to an intimate one over a period, they see coercion as a normal way to initiate sex.

In a qualitative research in the Philippines, some adolescent (both girls and boys) mentioned that being coerced by their partners for sex gave them the impression that their partners viewed them as being irresistible in the relationship and as such gave them a feeling of high value.

When coercion occurs in a romantic relationship, it is assumed to be normal, with the explanation that it happened because the couple had intimate moments. A man, at the height of arousal, can have difficulty controlling his urges and therefore convince a woman to give in to his sexual desires. On the other hand, if the relationship is still new and the woman is a “first timer,” then sexual coercion is said to have occurred.

Adolescents who see their romantic relationships as being very treasured have higher self-esteem and maintain good standards on romance and sexuality for extended periods (Barber, 2003). Such adolescents choose skills like communication and gift sharing to negotiate for sex and build their relationships to last longer.

## **CHAPTER THREE**

### **3.0 METHODOLOGY**

#### **3.1 STUDY METHODS AND DESIGN**

The study was a comparative cross-sectional survey using data from female adolescents within the ages 10-19 years. It was carried out from July to September 2014. The study used quantitative methods to compare the various negotiation skills used by female adolescents in-school with those out-of-school. In addition, the factors that affected the choice of a particular negotiation skill used by in-school adolescents and those used by out-of-school adolescents were considered.

#### **3.2 STUDY POPULATION**

The sample was drawn from female adolescents within the ages of 10-19 years in the Obuasi municipality. In this study, there were two adolescent groups; those in-school and those out-of-school. The in-schools were those who were currently in-school and the out-of-schools were those who had never been to school before, school dropouts and those who were learning a trade (provided they were not in formal school).

### 3.3 SAMPLE SELECTION CRITERIA

#### 3.3.1 Inclusion Criteria

To be eligible for inclusion in this study, an individual had to be:

1. Willing and able to give informed consent
2. A female adolescent between the ages of 10-19 years
3. A female adolescent whose parents have given consent
4. Resident in Obuasi for at least one year

#### 3.4 SAMPLE SIZE

Three-hundred and eighty three (383) respondents were selected randomly to participate in the research. The total population of the Municipality was 187,605 (Ghana Districts, 2014b). Total number of adolescents in the Municipality was estimated to be 46,901 making up 25% of the population. It was estimated further that 23,920 representing 51% of the total adolescent population were female. The proportion of female adolescent to the entire population is 13% (i.e.  $23,920 / 187,605 = 0.13$ ).

The sample size formula used to estimate the sample size is as follows:

$N = z^2 p(1-p) / d^2$ . Where: N = sample size z = statistical certainty chosen p = estimated proportion of female adolescents in the population which is 0.13 q = 1- p = 0.87 d = precision desired (tolerated margin of error) = 0.05

Using 95% confidence interval (Z = 1.96), power of 80%, and desired accuracy (d) of 5%, the sample size (N) was:

$$N = z^2 p(1-p) / d^2$$

$$N = (1.96)^2 (0.13)(0.87) / (0.05)^2$$

$$N = 173.79$$

From the forgoing, it was deduced that the minimum sample size used for this research was 173.79. To cover non-response and incomplete responses 10% of 173.79 which is 17.4 was added. Since a cluster sampling technique was used, the sample size was then multiplied by a design effect of 2 to arrive at 382.38.

Therefore, the estimated sample size was 383. This was used as the minimum sample size for the Municipality to represent the general population (Snedecor, 1989) and also ensured that data were collected and analysed effectively on community and adolescent schooling status (in-school and out- of -school).

### **3.5 SAMPLING TECHNIQUE**

The Obuasi municipality has five (5) sub-municipalities; simple random sampling was used to select three sub-municipalities.

A sampling frame was made with the list of all the basic and senior high schools in each sub-municipality, and two schools were randomly sampled from each sub-municipality. According to the 2008 GDHS report, out-of-school adolescents (those with no education and those who dropped out during or after primary school) in Ghana were about 29% and inschool adolescents were 71% in a ratio of 1:2. On this basis, it was assumed that, for Obuasi Municipality, the proportion of adolescents in-school was higher than the proportion of out-of-school with the same ratio of 1 out-of-school: 2 in-school. In each sub-municipality 128 respondents were randomly selected, and out of these respondents, 85 were in-school and 43 were out-of-school. The in-school respondents were randomly selected from the two schools in the sub- municipality and the out-of-school respondents were selected from a sampling frame of street children, head porters (*kayayoo*) and informal artisanal centers provided by

each sub-municipal authority using proportions based on population size for each submunicipality. The participants were volunteers who were randomly selected from schools, markets, informal artisanal centres and communities. Permission was sought from the authorities at various institutions for adolescents who met the selection criteria to participate. Parental consent was also sought before the adolescents participated. Nobody was obliged to participate in this research. Participants were not affected in anyway when they chose not to participate. Respondents who chose not to continue participating in the research at any time were allowed to do so at their free-will without any need for explanation. When a participant chose to withdraw, there were no consequences but the responses received from such a participant prior to withdrawal was maintained in the research if it had already been captured in the data analysis software.

### **3.6 DATA COLLECTION TECHNIQUES AND TOOLS**

A structured questionnaire was used to collect information from participants. The questionnaire contained both closed and open-ended questions.

Four research assistants were recruited and trained to administer the questionnaire used in this research. They went to the field daily to collect data from respondents. Each respondent was interviewed in the English language or Ashanti Twi. Before each interview, the objective of the research was communicated to respondent in as much detail as possible for them to understand and give their consent. Respondents were assured of their anonymity and the confidentiality of their responses and all other information gathered. The respondents' inclusion criterion was emphasized to avoid bias. At the end of the day, all questionnaires were checked for completeness and consistency.

### **3.7 DATA ANALYSIS**

The data was entered into a Microsoft Excel database, and STATA version 12 was used for analysis. Information was presented in frequency distribution tables, bar charts and histograms. Missing values were dealt with using a non-response rate of 10%.

### **3.8 PRE-TESTING**

The questionnaire was pre-tested with adolescents in New Nsuta Sub-municipality because it had educational, health, social and economic characteristics similar to that of other communities in the Obuasi Municipality. New Nsuta was not part of the communities where the actual data collection was undertaken for this research. Questions were not changed because their answers met the objectives.

### **3.9 STUDY VARIABLES**

Some variables were identified and classified as dependent and independent

#### **3.9.1 Dependent Variable**

Sex negotiation skills of the female adolescent

#### **3.9.2 Independent Variables**

- ✚ Age
- ✚ Relationship status
- ✚ Religion
- ✚ Occupation
- ✚ Number of sexual partners
- ✚ Age at first sex
- ✚ Ever used contraception
- ✚ Type of modern contraceptive ever used
- ✚ Condom used at last sex
- ✚ Natural desire for pleasure

- ✚ Gender roles
- ✚ Power and authority
- ✚ Traditional and socio-cultural norms
- ✚ Personality orientation and self-esteem
- ✚ Relationship type, level and security

**Table 3.1: Measurement of Independent Variables used in the Study**

Variable	Operational definition	Type of variable	Objective
Age	Age attained as at the time of interview.	Continuous	3
Relationship status	This is categorised as single-1, platonic relationship-2, Sexual relationship-3	Nominal	3
Religion	Type of worship: Christian-1, Muslim-2, Traditionalist-3, Others-4	Nominal	3
Occupation	Activity performed daily and expressed as student-1, artisan-2, trader-3, others-4	Nominal	3
Number of sexual partners	This variable indicated the number of sex partners a respondent had at the time of interview.	Discrete	3
Age at first sex	This variable described the age at which the respondent had sex for the first time.	Continuous	3
Ever used contraceptive	This variable indicated respondent having used any form of contraceptive during sex. It was expressed as Yes-1, No-2.	Binary	3
Type of modern contraceptive ever used	This described the kind of modern contraceptive a respondent has used before or was using at the time of interview. It was expressed as male condom-1, female condom-2, pill-3, Jadelle-4, Others-5	Nominal	3
Condom use at last sex	This variable indicated whether the respondent used condom at last sex. It was Yes-1, No-2	Binary	3
Natural desire for pleasure	Natural instinct of a person (if applicable: Yes1, No-2)	Binary	4
Gender roles	The role assigned to a person because he is a male or female. (if applicable: Yes-1, No-2)	Binary	4
Power and authority	The level of power and authority a person has in an organization. (if applicable: Yes-1, No-2)	Binary	4

Traditional and socio-cultural norms	The values and beliefs of a particular sect of people. (if applicable: Yes-1, No-2)	Binary	4
Personality orientation and self-esteem	The kind of person one is and how he sees himself (if applicable: Yes-1, No-2)	Binary	4
Relationship type, level and security	Whether the person was in a relationship and felt secured. (if applicable: Yes-1, No-2)	Binary	4

### 3.10 DATA HANDLING AND PROCESSING

The following measures were implemented to ensure data quality.

- A fieldwork manual was prepared for the research team. It contained guidelines on sampling procedures and what to do if respondents were not available or refused to co-operate, clear explanation of the purpose of the study and procedures that should be used to introduce each interview. The manual also had Instruction sheets on how to ask certain questions and how to record the answers.
- Research assistants were carefully selected using criteria that took into consideration how much they knew about the topic and prevailing local conditions. They were not supposed to be respondents of the study and not biased concerning the topic. For example, parents were not selected as interviewers because they were likely to be biased.
- The research assistants were carefully trained on interview techniques to ensure that they conducted the interviews skilfully. They were also trained on the research questions and various approaches they could use to get answers to the research questions.
- Research assistants were supervised to ensure effectiveness and efficiency.

- Also, research assistants were trained to always cross check whether the questionnaire was filled completely before finishing each interview

### **3.11 ETHICAL CONSIDERATIONS**

The Committee on Human Research, Publications and Ethics of the Kwame Nkrumah University of Science and Technology/Komfo Anokye Teaching Hospital approved the study. The Municipal Director of Education, Heads of the various schools and leaders of the various communities provided administrative clearance for the study. The sub-municipal authorities and leaders of the various groups of out-of-school adolescents who were learning a trade approved the study. Data were collected only from participants who consented to be studied.

### **3.12 LIMITATIONS OF STUDY**

This research was undertaken amidst a few challenges that limited the extent to which some activities were undertaken. The sampling frame of out-of-school adolescents provided by the local authorities may not have been complete and hence some out-of-school adolescents may have been excluded from taking part in the study. In addition, the opinions and views of respondents may not necessarily represent that of the whole population.

The study did not look into the level of education of out-of-school to determine whether their educational levels had anything to do with their choice and effectiveness of sex negotiation skills. In addition, adolescents who had not had sex before were excluded from the research because their opinions were hypothetical.

### **3.13 ASSUMPTIONS**

Some key assumptions were made to ensure that research objectives were reached. It was assumed that:

- Opinions expressed by respondents reasonably represent that of the general population and the results of this research were applicable to the general population.
- Respondents clearly understood the questions, were truthful to themselves and gave best answers to the questions.
- Research assistants did a thorough work devoid of errors in administering questionnaire, recording responses and entering data.

## **CHAPTER FOUR**

### **4.0 RESULTS**

This chapter presents the analysis of responses obtained from three hundred and eighty-three (383) female adolescents within the ages of 10-19 in the Obuasi municipality. The analysis consists of results generated from STATA software (version 12) that are presented in tables and graphs as per the objectives of the study. It also presents some bivariate and multivariate analyses to establish the relationship between the main study variables using chi-square, Fisher's exact test and odds ratios.

### **4.1 BACKGROUND INFORMATION OF RESPONDENTS**

Less than half (42.8%) of the study sample was between the ages of 15 – 17 years, while 15.7% were between 12 – 14 years. The average age of the adolescents was 17 years with a standard deviation of  $\pm 1.46$ . While half of the in-school adolescents were between the ages 15 – 17 years, the out-of-school adolescents had the majority (67.4%) falling within the ages 18 – 19 years. The relationship status of the respondents indicated that the majority (75.1%) of them were in a sexual relationship. A disproportionately large number (70.28%) of the adolescents were Christians with the remaining split across Muslims and Traditionalists.

When in-school adolescents were compared with their out-of-school colleagues, the two groups differed significantly in terms of age, relationship status and religion.

**Table 4.1: Distribution of background information by school status**

<i>Variable</i>	<i>In-School N (%)</i>	<i>Out of School (%)</i>	<i>Total N (%)</i>	<i>p-value</i>
<b>Age</b>				<0.001
12 – 14	55 (21.7)	5 (3.9)	60 (15.7)	
15 – 17	127 (50.0)	37 (28.7)	164 (42.8)	
18 – 19	72 (28.3)	87 (67.4)	159 (41.5)	
<b>Total</b>	254(100)	129(100)	383(100)	
<i>Mean(SD); Min/Max</i>	<b>16 (1.84)</b>	<b>17 (1.46)</b>	<b>16.68 (1.87); 12/19</b>	
<b>Relationship status</b>				<0.001
Single	47 (18.9)	9 (7.0)	56 (14.9)	
Platonic relationship	23 (9.2)	15 (11.7)	38 (10.1)	
In a sexual relationship	179 (71.9)	104 (81.3)	283 (75.1)	
<b>Total</b>	249(100)	128(100)	377(100)	
<b>Religion</b>				>0.05
Christian	190 (74.8)	79 (61.7)	269 (70.4)	
Muslim	62 (24.4)	47 (36.7)	109 (28.5)	
Traditionalist	1 (0.4)	1 (0.8)	2 (0.5)	
Other	1 (0.4)	1 (0.8)	2 (0.5)	
<b>Total</b>	254(100)	128(100)	382(100)	

*Source: Field Survey, 2014*

## 4.2 SEXUAL HISTORY OF IN-SCHOOL ADOLESCENTS

The majority (98.2%) of in-schools disclosed they had one sexual partner while only 1.8% had two sexual partners. Among the in-school adolescents, the majority (91.2%) were between 12 – 17 years when they first had sex while only 8.8% were between 18 – 19 years with an average age of 15 years. Nearly half (50.6%) of the in-school adolescents disclosed they had

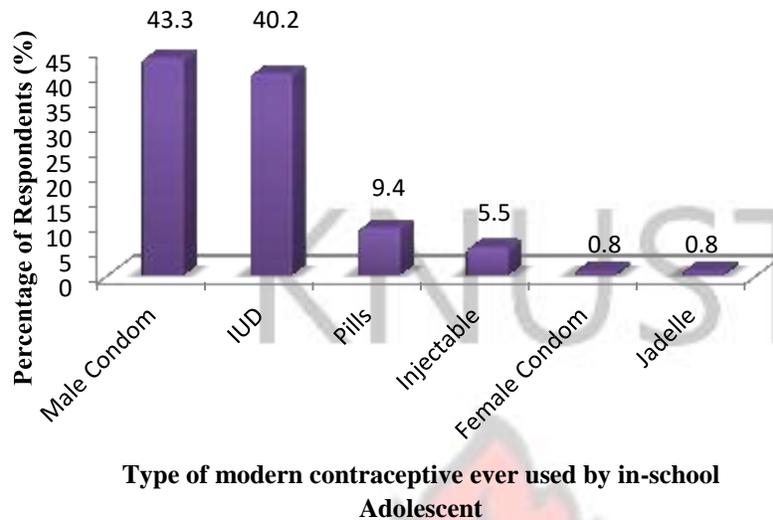
ever used a contraceptive while 49.4% said otherwise. At the last sex, a little above half (51.9%) did not use a condom. (Table 4.2)

**Table 4.2: Sexual History of in-school adolescents**

<u>Variable</u>	<u>Frequency</u>	<u>Percentage (%)</u>
<b>Number of sexual partners</b>		
One	221	98.2
Two	225	1.8
<b>Total</b>		100
<b>Age at first sex</b>		
12 – 14	109	43.4
15 – 17	120	47.8
18 – 19	251	8.8
<b>Total</b>	<b>14.9 (1.69); 12/19</b>	100
<b>Mean(SD); Min/Max</b>		
<b>Ever used a contraceptive before</b>		
Yes	123	49.4
No	126	50.6
<b>Total</b>	249	100
<b>Used condom on the previous sex</b>		
Yes	115	48.1
No	124	51.9
<b>Total</b>	239	100
<b>Type of condom used in the previous sex</b>		
Male condom	110	97.3
Female condom	113	2.7
<b>Total</b>		100

*Source: Field Survey, 2014*

The types of modern contraceptives that were used by most of the in-school adolescents were: male condom (43.3%), followed by IUD (40.2%), pills (9.4%), injectables (5.5%) as well as female condoms and Jadelle as shown in Figure 4.1.

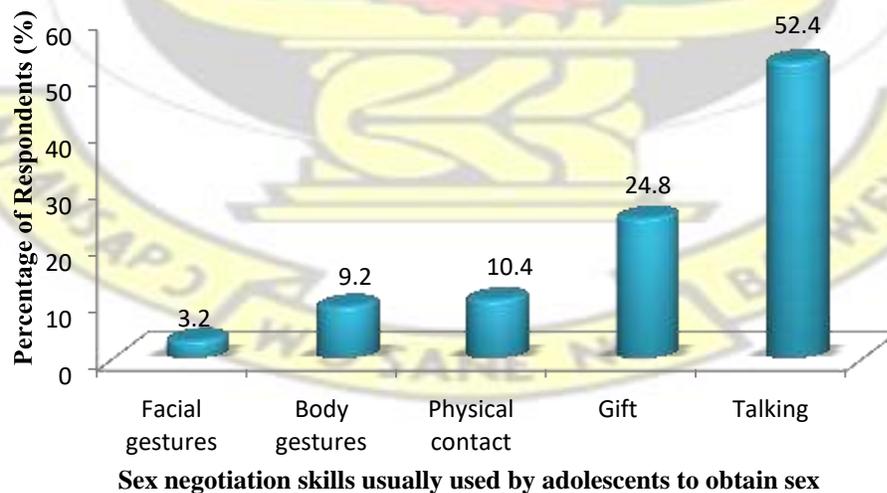


Source: Field Survey, 2014

Figure 4.1: Type of modern contraceptive ever used by in-school adolescent

#### 4.3 SEX NEGOTIATION SKILLS USED BY IN-SCHOOL ADOLESCENTS

The study tool explored the sex negotiation skills used by in-school adolescents. The trend showed that the most common sex negotiation skill ever used by a little above half (52.40%) of the adolescents was talking (communication) followed by giving of gifts (barter) while facial gestures (communication) was the least cited as shown in Figure 4.2.

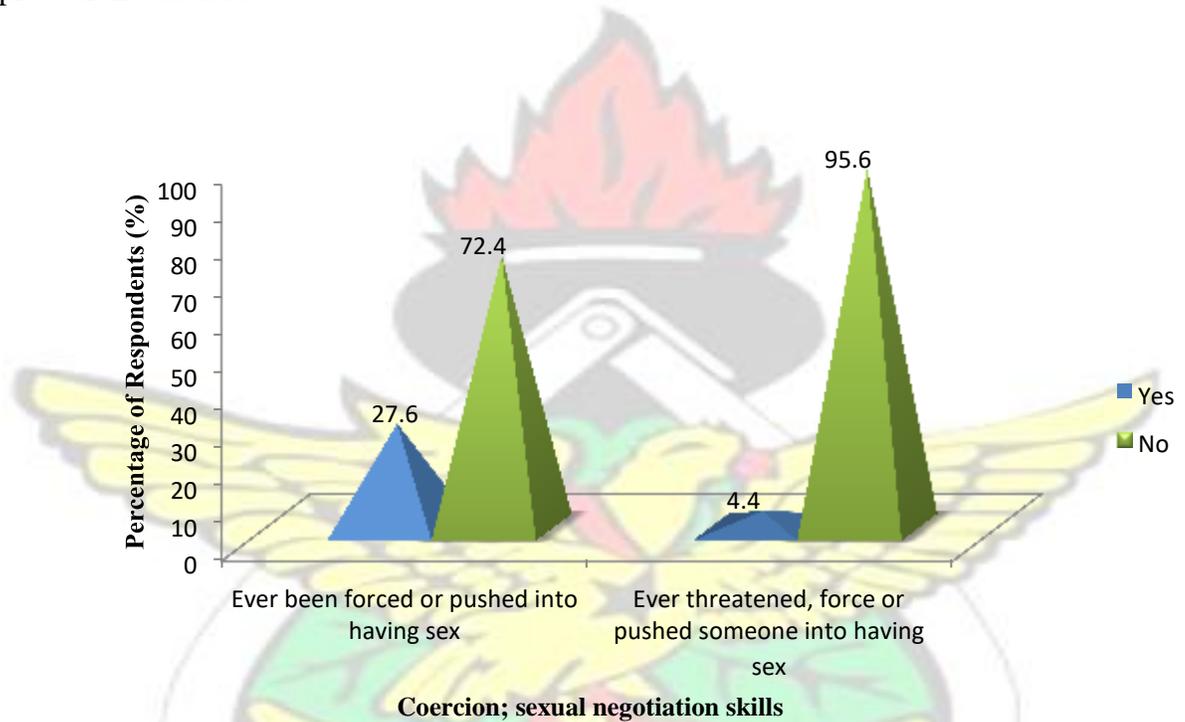


Source: Field Survey, 2014

Figure 4.2: Sex negotiation skills usually used by in-school adolescents

About a third (27.6%) reported ever been forced or pushed into a sexual relationship.

Conversely, only 4.4% had ever threatened, forced or pushed someone into having sex (Figure 4.3). Among those who had ever been pushed into having sex, the majority (81.7%) indicated no protection was used.



Source: Field Survey, 2014

Figure 4.3: Sex negotiation skill (coercion) among in-school adolescents

The study further collected information from the in-school adolescents about their opinions regarding what they would consider as successful sex negotiation skills. The study compared negotiation skills judged as successful with those judged as not successful by in-school adolescents: the two groups differed significantly in terms of gift giving, expressing yourself

clearly (assertiveness), using an intermediary and barter (giving money in exchange for sex)(Table 4.3).

**Table 4.3: Opinion about successful sex negotiation skills among in-school adolescents**

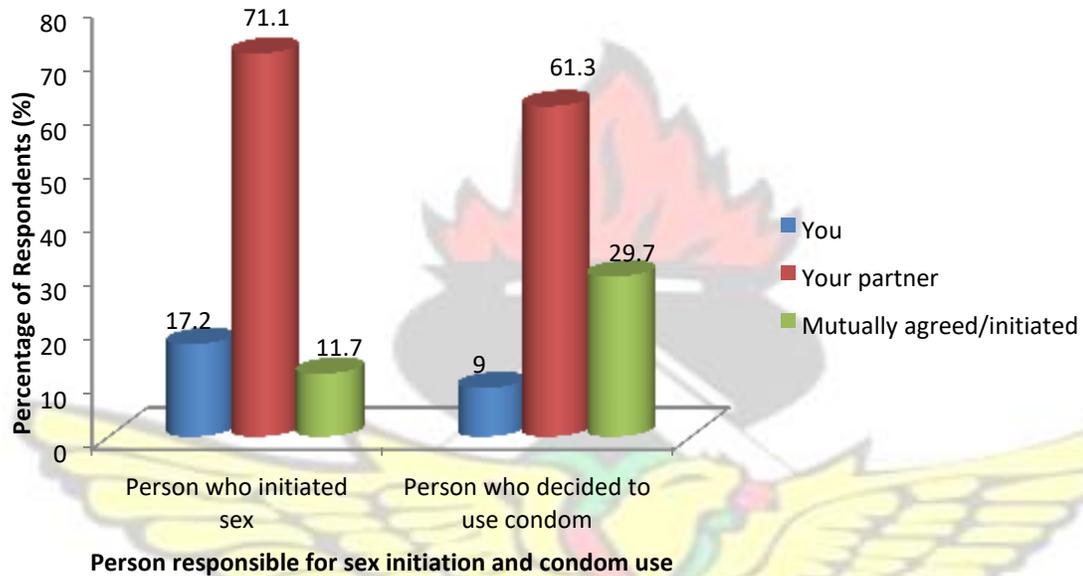
<i>Type of sex negotiation skills</i>	<i>Sample n</i>	<i>Successful n (%)</i>	<i>Not successful n (%)</i>	<i>Chisquarep-value</i>	
<b>Talking(communication)</b>	254	169 (66.5)	85(33.46)	1.47	0.22
<b>Gift giving</b>	255	166 (65.10)	89 (34.90)	9.81	0.002
<b>Physical contact (communication)</b>	254	142 (55.9)	112 (44.09)	1.90	0.16
<b>Body gestures(communication)</b>	253	163 (64.4)	90 (35.5)	0.01	0.90
<b>Facial gestures(communication)</b>	255	113 (44.3)	142 (55.6)	0.06	0.80
<b>Expressing yourself clearly (assertiveness)</b>	250	169 (67.6)	81 (32.4)	5.30	0.02
<b>Using an intermediary (Dealer/Mediator)</b>	255	169 (66.27)	86 (33.73)	66.39	0.00
<b>Bartering (Given money in exchange for sex)</b>	128	56 (43.7)	72 (56.3)	15.62	0.00
<b>Forcing somebody or being forced for sex (coercion)</b>	254	81 (31.8)	173 (68.11)	1.10	0.29

*Source: Field Survey, 2014*

#### **4.4 RECENT SEXUAL ENCOUNTER AND NEGOTIATION SKILLS AMONG IN-SCHOOL ADOLESCENTS**

When asked about the most recent sexual encounter and negotiation skills used, the majority (71.1%) indicated that their partner initiated the sex (Figure 4.4). Among respondents who did not initiate their recent sex encounter by themselves, the majority (66.5%) were not interested in having sex while 33.5% revealed they wanted to have it. Most (51.5%) of the in-school adolescents further disclosed that they were not able to express themselves clearly about sex while 48.5% said they were able to do so.

The majority (72.2%) of respondents disclosed that they were not forced or pushed in the act while only (27.8%) felt they experienced such coercion. In addition, while most (79.9%) respondents feel they were not given money in exchange of sex, (20.1%) agreed to that. (Table 4.4)



Source: Field Survey, 2014

Figure 4.4 Person responsible for initiating sex and condom use in recent sex encounter among in-school adolescent

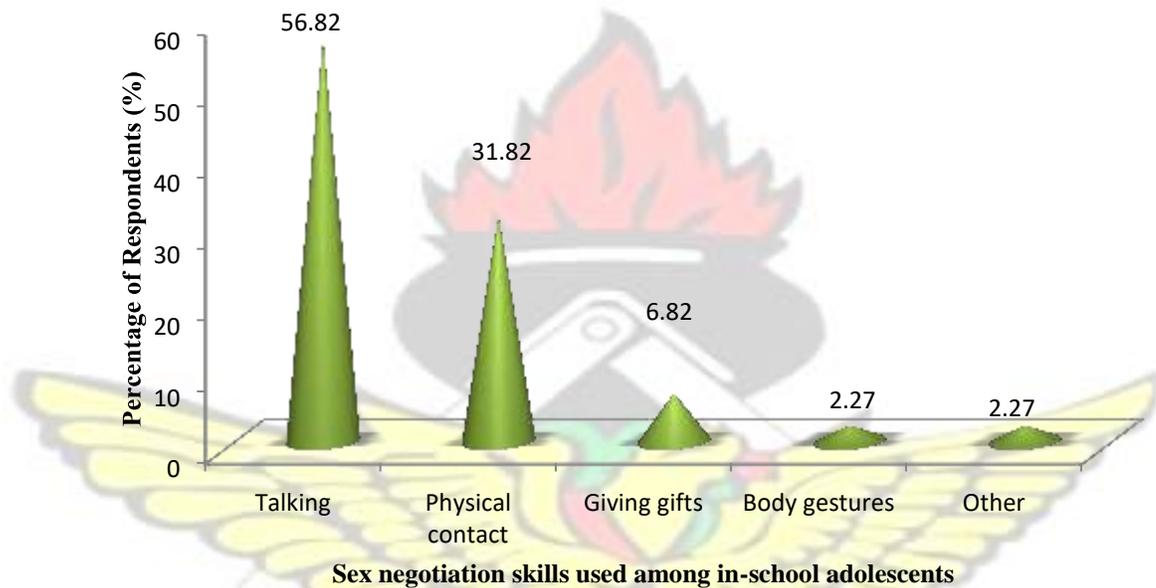
Table 4.4: Recent Sexual encounter and negotiation skills among in-school adolescents

Variable	Sample	Yes	No
		N (%)	N (%)
Interest in having sex among adolescents who did not initiated their recent sex encounter	176	59 (33.5)	117 (66.5)
Ability to express oneself (intentions) clearly about sex	196	95 (48.5)	101 (51.5)
If you did not initiate the sex, do you feel forced or pushed in the act	194	54 (27.8)	140 (72.2)

Given money or a gift in exchange for sex	239	48 (20.1)	191 (79.9)
<u>Use of condom</u>	<u>238</u>	<u>102 (42.9)</u>	<u>136 (57.1)</u>

*Source: Field Survey, 2014*

As shown in figure 4.5, the method mostly used to initiate sex among in-school adolescents are talking (56.82%), physical contact (31.82%), and gift giving (6.82%).



*Source: Field Survey, 2014*

**Figure 4.5: Method used to initiate sex among in-school adolescent**

#### 4.5 SEXUAL HISTORY OF OUT-OF-SCHOOL ADOLESCENTS

The study also looked at the sex negotiation skills used by out-of-school adolescents in the Obuasi municipality. As shown in Table 4.5, 94.3% of the out-of-school adolescents had one sexual partner while only 5.7% had two sexual partners. On the age at first sex, 69.0% had sex when they were between the ages of 15 – 17years, with an average age of 16 years. Most (75.0%) of the out-of-school adolescents reported contraceptive ever use. The type of contraceptive mentioned among those who used them were mostly IUD (55.1%), Male

condom (20.4%), and injectable (12.2%). Most (58.9%) not using a condom at last sex. Among respondents who had used the condom, almost all responses indicated that they used male condom.

**Table 4.5: Sexual History of out-of-school adolescents**

<i>Variable</i>	<i>Frequency</i>	<i>Percentage (%)</i>
<b>Number of sexual partners (n=123)</b>		
One	116	94.3
Two	7	5.7
<b>Total</b>	123	100
<b>Age at first sex (n=126)</b>		
12 – 14	26	20.6
15 – 17	87	69.0
18 – 19	13	10.4
<b>Total</b>	126	100
<i>Mean(SD); Min/Max</i>	<i>15.5 (±1.65); 10/19</i>	
<b>Ever used a contraceptive before</b>		
Yes	96	75.0
No	32	25.0
<b>Total</b>	128	100
<b>Type of contraceptive used</b>		
Male Condom	20	20.4
Female Condom	-	-
Pill	8	8.2
Jadelle	4	4.1
Injectable	12	12.2
IUD	54	55.1
<b>Total</b>	98	100
<b>Used condom on the previous sex</b>		
Yes	51	41.1
No	73	58.9
<b>Total</b>	124	100
<b>Type of condom used in the previous sex</b>		
Male condom	50	100
Female condom	-	-
<b>Total</b>	50	100

*Source: Field Survey,  
2014*

#### 4.6 SEX NEGOTIATION SKILLS USED BY OUT-OF-SCHOOL ADOLESCENTS

The study delved further into the sex negotiation skills used by out-of-school adolescents. As shown in Table 4.6 the majority (79.5%) of the respondents disclosed they have not been forced into having sex while 20.5% confirmed ever experience that. Similarly, 96.1% revealed that they have never threatened, forced or pushed someone into sex while only 5 respondents representing 3.9% admitted ever to have done that. Among respondents who had been forced into having sex, the majority (91.4%) did not use any protection while three respondents representing 8.6% were protected. The respondents disclosed the negotiation skills usually use by out-of-school adolescents which included: talking (communication) 60%, gifts 22.40%, physical contact (communication) 13.60% as well as body gestures(communication) 4%.

**Table 4.6 Sex negotiation skills use by out-of-school adolescents**

<i>Variable</i>	<i>Frequency</i>	<i>Percentage (%)</i>
<b>Type of sex negotiation skills usually used by out-of-school</b>		
Talking(communication)	75	60.0
Given gifts	28	22.4
Physical Contact(communication)	17	13.6
Body Gesture(communication)	5	4.0
<b>Total</b>	<b>125</b>	<b>100</b>
<b>Ever been forced or pushed into having sex(coerce)</b>		
<b>n=(127)</b>	26	20.5
Yes	101	79.5
No	127	100
<b>Total</b>		
<b>Any form of protection if force or pushed into having sex</b>		
Yes	3	8.6
No	32	91.4
<b>Total</b>	<b>35</b>	<b>100</b>

**Ever threatened, force or pushed someone into sex (n=127)**

Yes		
No	5	3.9
<b>Total</b>	122	96.1
	127	100

*Source: Field Survey,*

The research collected information from the out-of-school respondents about their opinions regarding what they would consider as successful sex negotiation skills. The study compared negotiation skills judged as successful with those judged as not successful by out-of-school adolescents: the two groups differed significantly in terms of gift giving, expressing yourself clearly (assertiveness), using an intermediary and barter (giving money in exchange for sex)(Table 4.7).

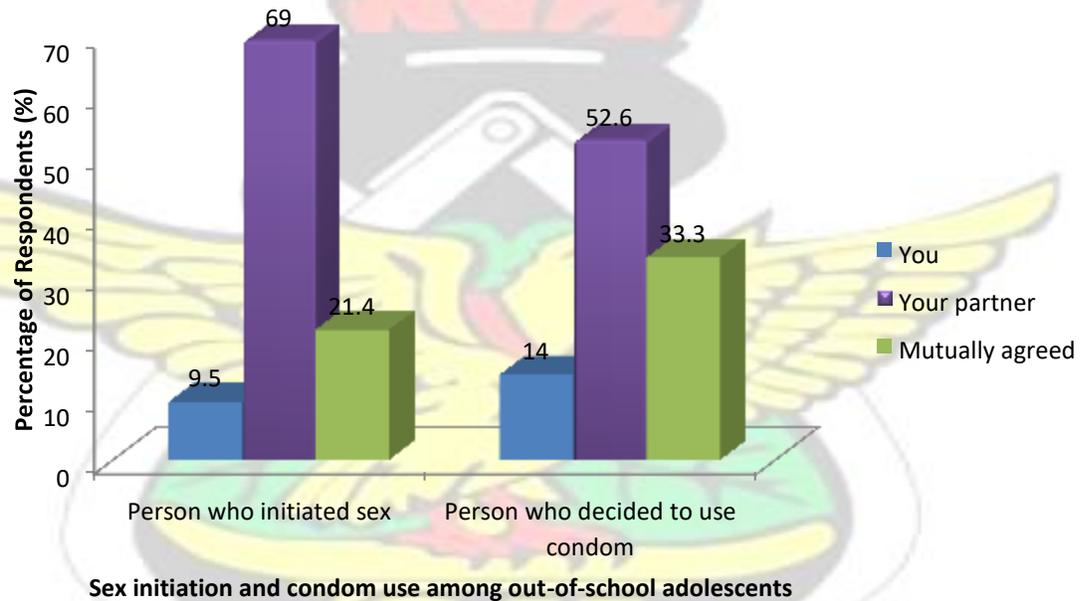
**Table 4.7 Opinion about successful sex negotiation skills among out-of-school adolescents**

<i>Variable</i>	<i>Sample N</i>	<i>Successful N (%)</i>	<i>Not-Successful N (%)</i>	<i>Chisquare-p-value</i>	
<b>Talking(communication)</b>	128	93 (72.6)	35 (27.34)	1.47	0.22
<b>Given Gift</b>	128	62 (48.44)	66 (51.56)	9.81	0.002
<b>Physical contact(communication)</b>	128	81 (63.2)	47 (36.7)	1.90	0.16
<b>Body Gestures(communication)</b>	127	81 (63.7)	46 (36.2)	0.01	0.90
<b>Facial Gestures(communication)</b>	128	55 (42.9)	73 (57.0)	0.06	0.80
<b>Expressing oneself clearly (assertive)</b>	128	101 (78.9)	27 (21.0)	5.30	0.02
<b>Using an intermediary (dealer, mediator)</b>	127	28 (22.1)	99 (77.9)	66.39	0.00
<b>Bartering (giving money in exchange for sex)</b>	128	56 (43.7)	72 (56.3)	15.62	0.00
<b>Forcing somebody or being forced for sex(coercion)</b>	126	47 (37.3)	79 (62.7)	1.10	0.29

*Source: Field Survey, 2014*

#### 4.7 RECENT SEXUAL ENCOUNTER AND NEGOTIATION SKILLS AMONG OUT-OF-SCHOOL ADOLESCENTS

During the recent sex encounter among out-of-school adolescents, 69% of respondents disclosed that their partner initiated their sex encounter, 21.4% mutually initiated and 9.5% initiated their sex encounter by themselves. Similarly, among respondents who confirmed the use of condom, the majority (52.6%) indicated their partner was the person who decided to use it, 33.3% confirmed it was mutually agreed and 14% decided to use it by themselves as shown in Figure 4.6.



*Source: Field Survey, 2014*

**Figure 4.6: Person responsible for initiating sex and condom use in recent sex encounter among out-of-school adolescents**

When respondents were asked about the most recent sexual encounter and negotiation skills used, the majority (69%) indicated that their partner initiated the sex (Figure 4.6). Among

respondents who did not initiate their recent sex encounter by themselves, the majority (61.3%) were not interested in having sex while 38.7% revealed they wanted to have it. Most (67.9%) of the out-of-school adolescents further disclosed that they were not able to express themselves clearly about sex while 32.1% said they were able to do so.

The majority (88.0%) of respondents disclosed that they were not forced or pushed in the act while only 12.0% feel they experienced such coercion. Also, while most (85.6%) respondents feel they were not given money in exchange of sex, 14.4% agreed to that.

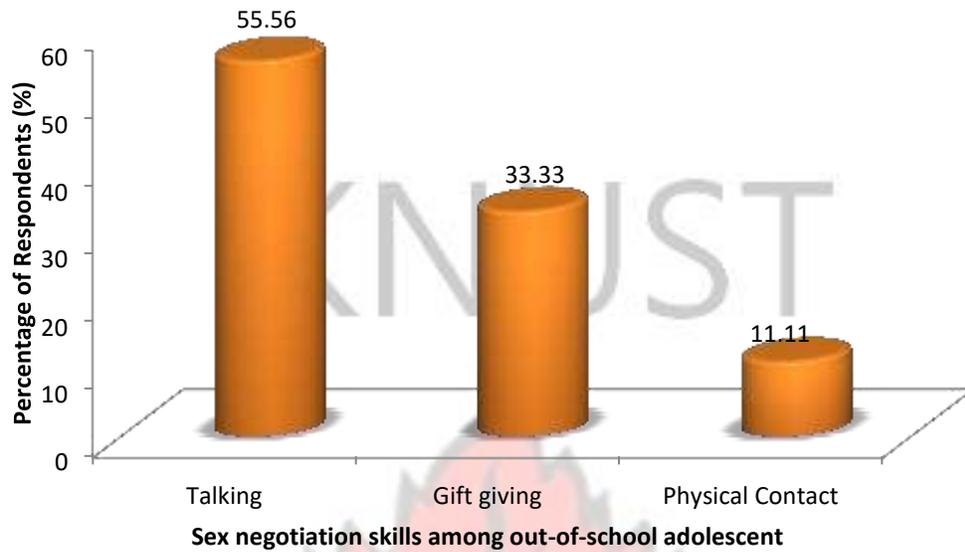
(Table 4.8)

**Table 4.8 Recent Sexual encounter and negotiation skills among out-of-school adolescents**

<i>Variable</i>	<i>Sample N</i>	<i>Yes N (%)</i>	<i>No N (%)</i>
Interest in having sex among adolescent who did not initiated their recent sex encounter	93	36 (38.7)	57 (61.3)
Ability to express oneself (intentions) clearly about sex	109	35 (32.1)	74 (67.9)
If you did not initiate the sex, do you feel forced or pushed in the act	92	11 (12.0)	81 (88.0)
Given money or a gift in exchange for sex	125	18 (14.4)	107(85.6)
<u>Use of condom</u>	<u>125</u>	<u>57 (45.6)</u>	<u>68 (54.4)</u>

*Source: Field Survey, 2014*

As shown in figure 4.7, the method mostly used to initiate sex among out of school adolescents are talking (55.56%), gift giving (33.33%) and physical contact (11.11%).



*Source: Field Survey, 2014*

**Figure 4.7: Method used to initiate sex among out-of-school adolescents**

#### **4.8 COMPARISON OF IN-SCHOOL AND OUT-OF-SCHOOL ADOLESCENTS IN TERMS OF SEX NEGOTIATION SKILLS**

Table 4.9 presents the results of the comparison of sex negotiation skills used among inschool and out-of school adolescents in the Obuasi municipality. The analysis revealed that the two groups differed significantly only in terms of the person who initiated the last sexual encounter. They did not differ significantly on coercion, giving of money in exchange for sex, and all the other factors studied.

**Table 4.9: Comparison of sex negotiation skills among in-school and out-of-school adolescents**

<i>Variable</i>	<i>In-School N (%)</i>	<i>Out of School (%)</i>	<i>Chi-square</i>	<i>Fisher's exact</i>	<i>pvalue</i>
<b>The person responsible for initiation sex</b>			8.52	0.47	0.014
You	41 (17.15)	12 (9.52)			
Your partner	170(71.13)	87 (69.05)			
Mutually initiated	28 (11.72)	27 (21.43)			
<b>Total</b>	239(100)	126(100)			
<b>Forced or pushed into having sex</b>			2.23	0.002	0.13
Yes	54 (27.84)	11 (11.96)			
No	140(72.16)	81 (88.04)			
<b>Total</b>	194(100)	99(100)			
<b>Giving money in exchange for sex</b>			1.76	0.200	0.18
Yes	48 (20.08)	18 (14.40)			
No	191(79.92)	107(85.60)			
<b>Total</b>	239(100)	125(100)			
<b>Sex negotiation skills used</b>			7.15	0.26	0.30
Talking(communication)	131(52.40)	75 (60.00)			
Given gift	62 (24.80)	28 (22.40)			
Physical Contact(communication)	26 (10.40)	17 (13.60)			
Body Gesture(communication)	23 (9.20)	5 (4.00)			
Facial gestures (communication)	8 (3.20)	-			
<b>Total</b>	250(100)	125(100)			
<b>Sex negotiation skills used in recent sex</b>			5.78	0.31	0.32
Talking(communication)	25 (56.82)	5 (55.56)			
Physical contact(communication)	14 (31.82)	1 (11.11)			
Given gift	3 (6.82)	3 (33.33)			
Body gestures(communication)	1 (2.27)	-			
Others	1 (2.27)	-			
<b>Total</b>	41(100)	9(100)			

*Source: Field Survey, 2014*

#### **4.9 FACTORS THAT DETERMINE THE CHOICE AND EFFECTIVENESS OF SEX NEGOTIATION SKILLS AMONG ADOLESCENTS**

This section of the study presents views of adolescent on factors that influence their choice of certain negotiation skills. On natural desire for pleasure, the majority (81.2%) of adolescent disclosed they use verbal communication, 15.3% used non-verbal communication, 1.5% respectively used coercion and assertive. Similarly, on gender roles, the majority of respondents (62.0%) were influenced by verbal communication, 22.9% employed non-verbal communication, 7.8% used Coercion, 4.2% used assertive and the remaining used Condom and Barter. The trend followed that on power and authority, most respondents employed verbal communication (61.3%), 16.9% used non-verbal communication and 16.1 disclosed Coercion. The remaining respondents employed Barter, Condom use and assertiveness as negotiation skills.

The finding further suggest that in the traditional and socio-cultural norms, the majority of respondents (34.5%) used verbal communication, followed by assertiveness (31.9%), nonverbal communication (20.4%), Dealing (5.3%), Condom use (4.4%) and remaining 3.5%r representing the least used Coercion. On the personality orientation and self-esteem, the results suggested that most respondents were influenced by the choice of verbal communication (43.5%) followed by non-verbal communication (30.4%), Coercion (10.9%), with 6.5% respondents each indicating Barter and Assertiveness respectively. The trend again followed that on the relationship type, the majority employed verbal communication (56.1%), 25.5% used non-verbal communication and the remaining split among Coercion, Barter, Condom use and Assertive.

Factors influencing the choice of negotiation skills again revealed that considering economic

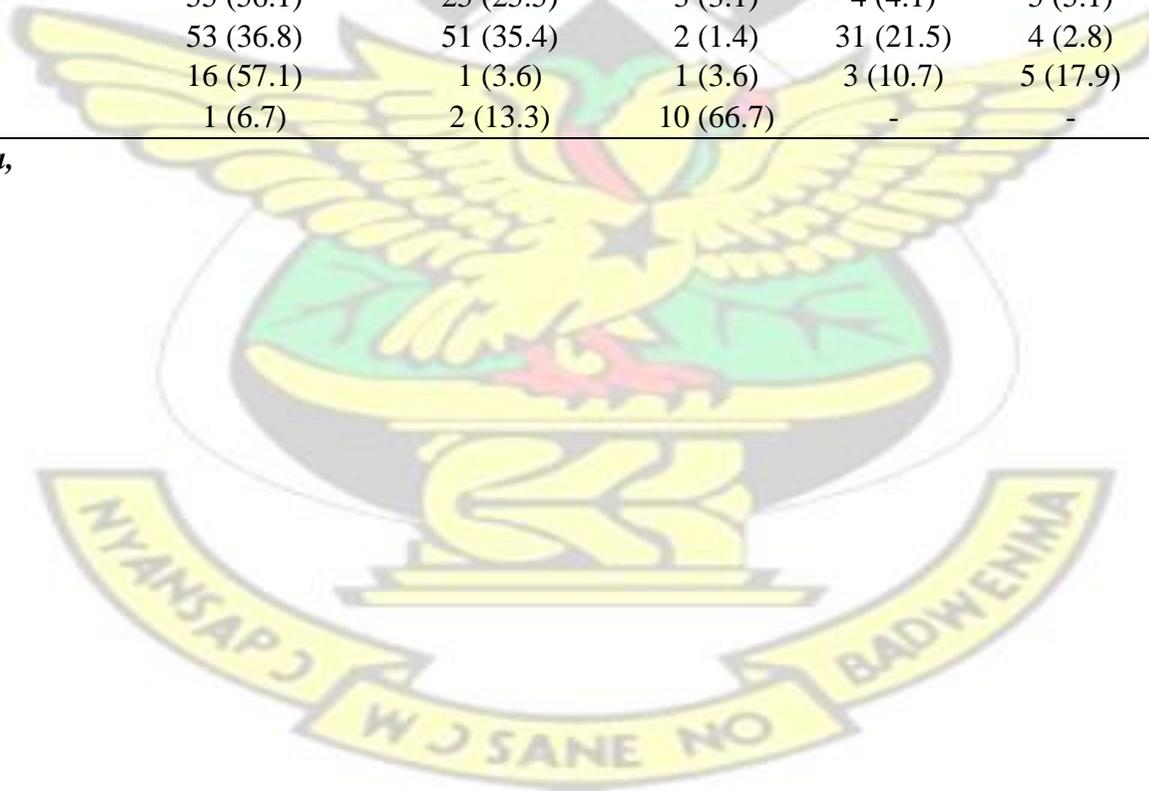
need, most adolescents employed verbal communication (36.8%), non-verbal communication (35.4%) and Barter (21.5%) as negotiation skills. Also, when considering the level of education, the majority of adolescent used verbal communication (57.1%), Condom use (17.9%) and Barter (10.7%). Finally, when adolescent uses alcohol and drugs, the type of negotiation skills chosen are mostly Coercion (66.7%) and Non-verbal communication (13.5%) and Assertiveness (13.3%).



**Table 4.10 Factors that influence the choice of sex negotiation skills among adolescent**

<i>Factors</i>	<i>Verbal communication N (%)</i>	<i>Non-verbal Communication N (%)</i>	<i>Coercion N (%)</i>	<i>Barter N (%)</i>	<i>Condom use N (%)</i>	<i>Dealing N (%)</i>	<i>Assertiveness N (%)</i>
<b>Natural desire for pleasure</b>	164 (81.2)	31 (15.3)	3 (1.5)	1 (0.5)	-	-	3 (1.5)
<b>Gender roles</b>	103 (62.0)	38 (22.9)	13 (7.8)	2 (1.2)	3 (1.8)	-	7 (4.2)
<b>Power and authority</b>	76 (61.3)	21 (16.9)	20 (16.1)	2 (1.6)	1 (0.8)	-	4 (3.2)
<b>Traditional and socio-cultural norms</b>	39 (34.5)	23 (20.4)	4 (3.5)	-	5 (4.4)	6 (5.3)	36 (31.9)
<b>Personality orientation and self esteem</b>	20 (43.5)	14 (30.4)	5 (10.9)	3 (6.5)	1 (2.2)	-	3 (6.5)
<b>Relationship type</b>	55 (56.1)	25 (25.5)	3 (3.1)	4 (4.1)	5 (5.1)	-	6 (6.1)
<b>Economic need</b>	53 (36.8)	51 (35.4)	2 (1.4)	31 (21.5)	4 (2.8)	-	3 (2.1)
<b>Level of education</b>	16 (57.1)	1 (3.6)	1 (3.6)	3 (10.7)	5 (17.9)	2 (7.1)	-
<b>Alcohol, drugs etc</b>	1 (6.7)	2 (13.3)	10 (66.7)	-	-	-	2 (13.3)

*Source: Field Data,*



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## **Logistic Regression Analysis for Factors Influencing the Success of a Sex Negotiation Skill**

In Table 4.11 and 4.12, the logistics regression analysis of factors influencing the success of a sex negotiation skill (talking, physical contact, gift giving and body gestures) used by adolescents in the Obuasi Municipality is presented. The analysis revealed that respondents who desired to have sex in their recent sex encounter were 8.61 times (95% CI; 4.07, 18.20) and 1.80 times (95% CI; 1.06, 3.06) more likely to be successful in using talking and gift giving as a sex negotiation skills compared with those who were not eager to have sex in their recent sex encounter. A sex initiation which was done by respondents' partner was more likely to be successful when talking (OR=4.32, 95% CI; 1.77, 10.49) is used as a negotiation skills compared with when it is initiated by respondents themselves. However, sex initiation by the partner was less likely to be successful when body gestures (OR=0.54, 95% CI; 0.42, 0.70) are used as a negotiation skill compared with initiation by respondents themselves. Respondents who had two sexual partners were less likely to be successful with physical contact and body gestures as a sex negotiation skills compared with those with one sexual partner. There was an increase of the odds of being successful using talking (OR=5.55, 95% CI; 3.15, 9.86) as a sex negotiation skill with those who have used contraceptive compared with those who have not used it before. However, adolescent who used contraceptive were less likely to be successful in their negotiation skill when gift and body gestures are used as negotiation skills.

The results further revealed that respondents who were able to express themselves about sex clearly were 5.57 times (95% CI; 3.15, 9.86) and 1.82 times (95% CI; 1.14, 2.91) more likely to succeed in using talking and gift giving as a negotiation skill compared with those who were not able to express themselves.

**Table 4.11: Logistic regression analysis for factors influencing the success of a sex negotiation skill (Talking and Physical contact)**

	Talking			Physical Contact		
	OR	95% CI	pvalue	OR	95% CI	pvalue
<b>Natural desire for pleasure</b>						
<i>Desired to have sex in recent sexual encounter</i>						
No	1.00			1.00		
Yes	<b>8.61</b>	<b>4.07, 18.20</b>	<b>0.01</b>	0.83	0.50, 1.38	0.45
<b>Gender role</b>						
<i>Sex initiation</i>						
You	1.00			1.00		
Your partner	<b>4.32</b>	<b>1.77, 10.49</b>	<b>0.001</b>	1.05	0.57, 1.93	0.85
Mutually initiated	1.53	0.50, 4.65	0.45	1.09	0.50, 2.36	0.81
<b>Traditional and sociocultural norms</b>						
<i>Number of sexual partners</i>						
One				1.00		
Two	1.00	0.09, 1.41	0.14	<b>0.22</b>	<b>0.04, 1.02</b>	<b>0.05</b>
<i>Age at first sex</i>						
12 – 14	1.00			1.00		
15 – 17	<b>0.38</b>	<b>0.24, 0.61</b>	<b>0.00</b>	<b>0.64</b>	<b>0.48, 0.84</b>	<b>0.00</b>
18 – 19	<b>0.25</b>	<b>0.09, 0.64</b>	<b>0.00</b>	0.75	0.38, 1.46	0.40
<i>Ever used a contraceptive</i>						
No	1.00			1.00		
Yes	<b>5.55</b>	<b>3.45, 8.93</b>	<b>0.00</b>	1.16	0.77, 1.76	0.46
<b>Personality orientation and self-esteem</b>						
<i>Expression about sex clearly</i>						
No				1.00		
Yes	1.00	<b>3.15, 9.86</b>	<b>0.00</b>	<b>0.64</b>	<b>0.40, 1.01</b>	<b>0.05</b>
<i>Decision to use condom</i>						
You	1.00			1.00		
Your partner	0.65	0.27, 1.55	0.34	0.98	0.43, 2.20	0.96
Mutually agree	0.48	0.18, 1.31	0.15	0.53	0.21, 1.34	0.18
<b>Relationship type, level and Security</b>						
<i>Relationship status</i>						
Single	1.0			1.00		
In a platonic relationship	0.35	0.17, 0.73	<b>0.00</b>	0.65	0.34, 1.24	0.19
In a sexual relationship	0.44	0.34, 0.57	<b>0.00</b>	<b>0.66</b>	<b>0.51, 0.83</b>	<b>0.00</b>

**OR-Odds Ratio, CI-Confidence Interval, Outcome variable= Success of a negotiation skills (Talking and Physical contact)**

**Table 4.12: Logistic regression analysis for factors influencing the success of sex negotiation skills (Given gift and Body Gestures)**

	Given gift			Body Gestures		
	OR	95% CI	pvalue	OR	95% CI	pvalue
<b>Natural desire for pleasure</b>						
<i>Desired to have sex in recent sexual encounter</i>						
No	1.00	<b>1.06,</b>		1.00		
Yes	<b>1.80</b>	<b>3.06</b>	<b>0.02</b>	1.06	0.63, 1.79	0.81
<b>Gender role</b>						
<i>Sex initiation</i>						
You	1.00	0.63,	0.63	1.00		
Your partner	1.15	2.12	0.73	<b>0.54</b>	<b>0.42, 0.70</b>	<b>0.000</b>
Mutually initiated	0.87	0.39,		0.61	0.35, 1.06	0.083
		1.91				
<b>Traditional and socio-cultural norms</b>						
<i>Number of sexual partners</i>						
One		0.16,		<b>1.00</b>		
two	1.00	1.95	0.37	<b>0.22</b>	<b>0.04, 1.02</b>	<b>0.05</b>
		0.57				
<i>Age at first sex</i>						
12 – 14	1.00			1.00		
15 – 17	<b>0.61</b>	<b>0.46,</b>	<b>0.00</b>	<b>0.58</b>	<b>0.43, 0.77</b>	<b>0.00</b>
18 – 19	1.05	<b>0.81</b>	0.86	0.59	0.29, 1.17	0.13
		0.54,				
		2.05				
<i>Ever used contraceptive</i>						
No	1.00	<b>0.52,</b>		1.00		
Yes	<b>0.71</b>	<b>0.98</b>	<b>0.03</b>	<b>0.52</b>	<b>0.38, 0.73</b>	<b>0.00</b>
<b>Personality orientation and self-esteem</b>						
<i>Expression about sex clearly</i>						
No	1.00	<b>1.14,</b>		1.00		
Yes	<b>1.82</b>	<b>2.91</b>	<b>0.01</b>	0.78	0.49, 1.27	0.33
<i>Decision to use condom</i>						
You	1.00	0.41,		1.00		
Your partner	0.92	2.07	0.85	0.96	0.42, 2.16	0.92
Mutually agree	1.26	0.52,	0.60	0.67	0.27, 1.68	0.40
		3.05				
<b>Relationship type, level and Security</b>						
<i>Relationship status</i>						
Single	1.00	0.29,		1.00		
In a platonic relationship	0.71	1.70	0.44	1.05	0.55, 2.01	0.86
In a sexual relationship	1.13	0.63,	0.63	<b>0.47</b>	<b>0.37, 0.61</b>	<b>0.00</b>
		2.04				

□ OR-Odds Ratio, CI-Confidence Interval, Outcome variable= Success of a negotiation skills (Given gift and Body Gestures)

## CHAPTER FIVE

### 5.0 DISCUSSION

Sex negotiation is a very complex process in human relationships that calls for the use of some peculiar skills by all parties involved for success to be achieved. Female adolescents desiring to express themselves sexually do encounter situations where they had to either initiate or respond to the request for sex by a partner using some of these skills.

The result of the data collected during the field study was discussed in line with the study objectives. Generally, the objective of this research was to determine the skills and factors that affect the choice of skills used by female adolescents in sex negotiation in the Obuasi municipality. Specifically, the research sought to determine and compare the sex negotiation skills used by “in-school” and “out-of-school” female adolescents. It also sought to identify the factors that determine the choice and effectiveness of the skills.

Data for this research were gathered through structured questionnaires. The data were categorized into sections based on their relationship for the purpose of discussion. The main sections were background of the respondents, sexual history, and history of sex negotiation skill use and most recent sexual encounter. A section was also allocated to data on choice of sex negotiation skills used and factors affecting the choice. In the first section, the researcher sought to know the personal, social and academic background of the respondents. The second and third sections focused on getting information on the remote and immediate past sexual life of respondents respectively. The fourth section sought information on the types of sex negotiation skills ever used by respondents while the final section attempted to seek the opinion of respondents on which factors made them choose

which skill, whether the skill(s) successfully helped in their negotiation for sex and if they will use the skill(s) again.

## **5.1 BACKGROUND INFORMATION**

It was important to identify the social and demographic background of respondents to understand the responses and opinions presented in the research. The study sought to determine which socio-demographic variables strongly affect the sex negotiation skills of in-school and out-of-school adolescents. The key background information of the respondents which were taken into consideration during this research included their age, relationship status, religion, occupation and level of education. Among all the sociodemographic variables that were studied, the two groups of adolescents differed significantly in age, relationship status and religion.

Just as it was, some countries like Lesotho where unmarried female adolescents were socially not allowed to engage in any form of sexual activity yet some of them did “undercover”(Mturi, 2001), this research has discovered that with the exception of adolescents aged 10 and 11, adolescents of all ages had engaged in some sexual activity though it was socially unacceptable. With an average age of the respondents being 17 years, the study determined that majority of the girls became sexually active during the second half of their adolescence (15 years and above). This situation, which the researcher believes may be due to peer-pressure, economic needs or other social factors, has adverse implications for the reproductive health of the girls. They knew their sexual activities were unacceptable in Obuasi so these girls were likely to do everything in their power to “hide” the consequences of their activities and this may lead to unsafe abortions and the spread of infections.

The results indicated that many of the respondents who were out of school were above the average age of 17 years. This, coupled with the result that majority of the respondents were

in a sexual relationship raises social, economic and health alarms. It is however encouraging that only a handful of the respondents were at the risk of the negative effects of having multiple sexual partners. Religion may have not succeeded in helping adolescent girls in Obuasi to abstain from sex. Though the predominant religion of the respondents was Christianity, almost all of them were in sexual relationships contrary to expectations.

## **5.2 SEXUAL HISTORY OF IN-SCHOOL AND OUT-OF-SCHOOL FEMALE**

### **ADOLESCENTS**

According to the study results, almost all out-of-school and in-school respondents had one sexual partner. First-time sex among out-of-school girls was half the proportion of in-school girls who had first-time sex at 12 to 14. Majority of both in-school and out-of-school respondents had sex for the first time at the 15 to 17 age group though a greater percentage of out-of-school respondent had sex at this age than those in-school. Same pattern exist for age group 18 to 19, showing by that though many in-school girls had first time sex before mid-adolescence, more out-of-school girls had first-time sex from mid-adolescence onwards.

The results further showed that more out-of-school respondents had used a contraceptive and only one out of every four had never used a contraceptive. This showed that for every out-of-school girl who had sex without contraceptive, there were three others who used contraceptive. In the case of in-school girls, there were as many girls who had used contraceptive before just as those who had not. This result implied that contraceptive usage was more popular among out-of-school girls than those in-school. It was disturbing that among the in-school girls almost half of them had never used contraceptives to prevent unwanted pregnancy. This situation may lead to more girls dropping out of school.

The use of the male condom was reported to be more popular among in-school respondents than those out-of-school. While less than half of out-of-school girls had sex previously with condom, more than half of the in-school adolescents used condom in the previous sex. In addition, the male condom was used mostly by all respondents (both out-of-school and in-school girls) with only few who have used the female condom. Concerning other modern contraceptives, the results showed that out-of-school respondents used IUD more than male condoms while the opposite was true for in-school respondents.

The study in Obuasi has brought to light how much progress Ghana had attained in reducing the occurrence of unprotected sex. Almost half of all adolescents respondents (both in-school and out-of-school) who were asked whether they used protection during previous sex said yes. This result was better than those reported in Argentina (Gogna, 1996) and Botswana (Kgosidintsi, 1997).

### **5.3 SEX NEGOTIATION SKILL USED BY IN-SCHOOL FEMALE ADOLESCENTS**

On the history of sex negotiation skills used by in-school adolescent in the Obuasi Municipality, the study revealed that more than half of them used talking and a quarter used gifts. One out of every ten of them used physical contact and almost the same number used body gestures. This shows that many in-school adolescents preferred to negotiate for sex using various forms of verbal and non-verbal communication.

Among the in-school girls, about three out of every ten respondents indicated that they have been forced or pushed into having sex sometime in the past while the rest had never experienced these forms of coercion as a sex negotiation skill. Using the definition of coercion by Heise (1995), the result reveals that more female adolescents in-school had been victims of coercion in sex negotiation than aggressors. Further, many (eight out of

every ten) of the victims of coercion indicated that no form of protection was used during the sexual encounter. This is disturbing because of the several negative consequences it can have on the reproductive health of the girls and the society as a whole. Unlike some societies where they see sexual coercion as tolerated (Jewkes, 2001), the laws of Ghana frown upon any behaviour that leads to a sexual encounter with a female below 18 years of age. Even if the female is 18 and above, social norms of Ghana does not permit sex with a female through coercion.

When asked which skill was successful in sex negotiation, seven out of every ten respondents chose assertiveness (being able to express yourself clearly) and talking as being successful skills. This study showed that more than half of in-school adolescent girls are able to communicate clearly and verbally on whether they want to have sex or not. This response was very encouraging compared to that of study done by Auslander; Perfect; Succop; and Rosenthal (2007) where just about half of the girls said they were sexually assertive. Many of them also said the giving of gifts and using an intermediary (dealer/mediator) were also successful. Among in-school adolescents, the similarity between the success of the skills like assertiveness, talking and giving of gifts and using an intermediary is noteworthy. A little more than half of the respondents also indicated that physical contact was also successful skill when used to negotiate for sex.

Almost all of the respondents said coercion (forcing somebody or being forced for sex) and bartering (giving something in exchange for sex) were not successful skills for sex negotiation. This result indicated that majority of the respondents have good moral values and would not resort to abusive methods for pleasure. They were not also going to exchange their feminine dignity for economic benefits.

#### **5.4 SEX NEGOTIATION SKILL USED BY OUT- OF- SCHOOL FEMALE**

## **ADOLESCENTS**

The study results showed that talking was the skill many out-of-school female adolescents used in negotiating for sex in the Municipality. For every ten respondents, six of them usually used the skill of talking, two used gifts, one used physical contact and almost none used body gesture. It is important to note that the margin between the use of talking and the other skills by girls was very wide and contrary to the assertion by (Lear, 1995) that for some reasons communication between adolescents in sexual relationship is often nonverbal and coded. In that study, Lear suggested that some adolescents choose to use suggestive languages and nonverbal gestures to make their request and response for sex known to their partners. This contrary result may have arisen out of social and technological development that have made it possible and acceptable for young people to communicate at any time anywhere with little or no cost. With respect to the use of coercion as a skill for sex negotiation, it was observed from the results that eight out of every ten respondents had not been forced or pushed into having sex in the past while a handful had experienced such a thing. Among those who had been coerced for sex in the past, it was revealed that nine out of every ten of them had it without any form of protection. Almost all of the out-of-school respondents indicated that they had never threatened forced or pushed someone into having sex with them.

### **5.5 COMPARISON OF SEX NEGOTIATION SKILL USED BY IN-SCHOOL AND OUT-OF-SCHOOL FEMALE ADOLESCENTS**

From the results of this study, it was observed that the respondents did not usually initiate sex. Among the in-school respondents, more than two-third of them said their partners initiated the sex negotiation process while less than a third said they initiated it. Similarly, out-of-school adolescents also indicated that for more than two-third of them, their partners initiated the sex negotiation process, while less than a third of them initiated it themselves. In addition, the number of in-school adolescents who said they mutually initiated sex with

their partners was half of that out-of-school who gave a similar response. The difference in who initiated sex confirms that traditionally accepted social norm as reported by Tolman (1999) that girls do not usually initiate sex. That study suggested that girls usually preserve their sexual desires to themselves because of the fear that uttering them may result in abuse (emotional, physical etc.). This placed the feminine gender at the receptive end for sexual request from their male partners.

It was also observed from the responses that talking was the skill used by majority of the respondents to initiate sex. While fifty-two percent in-school girls reported that talking was usually used, sixty percent of out-of-school girls said same. Though there was a difference in the percentages between in-school and out-of-school, it is evident that more out-of-school respondents used talking than in-school respondents. Some reasons that can be ascribed to this result may be the fact that out-of-school girls have more time to spend on their relationships because they do not have any academic responsibility on them and are free from the strict parental monitoring and control that in-school respondents are subjected to. This gives them more time to spend with their partners talking. With respect to the most recent sexual experience, the results indicated that inschool respondents and out-of-school respondents reported fifty-seven and fifty-six percent respectively.

In history, more in-school respondents used gifts as a skill to negotiate for sex than those out-of-school. However, more out-of-school respondents used giving of gifts (gifts) as a skill to negotiate their recent sexual encounter as compared to the in-school respondents. The fact that in-school respondents were able to give gifts often suggests that they received some good financial support from their parents. Out-of-school respondents on the other hand were mainly petty traders and artisans with low income. Some of them were able to give small gifts to their partners especially when they knew that they are negotiating for

sex. Though there was no indication of direct barter, it was evident that the girls and their partners were eventually able to succeed in their negotiations through gifts.

Physical contact also happened to be another skill that respondents chose to use for sex negotiation. In physical contact, the aim was not to coerce but to communicate in a nonverbal manner. Adolescent girls especially prefer to use subtle words and signals which include physical contact to communicate their desires to their partners (Lear, 1995). Though the extent of physical contact involved may be misinterpreted sometimes, it was often able to facilitate the negotiation process. In this study more, out-of-school respondents used physical contact in past negotiations than in-school but the converse prevailed in the results for recent sex negotiation.

Facial and other body gestures were sometimes used to communicate between sex partners. In this study, it was discovered that in-school respondents indicated that they usually used this skill to negotiate for sex. The results show that they used it both in the remote and immediate past sex negotiation. A study by (Holland 1998; Marston, 2004) showed that this skill may lead to inconsistencies and other related challenges between the partners involved. It was therefore not surprising that in-school respondents preferred using it. Since these respondents are educated and still schooling, they have a better chance of learning smart ways of decoding the meaning of the various gestures.

Some girls ensured that they engaged in sexual activity only when their partners were willing to use condom to protect themselves from STIs and unwanted pregnancies (Choi, 2004; Lam, 2004; Lam, 2006). This observation was true for some respondents in this study also.

## 5.6 FACTORS AFFECTING THE CHOICE OF SEX NEGOTIATION SKILLS

During the research, eight out of every ten respondents said natural desire for pleasure was the factor that made them choose talking (verbal communication) as a skill for sex negotiation. Nyanzi et al. (2001) had discovered earlier that some adolescent girls engage in sex not for any reason except pleasure. These girls would go to any extent to convince their partners for them to have sex. Given the socio-cultural environment of Obuasi Municipality and the results earlier presented in this research, it was likely that the girls may not initiate the negotiation process but would do everything possible to verbally accept and motivate their partners for sex to take place because they (the girls) want pleasure. Irrespective of which group of respondent (in-school or out-of-school) the girls belonged to, almost all of them claimed to enjoy sex and will be using talking as a skill for them to get this pleasure.

Sixty-two percent of respondents also indicated that gender role was their motivation for choosing verbal communication as the skill for sex negotiation. In Africa and Obuasi in particular, the feminine gender is generally perceived as being “weaker” and less dominant. They are sometimes not allowed to voice out their concerns and even when they do, very little attention was paid to them. Contrary to this general perception, the respondents indicated that they chose to talk during sex negotiation because of their gender. They verbally communicated their desires and concerns during sex negotiation. This development shows that gradually females in general and girls in particular are becoming empowered to discuss and decide on what they want for themselves.

Power and authority was another factor that many respondents (sixty-one percent) said influenced their decision to use talking as a skill for sex negotiation. With this result, the respondents made it clear that either they or their partners were in a position where they

had more power and authority to influence the other for sex to happen and they chose to do this through verbal communication.

For nearly half of respondents, the choice to negotiate for sex through verbal communication was based on their level of education.

The type of relationship between respondents and their partners made half of them choose verbal communication as the skill for sex negotiation. During a study conducted in Philippines, female adolescents disclosed that they would use talking to negotiate for sex when their relationships with their partners were just platonic. As their relationship grows and matures, they may consider other forms of negotiation (Barber, 2003). From the results presented in background information of respondents, it was indicated that 75% of them were in sexual relationships. This information shows that though threequarter of them were in sexual relationships, a little more than half of them still preferred to negotiate for sex by using verbal communication skills contrary to the results of the study in Philippines. Perhaps this can be attributed to the level of security they have in their relationships and the period for which they have been together with their partners.

Respondents cited economic need as the factor that made a third of them choose verbal communication, and another third, non-verbal communication as the skills to negotiate for sex. Though this result is very significant, it does not indicate the cause and extent of economic need that makes them communicate either verbally or non-verbally.

During the research, it was reported that personality orientation and self-esteem was the factor that motivated three out of every ten respondents to choose non-verbal communication skills for sex negotiation. In some studies it was discovered that some girls were raised with a personality which made them perceive that they were inferior to others especially male partners (Sobo, 1993; Sobo, 1995; Sobo, 1994). This affected their

self-esteem, reflected in their ability to express themselves, and negotiate verbally for sex. These girls resorted to non-verbal suggestive gestures and languages during sex negotiation. Their sense of respect and value for their partners was so high that they conceded to any request from their partners without evaluating the effects on them (the girls). They also did their best to maintain their perceived image before the partners. It was worth noting that both verbal and non-verbal communications are skills used by adolescent girls in sex negotiation depending on their personal nature, motivation and other factors.

The study also revealed that majority of respondents who used coercion as a skill also gave alcohol, drugs etc. as the influencing factor for using coercion in sex negotiation. The social life in Obuasi municipality allows for the use of alcohol to refresh people during social functions like funerals and naming ceremonies. Alcohol was served at parties and other social gatherings for free to entertain people. Few people also choose to walk into drinking bars and restaurants to have some alcoholic beverages. In the case of girls, they are also sometimes invited out on dates and their hosts (usually male) may offer them such beverages. When girls consume alcohol, they are likely to lose rationality and in effect not be able to control what they do and what others do to them. It is therefore not surprising that majority of respondents said alcohol influenced them to be coercive while negotiating for sex. When intoxicated, girls may hurl verbal abuses and other threats on their male partners to force them into sex. According to (Hiltabiddle, 1996) some adolescents even take alcohol when they feel the need to prove themselves and end up with risky sexual behaviours. Poitras (1995) also proved that adolescent girls may deliberately consume alcohol because they want to have sex through any means possible.

Traditional and socio-cultural norms influenced 32% of respondents to choose assertiveness as a skill for sex negotiation. Research by Rickert (2000); Kalichman (1998) and Rosenthal (1994) showed that it is possible for adolescent girls who are not able to

express themselves clearly on sexual issues to engage in sex against their will. This exposes them to socio-cultural ridicule, STIs and unwanted pregnancy. This is not the situation with some of the respondents in Obuasi. With Obuasi being a typical Ghanaian community and given the traditional African extended family system where everybody cares for everybody, the strict moral values and the socio-cultural norms on sex, it was noteworthy that some respondents use these as a motivation for choosing assertiveness. By this choice, they were able to express themselves on when and how to have sex. Also, they were able to determine whether protection was used or not and thereby maintain their reproductive health.

About two out of every ten respondents indicated that their level of education was the reason they chose to use condom as a way to negotiate sex. These respondents, though young, were well informed of the many dangers of unprotected sex. To prevent STIs and unwanted pregnancy, these respondents chose to agree to sex only when condom was used. They may have employed various creative ways to ensure condom was used.

## **5.7 FACTORS INFLUENCING THE EFFECTIVENESS OF SEX**

### **NEGOTIATION SKILLS**

The research sought, among other things, to determine the factors that influenced the success of the various sex negotiation skills that respondents used. It was discovered from the analysis of research data that respondents who had desired to have sex had a greater chance of success in their recent sex by using talking and gift giving as negotiation skills while the opposite was true for those who had no desire for sex.

According to Nyanzi et al. (2001) it is known that girls engage in sex because of their desire for pleasure which motivates them to communicate verbally. They also sometimes used gift to influence their partners for sex. Therefore, natural desire was an important factor in the effectiveness of verbal communication for sex. This study has also shown that

majority of the respondents (both in-school and out- of- school) engaged in sex because they had the desire for pleasure and majority of them also used talking as the skill in sex negotiation.

Majority of the respondents in this study indicated that their partners initiated the negotiation process in their recent encounter. They also indicated that the verbal communication skill was also likely to be effective in sex negotiation when the partner initiating sex used it. On the contrary, non-verbal communication skills were likely to fail when used to initiate sex by partners of respondents. Therefore, partners who engaged respondents in talking were more likely to have them agree to sex than those who did not. This goes to support the fact that adolescent females like their partners to communicate in clear terms but not use suggestive gestures. In addition, when respondents' partners used verbal communication skill to initiate sex they had more success than when the respondents themselves used the same skill to initiate sex (though respondents are also successful when they use this skill). These can be attributed to perceived gender roles, traditional and socio-cultural norms that frown on girls initiating or requesting for sex verbally. This notwithstanding, the study proved that non-verbal communication skills like physical contact, facial and body gestures were successful with respondents who have had two sexual partners. Perhaps these respondents have more experience with non-verbal communication and are better able to decode them to get the real (intended) message whenever their partners used it. Thus they are not affected by the pit-falls of non-verbal communication as reported (Lear, 1995).

The study results showed that sexually assertive respondents who used verbal communication and gift giving as negotiation skills were more likely to succeed. Their motivation to express themselves clearly on sexual issues made them more successful when talking during sex negotiation. When they chose to use gifts as a skill, their inborn

nature to be self-expressive gave them an upper hand in influencing their partners for sex. In contrast, respondents who were not self-expressive were less likely to be successful when using verbal communication and gifts as skills for sex negotiation.

The use of verbal communication increased the odds of being successful in negotiating for sex among respondents who had used some form of contraceptive before as compared with those who have not. However, adolescent who used contraceptive were less likely to be successful in their negotiation skill when gift and body gestures are used as negotiation skills.

### **5.8 IMPACT OF SEX NEGOTIATION SKILLS ON OBUASI MUNICIPALITY**

The research discovered that the sex negotiation skills used by female adolescents in Obuasi had an impact on the municipality. Though it was discovered that both in-school and out- of- school respondents usually used verbal communication to negotiate for sex, it was important to note that more out-of-school respondents used this skill than those inschool. Being females and yet able to talk about their sexual desires, these girls were better able to manage their reproductive health to reduce STIs and unwanted pregnancies. This observation was evident in Table 1.2, where the total number of female adolescents with STI had reduced significantly from 705 in 2012 to 243 in 2013.

The study results showed that few respondents used condoms in previous sexual encounters hence the reduction in STIs may be attributed to the use of condom and better sexual decision making among adolescent girls in Obuasi. The study further showed that majority of the girls had only one sexual partner and this further explains the fall in the rate of STI cases. When the girls decide to stay with one sexual partner the rate of transfer of STI decline in the population.

The reduction in STIs was coupled also with reduction in antenatal clinic registration. In 2012, 1,095 girls reported at the antenatal clinic while 1,055 reported in 2013. Again, since

relatively few of them used condoms, the reduction may be attributed to the use of other contraceptives as reported under the background information of respondents in this research.

The study results also indicated that only few respondents were victims of coercion for sex. Respondents who had ever coerced their partners for sex were also in the minority. With few respondents reporting coercion, the Municipality can save some resources, which would have been used to treat victims of coercion. Also with the decline in STIs and unwanted pregnancies, the municipality had additional opportunity to save some more resources.

In the educational sector, the results presented above suggest that the municipality may have had decline in the incidents of female students dropping out-of-school due to unwanted pregnancy. Economically, the adolescents who were out-of-school may have had more time to spend on economic activities to earn income because the likelihood of them having STI or unwanted pregnancy was reduced.

The choice of verbal communication as the preferred sex negotiation skills used by many respondents may have had some impact on the realization of MDG 5b. With respect to MDG 5b which seeks to achieve universal access to reproductive health by 2015, the study showed that Obuasi Municipality had made some strides. Notable among them was the decline in the number of antenatal clinic registrations in the municipality as shown in table 3.1. In addition, the decline in the number of STI cases reported was an important achievement as shown in table 3.2. Despite these remarkable developments, a lot of work remains to be done. More adolescents are still engaging in unprotected sex hence the incidence of unwanted pregnancy and STI cases remain high. The percentage of respondents who had used contraceptives in previous sex was quite low. This indicates that either they do not know much about modern contraceptives or they were not interested

in using them. Though many of the respondents who were in sexual relationships had only one sexual partner, the use of contraceptives could prevent unwanted pregnancies and preserve the reproductive health of the girls. Aside verbal communication, one other skill which is believed to have had positive impact on the realization of MDG5b in the municipality was condom use.

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## CHAPTER SIX

### 6.0 CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 CONCLUSIONS

In conclusion, the sex negotiation skills that were identified included verbal and nonverbal communication, gift giving and coercion. Other skills were assertiveness, condom use, barter and dealing. It was also discovered in the research that both in-school and out-of-school respondents used almost the same sex negotiation skills but in extents that were varied for some skills and similar for others. It was also revealed that both groups of respondents were almost equally effective at using talking and assertiveness sex negotiation skills when they had desire for natural pleasure.

Communication was the major skill used by most respondents. The majority of respondents indicated that they usually used verbal communication in sex negotiation. Females are often expected to be shy, respectful and moderate when talking about sex. Despite this general perception, the study discovered the many respondents usually negotiated for sex verbally through talking. A few respondents usually chose to negotiate for sex non-verbally by using facial and body gestures and coded languages. Sexual assertiveness was another major skill used by many girls to express themselves clearly on their desire, acceptance or refusal to have sex. They sometimes expressed the terms and conditions under which they would have sex.

The giving of gifts as a skill for sex negotiation was also identified in the study. With this skill, adolescent girls pursued their partners subtly for sex by showing them affection through gifts. Coercion was identified as one of the least preferred skills through which very few girls negotiate for sex by forcing, persuading, and persisting, threatening or even abusing their partners. Bartering was the skill used to exchange something, usually money, for sex. This skill was used often on girls who had some need and believed the only way

they can get it met is by having sex with their partners. In using dealing as a skill, the adolescent girls engaged a mediator who stood as a bridge between them and their partners to carry information across and influence decision making on sex because the girl or her partner was shy or could not communicate directly. Some girls also preferred to negotiate for sex through the explicit insistence on condom use. It was discovered that majority of the respondents did not usually initiate sex and all of those who had ever used a condom for protection preferred the male condom.

All the skills mentioned above were identified and studies to determine which factors led to the choice and effectiveness of each of them. It was discovered that the natural desire for pleasure was a major factor that made girls choose to use verbal communication (talking) and assertiveness in sex negotiation.

Other factors which affected the choice and effectiveness of sex negotiation skills were gender roles, relationship type and economic need. The rest were power and authority, traditional and socio-cultural norms and personality orientation and self-esteem. The level of education, alcohol and drugs were also identified.

The study revealed that the sex negotiation skills used by female adolescents were having some impact on Obuasi Municipality. The impact was evident in declining antenatal registrations and STI cases involving adolescent girls. The fact that almost all the girls had only one sexual partner further explained the fall in the rate of STI cases. This impact may result in decline in girl dropout rate from school, socio-economic development and political stability. It was discovered that the effectiveness of sex negotiation skills had positive impact on adolescent reproductive health and hence the attainment of MDG5b within the context of the municipality.

## 6.2 RECOMMENDATIONS

Based on the study findings and conclusions, the following recommendations were made:

1. Communication and assertiveness were found to be the most widely used sex negotiation skills. The female adolescent should be empowered to use these skills to abstain from sex or demand for condom use when the need arise.
2. Coercion even though was the least used sex negotiation skill; a few of the adolescents use it. These few can be targeted and empowered to resist any form of coercion in negotiating for sex.
3. The municipal assembly in collaboration with the health and education directorates in the municipality may consider collaborating with each other to promote assertiveness and condom use as skills for negotiating sex by adolescent girls. From the study, the respondents themselves have indicated that when given the opportunity to negotiate for sex again, they would prefer to use these two skills and communication. According the results of the study, the respondents identify naturally with verbal communication hence they may not need much external help on using it.
4. Adolescent girls could be given more education on the need for protection during sex. While parents, school authorities, opinion leaders and policy makers may want to assume that these girls are too young to engage in sexual activities the reality is that they were actively engaged in sex.
5. Parents and counselors may consider opening-up and encouraging adolescent girls to approach them with issues bothering their mind about sexuality and relationships as a whole. This may help in alleviating some of their fears and negative peer influence that may put them at risk. It may also provide them with guidance on healthy relationships and promote good adolescent reproductive health.

6. Qualitative research may be undertaken into how adolescent girls go about the use of verbal communication as a sex negotiation tool. This may give more details about how the girls express themselves, communicate their desires and respond to request from their partners. The qualitative research may also throw more light on how factors like natural desire for pleasure affect the success of negotiation skills like communication.



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## APPENDICES

**APPENDIX I**



**KWAME NKURUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY  
COLLEGE OF HEALTH SCIENCES  
SCHOOL OF MEDICAL SCIENCES  
DEPARTMENT OF COMMUNITY HEALTH**

**TOPIC: SEX NEGOTIATION SKILLS IN THE OBUASI MUNICIPALITY: A  
COMPARATIVE STUDY OF IN-SCHOOL AND OUT- OF- SCHOOL FEMALE  
ADOLESCENTS.**

NAME OF RESEARCHER: REGINA RACHAEL WILSON

1. I confirm that I have read and understand the information provided for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and that this will not affect my legal rights.
3. I understand that any personal information collected during the study will be anonymised and remain confidential
4. I agree to take part in the above study

Name of Participant \_\_\_\_\_ Date \_\_\_\_\_ Signature \_\_\_\_\_

Name of Researcher \_\_\_\_\_ Date \_\_\_\_\_ Signature \_\_\_\_\_

Name of Person taking consent \_\_\_\_\_ Date \_\_\_\_\_ Signature \_\_\_\_\_

*(if different from researcher)*

**APPENDIX II**



**KWAME NKUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY**  
**COLLEGE OF HEALTH SCIENCES**  
**SCHOOL OF MEDICAL SCIENCES**  
**DEPARTMENT OF COMMUNITY HEALTH**

**ASSENT FORM FOR CHILDREN / OTHER DEPENDENTS**

**(To be completed by the child and their parent/guardian)**

TOPIC: SEX NEGOTIATION SKILLS IN THE OBUASI MUNICIPALITY: A COMPARATIVE STUDY OF IN-SCHOOL AND OUT- OF- SCHOOL FEMALE ADOLESCENTS.

NAME OF RESEARCHER: REGINA RACHAEL WILSON

Child (or if unable, parent/guardian on their behalf) / young person to circle all they agree with

Have you read (or had read to you) information about this project? Yes/No

Has somebody else explained this project to you? Yes/No

Do you understand what this project is about? Yes/No

Have you asked all the questions you want? Yes/No

Have you had your questions answered in a way you understand? Yes/No

Do you understand it's OK to stop taking part at any time? Yes/No

Are you happy to take part? Yes/No

If any answers are 'no' or you **don't** want to take part, don't sign your name!

If you **do** want to take part, you can write your name below

Your name \_\_\_\_\_

Date \_\_\_\_\_

Your parent or guardian must write their name here if they are happy for you to do the project.

Print Name \_\_\_\_\_

Sign \_\_\_\_\_

Date \_\_\_\_\_

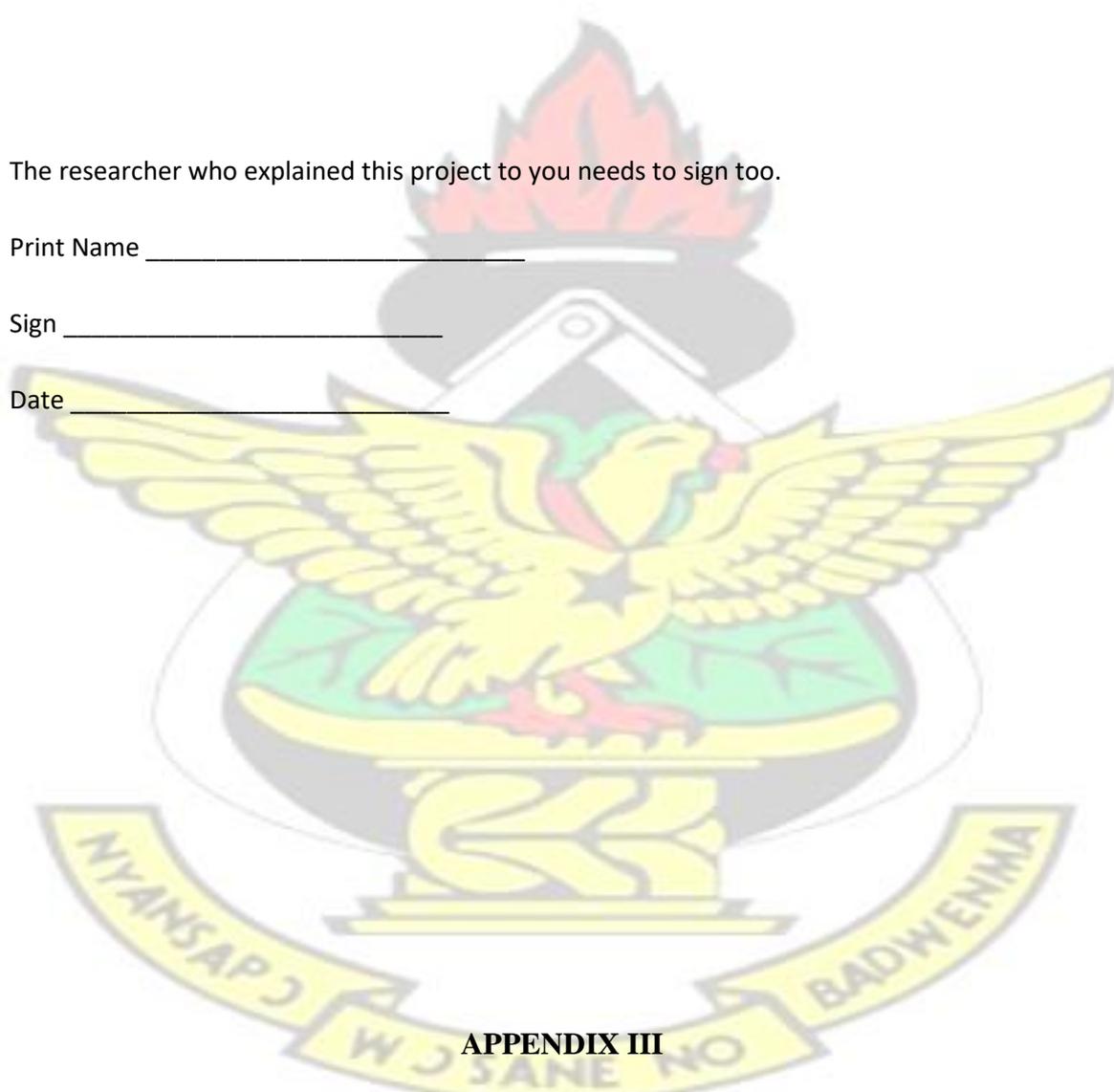
KNUST

The researcher who explained this project to you needs to sign too.

Print Name \_\_\_\_\_

Sign \_\_\_\_\_

Date \_\_\_\_\_



**APPENDIX III**  
**QUESTIONNAIRE**

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY**  
**COLLEGE OF HEALTH SCIENCES**

**SCHOOL OF MEDICAL SCIENCES  
DEPARTMENT OF COMMUNITY HEALTH**

**TOPIC: SEX NEGOTIATION SKILLS IN THE OBUASI MUNICIPALITY: A  
COMPARATIVE STUDY OF IN-SCHOOL AND OUT- OF- SCHOOL FEMALE  
ADOLESCENTS**

KNUST

**Introduction**

Good day, I am Regina Rachael Wilson, a student from the Community Health Department, K.N.U.S.T. I am carrying out a research on the sex negotiation skills in the Obuasi municipality: a comparative study of in-school and out- of- school female adolescents. The information will be used to address sexual health of the adolescents in the municipality. I assure you that everything you say in the interview will be confidential. I would therefore appreciate if you could grant me five (5) minutes of your time to ask a few questions. Thank you.

**BACKGROUND INFORMATION**

1. Age: \_\_\_\_\_
2. Relationship status:  
[Single] [In a platonic relationship] [In a sexual relationship]
3. Religion:  
[Christian] [Muslim] [Traditionalist] [Other (specify) -----]
4. Occupation:  
[Student] [Artisan] [Trader] [Other (specify) \_\_\_\_\_]
5. If you are a student, what is your current class or level? \_\_\_\_\_

**SEXUAL HISTORY**

6. How many sexual partners do you have? \_\_\_\_\_

7. At what age did you have sex for the first time? \_\_\_\_\_
8. Have you ever used a contraceptive before? [Yes] [No]
9. Which types of modern contraceptives have you ever used (may tick more than one)
- [Male Condom] [Female Condom] [Pill] [Jadelle] [Injectable] [IUD]
- Other (specify) \_\_\_\_\_
10. The last time you had sex, did you use a condom? [Yes] [No]
11. If yes which type?
- [Male condom] [Female condom] [Both male and female condoms]

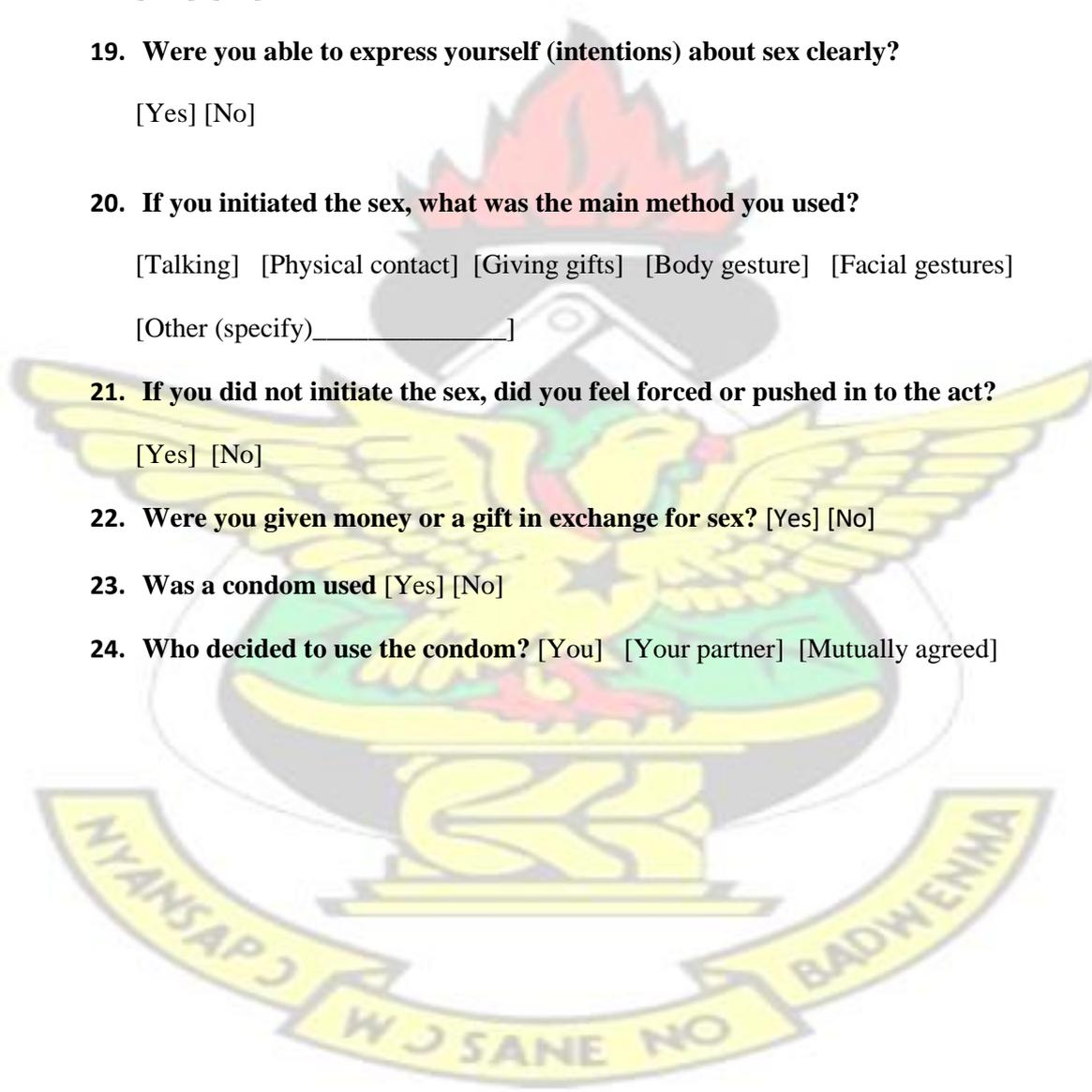
#### HISTORY OF SEX NEGOTIATION SKILL USE

12. Which of the following do you usually use to obtain sex from your partner? Tick as many as possible.
- [Talking] [ money] [ gifts] [Physical contact] [Body gestures]
- [Facial gestures] [Other (specify) \_\_\_\_\_]
13. Have you ever been forced or pushed into having sex? [Yes] [No]
14. If yes, was any form of protection used? [Yes] [No]
15. Have you ever threatened, forced or pushed someone into having sex (coercion)? [Yes] [No]
16. Which of the following skills in your opinion is highly successful when used? (4- very successful, 3- successful, 2- moderately successful, 1- not successful)
- a. Talking [4] [3] [2] [1]
- b. Giving gift [4] [3] [2] [1]
- c. Physical contact [4] [3] [2] [1]
- d. Body gestures [4] [3] [2] [1]
- e. Facial gestures [4] [3] [2] [1]
- f. Expressing yourself clearly (assertiveness) [4] [3] [2] [1]

- g. Using an intermediary / dealer / mediator / “betweenner” [4] [3] [2] [1]
- h. Bartering (giving something in exchange for sex) [4] [3] [2] [1]
- i. Forcing somebody or being forced for sex (coercion) [4] [3] [2] [1]

**ABOUT THE MOST RECENT SEXUAL ENCOUNTER**

- 17. **Who initiated the sex?** [You] [Your partner] [Mutually initiated]
- 18. **If you did not initiate the sex, did you want to have sex at that time?**  
[Yes] [No]
- 19. **Were you able to express yourself (intentions) about sex clearly?**  
[Yes] [No]
- 20. **If you initiated the sex, what was the main method you used?**  
[Talking] [Physical contact] [Giving gifts] [Body gesture] [Facial gestures]  
[Other (specify)\_\_\_\_\_]
- 21. **If you did not initiate the sex, did you feel forced or pushed in to the act?**  
[Yes] [No]
- 22. **Were you given money or a gift in exchange for sex?** [Yes] [No]
- 23. **Was a condom used** [Yes] [No]
- 24. **Who decided to use the condom?** [You] [Your partner] [Mutually agreed]



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## WHICH OF THE FACTORS BELOW AFFECT/INFLUENCE YOUR CHOICE OF SEX NEGOTIATION SKILL?

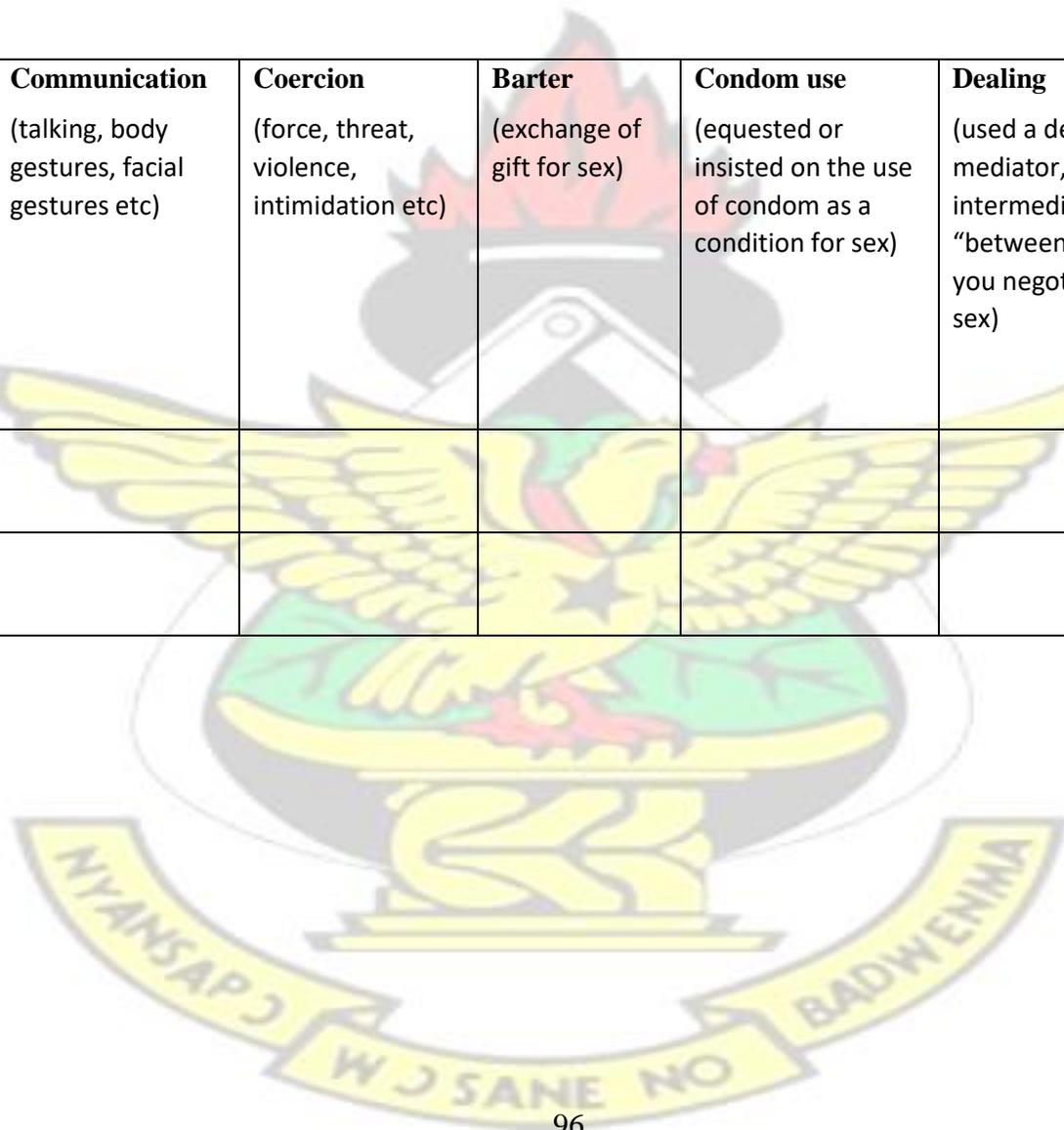
<b>Factors</b>	<b>Verbal Communication</b> (Talking)	<b>Non-verbal Communication</b> ( facial and body gestures etc)	<b>Coercion</b> (force, threat, violence, intimidation etc)	<b>Barter</b> (exchange of money, gift, etc for sex)	<b>Condom use</b> (requested or insisted on the use of condom as a condition for sex)	<b>Dealing</b> (used a dealer, mediator, intermediary of “betweenner” to help you negotiate for sex)	<b>Assertiveness</b> (expressed your sexual wishes boldly and clearly to accept or refuse sex)
Natural desire for pleasure							
Gender roles							
Power and authority							
Traditional and sociocultural norms							
Personality orientation and self-esteem							
Relationship type, level and security							
Economic need							
Level of education							
Alcohol, drugs etc							

## WHICH OF FACTORS BELOW AFFECT/INFLUENCE THE SUCCESS OF YOUR SEX NEGOTIATION SKILL?

<b>Factors</b>	<b>Verbal Communication</b> (Talking)	<b>Non-verbal Communication</b> ( facial and body gestures etc)	<b>Coercion</b> (force, threat, violence, intimidation etc)	<b>Barter</b> (exchange of money, gift, etc for sex)	<b>Condom use</b> (requested or insisted on the use of condom as a condition for sex)	<b>Dealing</b> (used a dealer, mediator, intermediary of “between” to help you negotiate for sex)	<b>Assertiveness</b> (expressed your sexual wishes boldly and clearly to accept or refuse sex)
Natural desire for pleasure							
Gender roles							
Power and authority							
Traditional and sociocultural norms							
Personality orientation and self-esteem							
Relationship type, level and security							
Economic need							
Level of education							
Alcohol, drugs etc							

**WHICH OF THE SEX NEGOTIATION SKILLS WOULD YOU LIKE TO USE AGAIN OR NOT WHEN GIVEN THE OPPORTUNITY IN THE FUTURE?**

	<b>Communication</b> (talking, body gestures, facial gestures etc)	<b>Coercion</b> (force, threat, violence, intimidation etc)	<b>Barter</b> (exchange of gift for sex)	<b>Condom use</b> (equested or insisted on the use of condom as a condition for sex)	<b>Dealing</b> (used a dealer, mediator, intermediary of "betweenner" to help you negotiate for sex)	<b>Assertiveness</b> (expressed your sexual wishes boldly and clearly as a way of accepting or refusing sex)
Would use this skill again						
Would not use this skill again						



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