

Running head: ROLES AND CHALLENGES OF PARENTS

The Roles and Challenges of parents to Protect Teenage Children from Western Cultural
Influence

A case study at Bole sub- city, Addis Ababa, Ethiopia

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Submitted in a Partial Fulfillment of the Requirement for the Degree of Master in Social Work

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ROLES AND CHALLENGES OF PARENTS

Addis Ababa University
School of Graduate studies

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Influence

A Thesis Submitted to the school of Social Work
Addis Ababa University

Submitted in a Partial Fulfillment of the Requirement for the Degree of Master in Social Work

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Acronyms and Abbreviations

CAI	Christian Assemblies International
CSDC	Compendium of the Social Doctrine of the Church
CoEA	Council of Economic Advisers
EDHS	Ethiopia Demographic and Health Survey
IKF	Invest in Kids Foundation
US	United State
MoCT	Ministry of Culture and Tourism

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Abstract

This research assesses parents' awareness towards western culture including its negative and positive impacts. It mainly explores parents' roles to protect teenage children from western cultural influence and to embrace their own culture. It also explores both the internal and external parental challenges that hinders them to perform their roles. Moreover, it identifies the potential opportunities both internally and externally to enhance and support parents' role. The research is conducted in Bole sub city, Addis Ababa, Ethiopia. A qualitative research method, case study approach is employed to obtain comprehensive data and sixteen teenage child/children parents with different social economic background are participated in- depth interviewed. Consequently, the finding indicates that participants' have a certain understanding towards western cultures in general and majority of them indicated western cultures are very influential to teenage children. However, most of the participants' were confident that they are performing their roles to protect their children from western cultural influence but they identified they have not done much to embrace children their own culture. They also revealed that from all forms of western cultures particularly, they are highly challenged by their lack of awareness advancement of electronic technologies and media exposures of westerns' and their work situations.

Based on the study major findings and related literatures general conclusion and significant social work profession implications are forwarded. Besides a conceptual frame work is designed to summarize the basic findings and to show the conceptual relationships with the aim of the study.

CHAPTER ONE: INTRODUCTION

Background of the Study

All humans are cultural beings. Culture teaches individuals how to communicate and understand their world through the context of languages, traditions, behaviors, beliefs and values. Their cultural experiences and values shape the way they see themselves and others. And when individuals are part of their own cultural world, they learn the values, norms and beliefs which enable them to feel like they belong to their own society. According to developmental theorists, Children are active learners drawing on direct physical and social experience as well as culturally transmitted knowledge to construct their own understanding of the world around them (Bredekamp & Copples, 1997).

A study result on culture and early Socio- emotional development by Chen (2009), indicated cultural norms and values affects the display and significance of children's socio-emotional functioning. In relation to this, Kenneth and Melissa (2010) stated "the impact of cultural context on socio- emotional development is likely to occur through parental socialization practices and, in the later years, through peer interactions" (p. 9). Consequently the routine arrangements and interactions between children and their caregivers and companions provide children with thousands of opportunities to observe and participate in the skilled activities of their culture. Through these repeated and varied experience in supported routine and challenging situations, children become skilled practitioners in the specific cognitive activities in their communities (Rogoff, 1991). Moreover, Parents identify a certain values that are important for the development of their children (Goldsmith, 2000). As the Compendium of the Social Doctrine of the Church [CSDC], illustrated "the family has a completely original and irreplaceable role in raising children" (Chapter five, No. 239). Within any culture, children are shaped by the physical and social settings within which they live; culturally regulated customs and child rearing practices and culturally based belief systems

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(Harkness & Super, 1995). They develop their emotional and social capabilities through these complex cultural processes (Wilson, 2008). However, there is a pervasive and rapid dissemination of modern cultures globally and here in Ethiopia and the cities as well. As Nixon (2006) stated “Modern cultures are so ingrained into every society that it's almost impossible not be influenced by it” (para, 3). These influences mostly, electronic Medias and internet websites which are the major forms of modern cultures, affected all parts of the society in general and teenage children in particular. A recent study by Irving (2008), revealed young children and teenagers have been influenced by western culture in the form of Media channels such as movies, music, television, video games, internet, and magazines. According to Jevtic, the main impacts of media on Teenagers' are, it changes their views on things, attitudes and opinions. As he explained:

They copy styles of famous people and sometimes forget who they really are. They try to look like celebrities but they do not know how to get good marks at school. The internet imposes a model of style, behavior, attitudes and fashion and that makes children look alike and act. (n.d., p. 6)

With easier access, quicker results, and uninformed parents, children are exposed to a tremendous amount of information fed to them by the modern culture world. This influences and shapes the identities of children's (Nixon, 2006). However, as he stated, “is not all of it is negative and if parents are educated and aware of what their children are doing modern culture can be used positively to help mold the children of the future” (para, 5).

Thus, this research assesses parents' awareness towards western cultures including its positive and negative impacts. It mainly explores the roles and challenges of parents' in protecting teenage children from western cultural influences and embracing of their own culture. And finally, it identifies the potential opportunities of parents' to protect teenage

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children from western cultural influence and to embrace of their own culture. This research is conducted in Bole sub city, Addis Ababa, Ethiopia.

The main aim of conducting this research is, first as a professional social worker I have the responsibility to engage in such kind of social issues and explore the possible means of solutions. And I believe my engagement in this research contributes a bit for promoting of social work profession in our country.

Second, beyond my professional concern to work on children and their parents, it is always my desire to work on child related issues but then I picked this issue because I observed several teenagers in different corners of the city who are involving in different forms of western cultures way worse than any time. And I asked myself, why do they experience these cultures in favor of their own culture? What happened to the parents' roles that used to be nurturing and protective from such negative cultural impacts? Is this because of parents' ignorance or are there any problems? What will be the destination of these generation children's if they continued to involve in these culture? These and other related questions motivated me to work on this issue.

In general to create an emotionally, socially and intellectually well children who are respectful for his/her own identity and cultural values is the goal of this research. And I believe this will come true if we put our effort starting from their early years because, they lay the foundation for their future identity and their whole lives.

Statement of the Problem

Culture provides the overall framework where in humans learn to organize their thoughts, emotions, and behaviors in relation to their environment (Keesing, 1974). Although people are born into a culture, it is not innate; rather learned. Culture teaches one how to think, how to feel, and how to act, mainly how to interact with others. However, the current dissemination of modern cultures particularly the advancement of electronic Medias and

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internet websites became very influential to every lives of the world population specifically, to teenage children. In accordance with this, a study by Jan and Nssi (2008) indicated children aged from 12- 17 are usually the most significant part of the population who are exposed to western cultural influences. According to Schmidt and Vandewater (2008), “If children are overly exposed to modern culture Medias such as television or movies, some part of their newly formed identity will be based on this cultures” (p. 75). Glen (2003) also stated even though it is depend on the type and how much they are spending on these Medias, they still have high negative impacts on teenagers.

Ethiopia has been exposed to western influence to the great extent today (Expozer, 2010). It is familiar to observe lots of teenagers who are involved in these cultures in different corners of the cities. A recent research assessment was conducted in Ethiopia by Addis Ababa city administration (2011) on the impacts of western cultures. This assessment participated Addis Ababa city residents specifically women and youths. It identified these cultures have been highly influential to the social, economic and emotional situations of the targeted group of populations. However, this research did not give much attention to the impacts of such cultures on teenage children and the key roles and challenges that parents have in protecting their children from these cultural impacts.

A study by Irving (2008) on the influence of media, advertising, and popular Culture on the self- esteem, identity, and body image of adolescent girls identified that, Medias have a definite negative impact on girls’ self- esteem, body image and their identity as whole. However, her study used only twelve girl respondents between the ages of sixteen to eighteen as a sample size which is very difficult to generalize and reflect an extremely varied or diverse population views. These research also does not propose any opportunities for solving the problems that teenage girls are facing from western cultural impacts.

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According to national survey conducted by Invest in Kids Foundation [IKF], in Canada asserted that:

The role of parents is paramount in the development of healthy children which encompasses the physical, mental, emotional, and social well-being of children from infancy through adolescence, parents who are able to employ positive parenting practices and create nurturing homes and harmonious family life are a precious resource. Unfortunately, parents are not always aware of the crucial role they play.

(2002, p. 12)

The survey found that parents have poor knowledge about social and emotional development. In addition, it asserted too few parents use the positive parenting practices which promote healthy social, emotional and intellectual development and too many parents lack knowledge about child development and confidence in the parenting role. As survey indicated, "Parents are truly in a knowledge quandary. They want to do the right thing; they just do not know what to do" (p. 110). Another study by Rosen, Cheever and Carrier (2007) indicated little research exists about what parents know about their own teens' use of electronic media for communication, including whom they talk to and what information they have on their profiles. Despite their concern about their teen's online activities, they may not know much about them and may not be effective at setting limits and monitoring their activities. Therefore research is needed to determine whether the problem is parents' lack of knowledge about these communication forms or their lack of parenting skills.

Thus, this research is intended to address the above listed gaps because, none of the researches give emphasis to parenting role in protecting teenage children from western cultural influences. Accordingly, the research assesses parents' awareness towards western cultures and mainly, it explores the parents' roles and challenges in protecting teenage children from western cultural influences and embracing their own cultures. It further

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identifies the potential opportunities which support parents in protecting their children from western cultural influences. A qualitative research method, case study approach is employed to grasp intensive information about this issue. Sixteen participants are in- depth interviewed in this study. And teenage children parents at *woreda* 3, Bole sub city in Addis Ababa are the target populations.

Research Objectives

The objective of this research is to explore the roles and challenges of parents' to protect teenage children from western cultural influences. And it focuses on teenage children parents at *woreda* 3, Bole sub city, Addis Ababa, Ethiopia. More specifically it is intended to:

- Assess parents' awareness towards western cultures;
- Explore the roles that parents' play to protect teenage children from western cultural influence and to embrace their own cultures;
- Explore the challenges that parents' encounter in protecting teenage children from the influence of western cultures; and
- Identify the potential opportunities that assist parents to protect teenage children from western cultural influence.

Research Questions

- Do parents have awareness towards western cultures?
- What roles are parents' play to protect teenage children from western cultural influences and to embrace their own cultures?
- What challenges are parents' encounter in protecting teenage children from the influence of western cultures?
- What are the potential opportunities that assist parents to protect teenage children from western cultural influences?

Significance of the study

Children who experience difficulties require support. As children cannot present their own interests, it is the responsibility of the parent as well as the state to take special responsibility for them (Social Work module 3, p. 12). This research identifies the potential opportunities both internally and externally for parents' beyond exploring their roles and challenges to safeguard teenage children from western cultural influences. Moreover, the exploration of parents' roles and challenges to protect their children from western cultural influences is significant for parents for better realizing and performing on their child parenting roles. In addition, it encourages the society and the government at all levels to better functioning on parents and children with regard to this issue. It is also important as a means of recommending for additional intensive assessments.

CHAPTER TWO: LITERATURE REVIEW

The literature review is divided into four major sections and sub sections. It begins by elaborating the meaning and emergence of western cultures, followed by the positive and negative impacts of western cultures. Then, it briefly discusses the roles and challenges of parents' in protecting teenage children from the influence of western culture and embracing their own cultures. Finally, it presents the potential opportunities of parents' to protect teenage children from the influence of western cultural influences.

In this part, modern cultures and pop cultures are referred similar to western cultures. Media channels are defined by internet, television, movies, cellphones, magazines, and the overall concepts and content children portray. Advertising is also defined by commercial and printed advertisements that intend to sell products. Celebrity exposure is defined by personal stories, pictures, and information about celebrities.

The Meaning and Emergence of Western Cultures

No matter where we go, we are surrounded by modern culture. Whether we are reading a magazine, watching television or a movie or even listening to the radio, we are exposed some form of modern culture on a daily basis (Nixon, 2006). He stated, "Modern culture is so ingrained into every society that it's almost impossible not be influenced by it" (para. 3). Before going detail in to the meaning of western cultures, it is very important to highlight some points about the meaning of culture by itself. Arowolo (2010) described culture as follows:

Culture is not only about dancing, it is not limited only to music; it is not about costume alone. It is beyond pattern of social celebration, rituals pertaining to birth and marriage, cuisine or sport. Beyond that culture is about people's total way of life; the way people live, eat, worship, produce, create and recreate. It is the totality of a set of

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bequeathed ideas, belief system, values and norms, which constitute the common bases of generally agreed social action. (p. 2)

Similarly, one of the famous anthropologists Tylor (1871) defines culture as “the complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society” (p. 1).

Culture provides the overall framework where in humans learn to organize their thoughts, emotions, and behaviors in relation to their environment. Although people are born into a culture, it is not innate; Culture is learned. Culture teaches one how to think, conditions one how to feel, and instructs one how to act, especially how to interact with others (Keesing, 1974). These interactions with others play a major role in shaping and developing our identities. As Nadine (2007) asserted:

The child wants to be the first in class in order to attain appreciation from his/her parents, relatives and community. It is within and from this social network that we shape their personal qualities and characteristics, and it is this network that gives a meaning to our personal identity. (p. 2)

In addition Wedajo (2011) stated “culture is a way for expressing one's own identity and people are the reflection of these cultures, a man without culture is considered as without identity” (p. 6).

What exactly is popular or pop culture? Popular culture by definition is a contemporary life style that is generally accepted by a large population of people (Nixon, 2006). However, from this point forward, pop culture will take on a more common definition. He stated, “It's the popular written literature and broadcasting, music, dance and theater, arts, sports and recreation and other cultural aspects of social life” (para. 4). Giddens (2006) also defines this concept as “Entertainment created for large audiences, such as popular films, shows, music, videos and TV programs. And is, often contrasted to 'high' or 'elite' culture” (P.

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7). Then he suggested that, different social classes develop different identities based on their different cultural experiences. Cultures, as a "design for living", therefore, develop to reflect these experiences precisely because they equip people for living and coping in society (Rajeevkan, 2012). He further stated, "Modern culture helps us to compare how people live now and before. It makes us to balance our life socially and culturally"

The beginnings of popular culture can be traced back to the early 1900's. The medium used to expose people to popular aspects of society (Nixon, 2006). The general public had access to radio and print on a daily basis, thus both were utilized fully to get the public's interest in specific topics. Consequently, music, poetry, fiction, and theater all began to influence people in the early 1920's. At this time, teenagers began to form their own cliques in schools based on what was popular in the world. This later caused Parents not to take care their children properly. However, it continued to increase in the 1940's. Another literature by Professor Robert Hershey also indicated, 'Western' or European culture began to undergo rapid change starting with the arrival of Columbus in the new world, and continuing with the industrial revolution. The modern period from 1914– 1945, is characterized as a highly transformative era, with World War I serving as the watershed moment initiating and forever marking the Modern period.

The biggest change occurred between the 50's and the 70's (Nixon, 2006). These thirty years were the most influential years and the beginnings of wide spread modern culture phenomenon. The dissention between parents and children continued to grow as access to modern culture became easier with more broad based mediums such as television and movies.

The emergence of westernization in Africa is the contact with Europe through Atlantic slave trade, missionary and imperialism (Arowolo, 2010). The forced acculturation of the black populations in the new world, already in full swing by the mid-eighteenth

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century, represents the first sustained assimilation of western culture by Africans. With this subjugation, the Western culture and European mode of civilization began to thrive and outgrow African cultural heritage. As he stated:

Our Traditional cultural practices paved the way for foreign way of doing things as we became fully 'westernized'. Western culture now is regarded as frontline civilization. Our ways of doing things became considered as primitive, archaic and regrettably unacceptable in public domain. (p. 2)

Not only were certain aspects of the material culture in the colonies lost or destroyed, colonial societies also lost the power and sense of cultural continuity, such that it became practically impossible to recover the ability to strive for cultural progress on their own terms.

However, Gyekye (1997) argued that:

Africans should not always mimic western forms of science and technology. They can surely learn from scientific developments in Europe and elsewhere, but their own scientific work should be geared to the specific needs of African societies. (p. 41)

He further stated, despite a preponderance of rhetoric about the need for "globalization," the pursuit of information and media technologies would also seem to be less urgent than technologies that address basic human needs.

Western Cultural Impacts

Being unaware of one's own cultural framework creates the potential for both personal and interpersonal misunderstanding in multicultural environments (Greenfield & Suzuki, 1998). Thus I can say understanding one's own culture is basically important for personal and social interaction. As one part of society, children develop their emotional and social capabilities through a complex cultural process. In order to participate effectively in their culture, they must acquire the norms, rules, and values that will enable them to form connections and function in families, peer groups, and the broader society (Wilson, 2008). As

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she stated, “They learn about emotions and about relationships from parents, friends, teachers, and siblings. They also bring their own personalities, temperaments, and cognitive abilities to each social situation” (p. 88).

According to Harkness and Super (1995), within any culture, children are shaped by the physical and social settings within which they live, culturally regulated customs and child-rearing practices, and culturally based belief systems (p. 212). However, Nixon (2006) stated with easier access, quicker results, and uninformed parents, children are exposed to a tremendous amount of information fed to them by the modern culture world. As he explained:

This influence shapes the identities of children’s. The good thing, however, is not all of it is negative and if parents are educated and aware of what their children are doing modern culture can be used positively to help mold the children of the future. (para, 5)

Among the different forms of western culture, mass media plays a major role in spreading modern culture to all human being (Rajeevkan, 2012). It exerts an enormous, almost a normative influence, over the lives of men, women, adolescents and children. It influences, particularly among teenagers, the ways in which individuals and groups dress, talk, behave, and think (Jevtic, n.d.). The media, in the forms of movies, television, radio, and print as well as the new electronic communications media of the Internet, helps to connect individuals to one another and to the world. Invariably, as he noted, “this powerful influence shapes the ways in which viewers or participants perceive the world and their own place within that world” (p. 3).

In this section I discuss the positive and negative impacts of western cultures consecutively, but particularly I elaborate their massive impacts on teenage children.

Positive Western Cultural Impacts

First and at most, modern cultures thrive on change. It creates new goods and services, and teaches people to want them. It adds new technologies, things and ideas at an increasingly rapid rate, such that the amount of cultural change experienced in America between 1950 and 2000 (Knick, 2010). Modern culture also built upon knowledge. The more bits of knowledge one controls a larger database, a larger computer memory the more power one has. People in modern culture are more likely to feel that things are changing, that bits of knowledge are coming at them, so rapidly that they cannot absorb it all, cannot make sense of it all. Moreover, in modern culture people learn that business life is separate from personal life, as he elaborated:

For example that church and state can be kept apart. We learn to compartmentalize our lives. During the week we can be shrewd business makers in a competitive market place where there are happy winners and tragic losers. On the weekend we can go to church or temple and ask forgiveness for our transgressions, and then go back on Monday and start all over again. We learn (in some form) two key phrases: "It's nothing personal, but..." and "It's just business" (p. 2).

As I stated earlier mass media is the major form of western cultures which exerts lots influence on many countries. Thus, most of the positive impacts of western cultures for the society specifically for teenagers are discussed below.

Establishing interpersonal connections both with peers, such as friendships and romantic relationships, and with parents, siblings, and other adults outside the family is one of the most important developmental tasks of adolescence (Steinberg, 2005). As electronic media technologies have become important means of communicating with others, it is important to consider them in the context of the interpersonal relationships in adolescents' lives. Similarly, Social media allows teens to cultivate new friendships, which brings them

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access to wider networks and provides even greater learning and social opportunities (Mokeyane, n.d.). In addition it helps them to increase social confidence, more social support and heightened media literacy.

Media today is the ease with which teenagers have learned to embrace technology equipment like computers, internet or the iPod. The teenagers have no phobia for technology. Media has also contributed to increase the overall awareness of teenagers about their surroundings (Jevtic, n.d). If managed properly, media can be effectively used to generate awareness amongst teenagers about issues like sexually transmitted diseases, pregnancy, drugs, alcohol and smoking.

Furthermore, Teens can benefit from media exposure by developing cultural and political awareness (Mokeyane, n.d.). Television, films, magazines and social media sites expose teens -- which may otherwise be limited to interactions with people from their own cultural and ethnic backgrounds -- to an array of different people. While family members and peers may perpetuate stereotypes of different cultural groups, media outlets can offer a diverse display of cultural or ethnic groups that encourage teens to think critically and question cultural stereotypes.

When it comes to particular cognitive skills, electronic media, particularly video games enhance spatial reasoning skills, visual attention, including greater attentional capacity, quicker attention deployment, and faster processing in youngsters. It may also enhance problem- solving skills (Schmidt & Vandewater, 2008).

Negative Western Cultural Impacts

Beyond the above discussed positive impacts, western cultures exert massive negative influences in different parts of the society around the world. Among these, first I discuss the general societal impacts and then the specific impacts which are mostly related with mass media on teenage children.

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First western culture has influenced the Family/Social Relations in most traditional societies (Knick, 2010). The type of family which is mostly found in most African countries, extended family is replaced by nuclear family. Consequently, traditional societal family values breaking down very rapidly. Extended family that was wonderful instrument like a social verve, social security in our community has given way to nuclear family. Little wonder that there is no more respect for age; no more respect for values that we held sacrosanct in the society; younger ones now find it very difficult to greet elderly ones. Individualism is also another cultural impact when westernization dominated in traditional societies. As he stated, "People now have children of single parents, a phenomenon that is identifiable with America. People no longer communalize, nobody wants to be anybody's brother's keeper" (p. 4).

The conception of sexuality has also changed completely in traditional society. The desire to be like westerners by most of children has suddenly made them promiscuous, doing things that were never imaginable several years ago (Knick, 2010). In this case I can say, the conception of sexuality has changed because most of children are now engaged in mass media technology. In supporting this idea, one study indicated, teens who watch a lot of music videos on television or on the internet have a more positive attitude towards recreational sex as well as having high expectations of the sexuality of their peers. Moreover, Sexual dialogue or sexual behavior can occur as often as eight to ten times per hour of prime time television (Strasburger & Wilson, 2002). Similarly, Irving's study (2008) revealed most young girls are influenced by the dominating sexual exposures of the media. Teens view over 14,000 sexual references, suggestions, and behaviors a year, in which fewer than 170 of advertisements involve the use of birth control, self-control, abstinence, or responsibility. Over 75% of prime time television shows feature sexual content, with movies and sitcoms having the most.

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Language is a cultural item; linguistic effects on thought can be characterized as cultural effects (Whorf, 1956). Western cultures influence the proficiency of language. It is declining in Africa because they compelled to embrace western culture and civilization as western language; western language has created a dichotomy between an elite and mass of African people who still cannot do business with foreign language. It causes alienation for people who cannot speak English or French (Arowolo, 2010).

Media technology is an integral part of children's lives in the twenty first century. "The world of electronic media, however, is changing dramatically" (Gunn & Donahue, 2008, p. 3). Television, which dominated the media world through the mid-1990s, now competes in an arena crowded with cell phones, iPods, video games, instant messaging, interactive multi- player video games, virtual reality sites, web social networks, and E- mail today, not only are American young people surrounded by media in their homes and schools, but the portability made possible by the increased miniaturization of digital media means that they can remain connected almost anywhere they wish to go. Laptop computers, cell phones, and handheld Internet devices are rapidly becoming basic equipment for today's teenagers (Robert & Foehr, 2008, p. 11). The average teen is exposed to as many as eight to ten hours of various media per day, with more and more teens having multiple forms of media exposure at once. Consequently, the lack of interesting places for socializing and leisure activities, teenagers turn to social networks which are more available and cheaper than other ways for searching companionships (Jevtic, n.d.). The major impacts of media on teenagers' is, it changes their views on things, attitudes and opinions. He further explained it as follows:

They copy styles of famous people and sometimes forget who they really are. They try to look like celebrities but they do not know how to get good marks at school. The internet imposes a model of style, behavior, attitudes and fashion and that makes children look alike and act. (p. 6)

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Similarly, Glen (2003) stated even though it is depend on the type and how much they are spending on these Medias, they still have high negative impacts on teenagers. In addition, a study by Irving (2008) on the influence of media, advertising, and popular culture on the self-esteem, identity, and body image in adolescent girls identified that media has a definite negative impact on girls' self-esteem, body image, and overall identity, and almost all of the research participants (girls) identified, they have physically changed their appearance in some way due to media and peer influences, it also affects how they feel they should dress and appear, and that they feel more self-conscious about their weight, clothing, and overall appearance of Many of them. Participants in her study also discussed how the advertisements they often see represent a very unrealistic situation, both in the variety of the models, as well as how the product will change their life. Likewise, teens have higher body dissatisfaction after watching thin models in music videos, than those who just hear the lyrics without seeing the videos (Bell & Dittmar, 2007). In relation to this, Cashmore (2006) asserted how and when young girls see positive images of celebrities they admire, they don't take into consideration the process and finances that the celebrities have access to that allows them to achieve a certain look. The consumption and reading materials like magazines and newspapers also becomes an important experience, allowing the teen to feel like they can and are relating to the models and celebrities that fill the pages and sell the products (Malik, 2005).

Marketing and advertising are indeed an influential and integral part of children's daily lives (Gunn & Donahue, 2008). And, "not surprisingly, that many of the products marketed to children are unhealthful" (p. 7). However, young children do not understand that advertisements are meant to persuade them to purchase goods; instead, they see commercials as helpful sources of information about products. Many products such as clothing and food often bring the message back to being about looking a certain way and the importance of

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appearance. In a survey of girls ages eleven through seventeen, their number one wish was “lose weight and keep it off,” which is why over 80% of girls have dieted by the time they reach age eighteen (Wilson & Blackhurst, 1999). They also buy what they see on TV, what their favorite celebrity advertise and what is acceptable by society based on the fashion that the media has imposed on them.

Another negative influence of media on teenagers that has grown over the last years are anorexia and obesity. There are millions of adolescents fighting obesity, but at the same time they are exposed to thousands of advertisements of junk food, while the ideal image of a successful person is told to be thin and wealthy (Jevtic, n.d.). More women are obsessive with losing weight even when they are not obese. There are many thin women that want to look like the super models and thin celebrities so they engage in eating disorder which leads to severe health issues and even death (Irving, 2008). However, Ward and Harrison (2005) argued it is not the amount of exposure to multiple media genres that predicted a drive for thinness and internalization of the thin ideal, but rather their attraction to thin personalities and celebrities.

Wykes and Gunter (2005) also stated although anorexia and self- starvation are often placed at the top and appear to be the most visible body morphing activities, activities such as self- mutilation, drug abuse, over exercise, cosmetic surgery, and smoking have all become methods by which young children feel the need to do in order to achieve a “normal and desired” appearance to society. They are also exposed to depression, anxiety, and other self-harming behaviors (Gilbert, Keery & Thompson, 2005). An extreme exposure to unrealistic media standards has also created a high rise in eating disorders over the past years (Tiggemann & Pickering, 1996). With all of the countless advertisements aimed towards very young viewers, media is now reaching out to younger and younger children.

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Furthermore, media have very powerful influence on health behavior. The leading causes of youth morbidity and mortality today are the outcomes of health risk behaviors that have been linked with media exposure, including excessive caloric intake, physical inactivity, smoking, underage drinking, early sexual initiation, and violent behavior (Soledad, Escobar & Anderson, 2008). The risky health behaviors are usually emerged from the type of media which youngsters are exposed to. That link is very strong, clearly causal, and surprisingly large. The links between media consumption and smoking and alcohol use also are strong and there is good evidence that they are causal. In the same way, Movies and television programs often show characters using drugs and alcohol and engaging in violent behaviors (Mokeyane, n.d.). At a developmental stage when teens seek greater freedom and independence, the glorification of drugs, alcohol, risky sexual and violent behaviors in the media make it challenging for teens to make responsible behavioral choices.

Roles of Parents in Protecting Teenage Children from Western Cultural Impacts

Within any society, parents identify certain values that are important for the development of their children (Goldsmith, 2000). CSDC stated that, “the family has a completely original and irreplaceable role in raising children” (Chapter five, No. 239). It further elaborated:

The parents’ love is the animating principle and the norm inspiring and guiding all concrete educational activity, enriching it with the values of kindness, constancy, goodness, service, disinterestedness and self- sacrifice that are the most precious fruit of love. The family unit is also a community of persons where moral values are taught and the spiritual and cultural heritage of society are passed on. (No. 212)

It is essential in ensuring people are strong in their commitments, and promote both social responsibility and solidarity.

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The parent role is one key to understand children since the role is performed by individuals who create the role as well as respond to role demands (Mowder, 1995). The parent role is partially an individual creation in that people conceptualize parenting based on their own prior experiences in a parent- child relationship, their thoughts and feelings about being a parent, and their child rearing expertise and understanding. But while part of the role is individually thought about, shaped, and refined, other aspects are externally imposed, like legal requirements, in socially well developed countries, regarding children's protection and welfare.

Parenting is not an easy task. Becoming a parent is the easiest part, whereas, being a conscious and positive parent is a momentous task (A. Souza & R. Souza, 2008). Parenting is the most important role one faces in a lifetime. Parents who provide an encouraging environment for their children are rewarded when, as adults, their children realize a successful fit into the culture and society. According to Stephens (2007), many children mimic or take on personality traits of people around them in early stages of development. Mostly they tend to grow up to be a lot like their parents. However, if these children are overly exposed to modern culture Medias such as television or movies, some part of their newly formed identity will be based on this medium (Schmidt & Vandewater, 2008).

Young children and teenagers have been influenced by western culture in the form of Media channels such as movies, music, television, video games, internet, and magazines. (Irving, 2008). Then she further explained the impact as follows:

As with any family, the ideals and beliefs are passed on from one generation to the next, but what happens when everything they see outside their home contradicts what they know to be true? The values we instill in the children can help carry them through life with a positive or negative outlook. The character, personality, and identity of a person are shaped through many different means, but with the unlimited

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access to anything and everything through media, children's identities are being skewed. (p. 12)

The following part discusses the different parenting roles which are proposed by different researchers and authors to protect teenage children from the influence of western cultures.

Popular culture is not a necessary evil in today's society. It can be harnessed and used for good aside from the normal entertainment value it holds in everyday life (Nixson, 2006). Utilizing the positive side aspects of modern culture, can help teach today's youth values and morals, this will give them the tools and the knowledge to stay away from the negative side of popular culture or at the very least take it at face value as a form of entertainment. Give children room to grow, but keep a tight grip on them until they are able to see the world as it truly is, flawed, ever changing, and still learning from its own mistakes (Etzioni, 2000). However, IKF (2002) asserted too few parents use the positive parenting practices which promote healthy social, emotional and intellectual development and too many parents lack knowledge about child development and confidence in the parenting role; they are emotionally worn- out and stressed; and they are not receiving sufficient support many parents will admit to the use of music, television, or movies as a means to keep their children occupied. He further stated, today, it is much easier and convenient to allow a child to play video games, surf the internet or watch TV for hours on end and not have to worry about where their child is. But, what they are being exposed to can be more harmful than the world outside.

Over the past half century, the introduction of each new electronic medium or technology has been both celebrated and viewed with alarm, often simultaneously (Schmidt & Vandewater, 2008). Television, cable television, video games, computers, the Internet, cell phones, and iPods have each been regarded with dismay and sometimes down- right panic by adults concerned with learning and education. Both dismay about the problems and

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excitement about the opportunities presented by electronic media and technology focus on characteristics of the medium itself, such as visual displays, interactivity, and the like. The assumption is that time spent with media or technology, regardless of content or quality, is central to the way they shape youthful learning and academic skills.

Parents, it turns out, can play an important and positive role in how electronic media affect young people's lives; they can not only enhance the benefits but also reduce the risks associated with children's media exposure. Parents who watch pro social programming with their child and reinforce the messages in different descriptions can enhance their child's pro social learning (J. Singer & D. Singer, 1998). Such active mediation can include explaining and discussing the moral lessons in a plot, reinforcing the information through rehearsal, and engaging in role-playing activities that elaborate on the information. In addition the Christian Assemblies International [CAI], (2000) reported that Parents must be sure they know the about contents of the medias before they allow their children to watch or read it. The age rating does not give any guarantee that the media is clean. Thus others people can help them decide if what they watch or read is suitable to them. Various publications and on-line web sites can also help them to be informed about movies or television series. How parents handle their children's exposure to advertising and their requests for products can be also influential in shaping the way their children respond to advertised products and how advertising affects children's developmental outcomes (Calvert, 2008).

Further, parents can block their televisions with the V- chip, initiate controls for website content, and ensure that all reading material accessible is age appropriate. The most important way, however, is to monitor what children are watching, reading, and doing on the internet (Nixson, 2006). Parents may also use ratings but they must be used with attention. Currently, there is no consensus as to which rating system works best (Liebert & Sprafkin, 1998). However as they indicated, Parental involvement in determining desirable

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programming is the best choice. Parents have to monitor and control their children's viewing habits.

Besides, children should ask for parents' permission before watching any media channels. Naturally, if they do not ask they will need to be rebuked. Go through the programs with the children and choose what they are allowed to watch. Parents need to inform themselves about these programs and Watch them once or twice with their children to check the content (CAI, 2000). Then, discuss any negative points that are seen and help the child to understand the difference between good and bad. In addition, parents need to check their children's free time activities. In this regard a study indicated, less than half of parents enforced TV viewing limits or regularly discussed TV content with their children. Children whose parents set television viewing rules watch forty fewer minutes of television each day than children whose parents set no rules (Abelman, 2001).

A study on culture and parenting also suggested that, understanding parents' goals for their children's behavior is also important. Recreational strategies can help children develop thinking skills. Taking more control over children's behaviors and choices can help children learn to respect authority figures and rules (Lenna & George, n.d.). Moreover, Teach children right from wrong, explain to them early in life that fiction is in fact fiction and most of what they see on TV or in the movies does not happen in real life (Nixon, 2006). Teach children and young that all popular ideas aren't safe or acceptable. Make sure they are well rounded and educated beyond mass media outlets. Help them to form their identities by exposing them to a broad world of ideals, information, and cultures. In relation to this, involving children in creative hobbies, such as music, sports, and practical things like looking after their pets or helping out with jobs around the home. Teach them to be respectful and caring towards elderly or disabled people. These things will build up their character and help them to make wise decisions and stand up for their beliefs (CAI, 2000).

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During the early school years children will mainly be influenced by their school friends and teachers. It is important for parents to get to know the teachers and to ask about the school curriculum to find out what is being taught. If they do have concerns about the content of lessons and the teacher is not cooperating, they can speak to the principal or they can go to parents' association meetings as often, where they will also get a chance to air their views. As a last resort they may feel it necessary to change the school their child attends. Nonetheless, in searching schools for their children, in particular, when they move into a new area, find out about the local schools. It is important to ask about the school curriculum, disciplinary policies and procedures (CAI, 2000).

Further, parents can attend parents' meetings which are organized by the school. Talk to other parents and teachers to explain their point of view, and work together with parents who share their standards and opinions. Furthermore, school is often the place where problems occur, many children are teased and tempted by other students. The standard conversation is about "who has seen the latest film" or "who knows about the latest game or craze that is on the scene" (e.g. smoking cigarettes or drinking beer). Thus parents need to be in regular contact with the teachers who will possibly see their child more often than parents do (Nancy & Dodge, 2010). In relation to this, Parents need to understand how much pressure children, and especially teenagers, receive from their peers. Peers influence the child's behaviors from early ages onward, and peers captivate a child's attention in ways that no adult can match, but the parent has major control over the child's access to peers, and which peers, through decisions about child care, schooling, and after-school placement.

In addition, parents need to teach young children a Biblical attitude towards evil before they become attracted to and tempted by ugly characters and violent behavior. Make comments such as, "Who would want to play with that evil monster? I don't even like to look at him." The Bible tells to train children (CAI, 2000). Through constant training children will

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learn to discern between good and evil. Parents cannot be with their children all the time to control what they watch or do. Children, whether alone or with friends, have to learn to stand up and say 'NO' to things they know their parents would not agree with. This attitude can only be developed in children by thoroughly training and disciplining them according to the Bible. One verse on the bible stated, "Train up a child in the way he should go: and when he is old, he will not depart from it" (PROV 22: 6).

Parents' self-report in a study (2010) on the incidence of different children discipline strategies in Ireland indicated that, most parents use non-physical discipline strategies with their children. Almost all parents reported using inductive discipline strategies, such as discussing an issue with a child, either frequently or occasionally. Approximately half of parents reported using other non-aggressive discipline strategies, such as making a child take time-out, threatening to ground a child and actually grounding a child. However, there is no clear consensus on the effectiveness of physical punishment as a discipline strategy. Half of parents reflected that physical punishment is effective in stopping misbehavior at the time, while a slightly lower proportion believed in its effectiveness in preventing future misbehavior.

Challenges of Parents in Protecting Teenage Children from Western Cultural Influence

Besides playing their roles, parents encounter different challenges while they protect their children from the influence of western cultures. The following literatures illustrates these challenges of parents.

The above cited study in Ireland (2010) also indicated most of these parents believe that parenting role has changed substantially when compared with parenting 20 years ago. With a view to gaining further insight into some of the precise changes that may contribute to these perceptions of differences in parenting over time, specific issues of parental control, parental responsibility and pressure on parents were examined. And the majority parents

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reported, all these factors have changed when they are compared to the past years. Similarly, Daly (2004) asserted that there is a change in the extent to which parental authority and the parental role is supported by society, when compared with parents a generation ago.

Moreover, balancing family and work commitments represented a more significant pressure on parenting role, when compared, for example, with parents in a similar study in Scotland (Anderson, 2002). Specifically, almost three quarters of parents indicated the significance of work life balance issues compared to just one-third of parents.

Teens today are being raised in very different family environments from those of 50 or 100 years ago (Suzanne, 2000). Families are smaller, are more likely to be headed by one parent, and more likely to live in an urban or non-farm setting. These factors, and many more, are likely to have contributed to the busy lives that families lead. Among these changes, two stand out: the dramatic increase in female labor force participation and the increase in the prevalence of single parent families. Over the last five decades, the “traditional” one bread winner, one homemaker family has been declining as a share of all families, from 56 % to 24 % the share of married couples in which both spouses work full time rose from 32% to 48% from 1968 to 1998. And the share of single parents working full time rose from 56 percent to 67 percent over this span. It is little wonder that when individuals were asked in a 1995 national survey about “always feeling rushed, even to do the things you have to do,” 33% of respondents said “yes,” up from 24% in 1965.

The Ireland study (2010) on the parents’ perspectives on parenting styles and disciplining children also revealed, parents’ worries about children’s physical and emotional safety and well-being challenged their parenting role. With regard to worries about the emotional well-being of their child, just over half of parents 57% expressed the view that such concerns impacted ‘a lot’ on their parenting, with a further 29% indicating that these

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concerns impacted 'quite a lot'. A minority of parents reported that concerns about their child's emotional well-being did not worry them very much 11% or at all 3%.

Despite their concerns about their teen's activities, parents may not know much about them and may not be effective at setting limits and monitoring their activities (Rosen, Cheever & Carrier, 2007). More research is needed to determine whether the problem is parents' lack of knowledge about these communication forms or their lack of parenting skills. It would be interesting to find out whether parents are similarly uninformed about their teens' offline activities, particularly their offline social interactions. Likewise, little research exists about what parents know about their own teens' use of electronic media for communication, including whom they talk to and what information they have on their profiles. Similar to this issue, a national survey on parents of young children (2002) in Canada on Parents' knowledge about children and parenting revealed that, most parents were largely in the dark about their teens' behaviors. Moreover, it indicated, too many parents lack knowledge about child development and confidence in the parenting role; they are emotionally worn out and stressed; and they are not receiving sufficient support.

Moreover, in contrast to the traditional view of parental attitudes as originating in the parent, over the past decade children's influence on their parents' attitudes has been emphasized (Bugental & Goodnow, 1998). With specific reference to parental attitudes to physical punishment of children, Holden (1997) found that 75% of mothers who reported a change in their attitude to physical punishment attributed it to the particular child's reaction to a discipline strategy or to child characteristics. Parental experiences in the family, therefore, appear to be linked to changes in parental attitudes and behaviors.

Parents about financial worries also impacted on their parenting role. In the study parents' perspectives on parenting styles and disciplining children (2010), 44% of parents reported that, worries about money impacted 'a lot' on their parenting, while a further 25%

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indicated that such pressures impacted 'quite a lot'. One-quarter of parents expressed the view that worries about money did not impact very much on bringing up their children, with a minority of parents 5% indicating that financial considerations did not impact at all on their parenting and most parents replied worries about money impacted on their parenting. In contrast to this study, Ghate and Hazel (2002) stated most of poor families have tended to focus on parenting practices and style in relation to parental employment. Yet, issues such as access to adult leisure facilities or entertainment have not generally been thought to be part of parenting as such, even though they can greatly affect parents' lives and, by implication, their capacity to parent.

Another study by Soriano (2001), revealed perceived levels of spousal/partner support by a second parent or partner affects parenting roles. In the study, 93% of parents reported that they were 'much supported' by their spouse or partner, with a further 5% reporting that they were 'somewhat supported' A very small minority approximately 2% reported that they were 'not very supported' or 'not at all supported' by their spouse or partner.

Opportunities for Protecting Teenage Children from Western Cultural Influence

Finally this literature section presented the potential opportunities for protecting teenagers from western's cultural influences. Opportunities starting from parents' effort up to external supports are elaborated in detail.

Basically, imaginative and thoughtful efforts are greatly needed to reach out to all parents, to educate all parents about child development and parenting in meaningful and useful ways, to recognize the emotional experiences and stresses inherent in modern parenting, and to support on all levels, the important responsibility parents of young children have undertaken - to raise healthy and adjusted children, who will grow to be the next generation of healthy and adjusted adults and parents (IKF, 2002).

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Parents will continue to be central to regulating their children's behavior specially, related to pro social behaviors. They can teach them self-direction and independence (Gunn & Donahue, 2008). For example, in a recent study of the child rearing values of Estonian and Finnish mothers and fathers, all samples assigned the most importance to characteristics related to benevolence, self- direction and being trustworthy (Tulviste & Ahtonen, 2007).

Various technologies have been also developed to help parents monitor their children's electronic media use. Parents can, for instance, control children's exposure to media content by selecting video tapes for their children (Schmidt & Vandewater, 2008). Moreover, they can educate themselves about good media use based on their children's developmental stages and monitor their children's use to ensure that they engage positive media in a healthful and constructive manner.

In addition, the increasing parental time spent in the workplace and in commuting puts a substantial squeeze on families to find time for other important activities, including time for parents to spend with children. Nonetheless, many parents have been resourceful in finding time to spend with children. An examination report on teen's behavior and their parent's role of involvement in the 21st century by the Council of Economic Advisers [CoEA] in United State [US], indicated that hours per day mothers spent in care of family members actually was quite similar in 1925 and 1975. Although mothers had many new demands on their time, they found ways to preserve time with their family. Moreover, parents reported that, the pleasures of spending time with children and family members, engaging with care giving tasks on a daily basis, reciprocal affections, friendship and companionship in relationships, and positive child outcomes were all as significant.

Some types of prevention and early intervention technique include media literacy programs that educate teen children about how the media alters images in order to achieve the look they want to sell. An American writer named Allen Ginsberg once said "Whoever

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controls the media, the images- controls the culture” (as cited in Underwood, 2000). This is true, and the media continues to gain more control every day. Teaching media literacy at a very early age is both at home and in school extremely important in order to help children become more aware and critical of the images to which they are exposed (Shields & Heinecken, 2002). Also, since celebrities can have so much influence over adolescents, media literacy programs should enlist the help of the although few, but willing and dedicated celebrities to help raise awareness of the seriousness of the negative images and messages that the media sends to young children. In relation to this, the CoEA report indicated:

Working with governmental and especially nongovernmental organizations is mandatory, they can put pressure on media industries to develop better content, create meaningful ratings systems, cut back on inappropriate advertising, and invent better products to help screen content.

Decisions teens make are critical for their present and future wellbeing. Educational choices play a potentially large role in teens’ future career choices and success. However, their future health and economic status are also greatly affected by other decisions they make while they are young, including sexual behavior and substance abuse. As teens weigh these decisions, parents have an enormous potential to influence their teenagers’ behavior. This report illustrated, having a close relationship with one’s children and spending time with them, for example, by having dinner together on a regular basis, is strongly related to whether teens engage in risky behavior such as drinking, fighting or having sex at early ages. A close relationship with parents is also associated with higher grades and a greater intention to go to college.

The CoEA report further explored, Parental involvement is a major influence in helping teens avoid risks such as smoking, drinking, drug use, sexual activity, violence, and suicide attempts, while increasing educational achievement and expected attainment. For

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many families, eating dinner together can be an important way for children and parents to maintain connection. Significant differences were noted between teens who eat dinner with their parents at least five times a week and those who do not. Similarly, significant differences were found for teens who reported feeling “close” to their mother and/or father and those who did not. The difference is even larger for teens that do, and do not, feel close to their parents. Among 12 to 14 year olds who do not have close relationships with a parent, 34 percent smoked more than twice the rate of those teenagers who do have good relationships with their parents.

According to Gunn and Donahue (2008), “Media use in the schools is a double edged sword” (p. 9). On the one hand, media technology can be used as a powerful teaching tool; with the right content, educators can use electronic media to help children learn and to shape their behaviors in positive directions. Moreover, the pervasiveness of media technology makes it crucial for students to learn how to use electronic media constructively. On the other hand, teachers must have tools to manage the private use of electronic media in schools, ranging from such innocuous interference with learning as text messaging during class to more harmful uses such as bullying or cheating. School systems should implement research based programs that use electronic media to enhance classroom curricula and create professional development programs that instruct teachers in the uses of new technologies.

Some schools and school districts have blocking the use of electronic media in schools in order to protect youngsters from negative modern culture impacts, in particular text messaging, cell phones, iPods, and video games (Subrahmanyam & Greenfield, 2008). Many school computer systems also block access to websites popular among teens such as those that provide access to instant messaging, E-mail, blogs, and social networking utilities. School authorities argued that these media are distracting, isolating, and disruptive and that they facilitate cheating (as when cell phone cameras are used to copy exams) and other illegal

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activity (as when cell phones and pagers are used in drug and gang activity) But what are the effects of such bans? A questionnaire study of middle and high school teachers and support and administrative staff investigated Internet filtering and restricted Internet access for junior high schools and high schools in an entire school system (Simmons, 2007). Most felt that the limits unduly restricted Internet access. Out of 120 respondents, 117 felt that legitimate sites had been blocked. Some school personnel felt that students were not always punished for downloading offensive material. Others admitted that they themselves used techniques to get around the filter or block to complete their tasks. Many respondents felt that the “filtering” system hampered their performance of their duties, created an inconvenience, reduced student autonomy, lowered morale, and made it less likely that they would create lessons that would integrate technology.

The ban against cell phones in high schools is perhaps the most controversial restriction. Alike Parents and youth favor cell phones as invaluable tools for everyday planning and coordinating that can be critical in the event of emergency. The New York City news (2007) has posted a case brought by parents, the New York State Supreme Justice ruled in favor of New York City’s ban on cell phones in the schools. Partial or complete cell phone ban have now been put in place in Toronto, Los Angeles, Detroit, and Milwaukee. It remains unclear how effective such bans are in preventing the behaviors they are designed to target.

Although government’s ability to regulate content may be weak, its ability to promote positive programming and media research is not. They are still within its regulatory realm (Gunn & Donahue, 2008). Consequently, Government at all levels should fund the creation and evaluation of positive media initiatives such as public service campaigns to reduce risky behaviors and studies about educational programs that explore innovative uses of media. Government should support research into potential harms and benefits caused by media. It should also provide funding to launch initiatives to ensure that good educational

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programming is available to children and schools teach students how to use technology in preparation for the twenty first century world of work.

Finally, an understanding that social development is influenced by culture may support communities to develop sources of information (and possibly intervention) for parents (and children) whose belief systems may place children at risk for rejection, exclusion, discrimination, and victimization by members of the mass community or country (Rubin & Menzer, 2010). Moreover, It would be vain, and probably destructive, to try to impose cultural change on countries. However, countries need to embrace their own cultural heritage and find institutions appropriate to this heritage. Cultural exchange is an integral part of the globalization process and will no doubt benefit all as countries learn from the strengths and weaknesses of other countries' culture in a spirit of tolerance, respect, and peace (Gorodnichenko & Roland, 2010).

CHAPTER THREE: RESEARCH METHOD

In this section, I discuss the study design, the research area and targeted population, the sampling procedures and sampling size. In addition, the section presents the data collection method including, primary and secondary data sources, data collection instruments and procedures. The data analysis process also briefly discussed based on five steps. Finally, the ethical consideration for the research participants is presented.

Study Design

This research adopted a qualitative research method, exploratory case study approach, and cross-sectional research design. The main aim of adopting qualitative research method was because a problem or issue needs to be explored (Creswell, 2003). In such study's, researchers ask broad research questions designed to explore, interpret, or understand the social context (Marguerite, Spaulding, Katherine & Voegtler, 2006).

Accordingly, this research first assessed parents' awareness towards western cultural influence and mainly, it explored parents' roles and challenges to protect teenage children from western cultural influences and to embrace their own culture. It also identified the potential opportunities for parents. This method was helpful to access valuable type of data including, a deeper and richer understanding of study participants' perception, behavior and some knowledge of their subjective experience.

Among the different qualitative research approaches, this study employed a case study. "Case study is a form of qualitative research that endeavors to discover meaning, to investigate processes, and to gain insight into and in-depth understanding of an individual, group, or situation" (Marguerite. et al., 2006, p. 269).

I basically considered three conditions for adopting the case study strategy which are proposed by Yin (2003, p. 7).

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According to Yin, first, if the type of research questions posed in the study focuses mainly on ‘what’ questions, it is a justifiable reason to conduct exploratory study particularly, exploratory case study. Similarly, the research strategy aimed to let the questions drive the methods (Mills, 1959). Thus, I believed, the research questions in this study are best answered by adopting qualitative research method, a case study approach.

Second, a case study is more preferable when the researcher cannot manipulate or control the actual behaviors and variables in a particular study (Yin, p. 9). And then I thought it is difficult to control the infinite ideas, thoughts, interpretations, approaches and behaviors of the research participants with regard to the specific research objectives. Therefore, it was convincing for me to adopt a case study strategy in this research.

Lastly, he suggested that, case study is more appropriate to contemporary events (Yin, p. 11). Thus, I adopted this strategy because, western cultures, specifically the advancement of high information technology and communication influences on teenage children in Ethiopia, Addis Ababa is a recently and rapidly disseminated issue.

Research Area and Target Population

The research was conducted in Bole sub city, Addis Ababa because this sub city is one of the luxurious and favorable area’s in Addis Ababa where, most of modern and westernized people hang around. Since there are lots of beautifully constructed molls or buildings with different market centers and amusement places including cafés, hotels, cinemas, playing stations..., most people specially teenagers and their parents would like to enjoy and spend their leisure time in this specific area. Thus, parents of teenage children who are residents of *woreda* 3 in Bole sub city were the research target populations.

Participants Selection Criteria and Sampling

Participant Selection Criteria

Parents who fulfilled the following criteria were included in this study:

- Parents who lived in the researched area at least one year and above;
- Parents who have at least one teenage child;
- Both parents, the mother and father were included however either of the two only participated in one interview;
- Parents who were able to communicate clearly in Amharic and voluntarily share their experiences.

Sampling

Among the fourteen *woreda*'s in bole sub city, *woreda* 3 was purposively selected. It is an acceptable kind of sampling for special situations, it uses the judgment of an expert in selecting cases, or it selects cases with a specific purpose in mind (Kruger & Neuman, 2006). Thus, as the sub city Children affairs bureau reported, comparing to others, *woreda* 3 is the most exposed site to western cultural influences where several teenage children are highly engaged in the sub city.

Samples for qualitative studies are generally much smaller than those used in quantitative studies (Mason, 2002). In building a sample, qualitative researchers may use a technique called snowball sampling, where one research participant or setting leads to another or snowballs. Consequently, I used this sampling technique to select teenage children parents from the targeted area. It was very helpful to easily access the study participants in the process of data collection. In addition, I was setting to in- depth interviewing a total number of twenty participants however, at the fourteenth respondent, data was saturated, which means “the point in data collection when new data no longer bring additional insights

to the research questions” (Qualitative Research Methods: A Data Collector’s Field Guide, 2011). But then I added two more respondents for data assurance and reliability.

Methods of Data Collection Techniques, Instruments and Procedures

Methods of Data Collection Techniques

The combination of primary and secondary data sources were employed in this study. Primarily, in- depth interview data collection technique was carried out and concurrently, all necessary documents which were appropriate and adequate for the research were reviewed.

In- depth interviewing, also known as unstructured interviewing is a type of interview which researchers use to elicit information in order to achieve a holistic understanding of the interviewee’s point of view or situation (Patton, 1990). Accordingly, in- depth interview was employed with the selected teenage children parents’ to assess their awareness towards western culture influences. Most importantly, it was intended to explore extended and intensive data on their roles and challenges to protect their children from western cultural influences and embrace their own culture. And also to identify the potential opportunities that supports them to protect their children from western cultural influences and embrace their own culture.

Moreover, before and after collecting primary data, all the necessary documents available in Bole sub city and particularly in *woreda* 3 were requested to obtain data on the socio demographic characteristics and the physical settings of the research targeted area. In addition, related articles, books, reports, documents and internet webpages were assessed and reviewed.

Data Collection Instruments

Semi- structured, interview which are consisted of five major topics and twenty open ended questions and sub questions were developed to explore participant’s perception and impression towards the intended research objectives and also to obtain comprehensive and

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reliable data (See appendix A). These questions were prepared in English but then I translated into Amharic, the official language of Ethiopia. Based on the consent of the participants' I used tape recorder and field note in order to facilitate the data collection process.

Data Collection Procedures

The first step was undertaken on February 25, 2014. I visited some areas under the sub city which was helpful for better identification of the physical setting and residents in the sub city. The next few days I contacted with some of sub city residents and officials under different positions in order to create good relationship and coordination. It was in this process the sub city selected *woreda* 3 for the purpose of this study. The following visit was held on March 5, 2014, researcher submitted an official letter of collaboration from school of social work and obtained background information about the sub city residents and statistical data from Bole sub city.

After revising the in depth interview guide questions again and again in relation to the research objectives, I got the approval from my advisor to collect data. The actual data collection was employed from March 17- 31, 2014.

In the first day of data collection, it was very difficult to randomly select the first study participant for interview, because some of the participants were in hurry to go to work and other engagements. But then I arranged another approach to catch up with the participants. The next day (March 18, 2014) I went to a school named '*Birehaneh Zare*' and requested them to randomly select one teenage student parent in that specific *Woreda*. Fortunately, the school was very cooperative to access and select one participant for in depth interview. It was then easy to access other study participants with snow balling sampling technique.

Most of the interviews were undertaken in the study participant's house and few of them are conducted in different places including to the above mentioned school, work places

and cafés. The in depth interviews took approximately 50 minute- 2hr and 30min. The minimum time for in depth interviewing a participant was 53 min and the max was 2 hour and 26 minute. Moreover all interviews were conducted in Amharic since, all participants were Amharic speakers. All of them except two were willing to be tape recorded while the interview is conducted. I also used field note to grasp participants feeling, impression and interview setting. It was helpful to memorize what has been said for the process of data analysis.

I tried my best to consider and follow all the necessary ethical issues and interview skills including, introduction of oneself and the research objective, permission to tape recorder, genuine communication and language usage, attentive listening, eye contact, and thanking the participants at the end of the interview.

Data Analysis

The relevant information obtained from in- depth interview was analyzed and interpreted in line with the research key objectives. Accordingly, the five basic steps for analyzing qualitative data proposed by Yin (2011) including compiling, disassembling, reassembling or organizing, interpreting and finally concluding were used. Thus, the steps are presented as follows.

In the first stage of data analysis, compiling; I continuously listened the recorded obtained from the in depth interview and reread the field note which I used while conducting the interview. Data transcription was started immediately after I finished data collection. I transcribed the data in a narrative form which was the most exhaustive and time consuming job in the process of data analysis. However I exerted my whole effort to transcribe all necessary information including participant's reaction, feeling, physical expression and different connotations towards the research questions.

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The second step was disassembling; in this stage the first level of data coding process was undertaken. Accordingly, I prepared two large scale white papers and divided them into different major and sub sections based on the research interview questions. And then I coded all information and impressions from the transcribed data. The purpose of trying to code these items is to begin moving methodically to a slightly higher conceptual level (Yin, 2011). It is also helpful simplify and focus on some specific characteristics of the data.

Moreover, Memo's which I obtained while conducting the in depth interview were used to recall the participant's impression, reaction and the setting. It was also helpful to avoid or discard chunky and unrelated issues with the research questions. Good memos can preserve what at first appear to be "half-baked" ideas that later may become invaluable as well as reduce the frustration of being uncertain of whether the researcher already had considered and then rejected a certain idea (Yin, 2011). This coding process later yielded 533 codes. (See appendix B) This level of data coding was undertaken in Amharic language because I believed the exact meaning and impression can be better understood if I used the direct source of data.

In the third step, reassembling/organizing; the second data coding level was undertaken. In this stage I tried to combine and organize the first coded data in relation to the research objectives. I further identified and patterned similar ideas in one section. In addition, I compared different codes to gain some important new and unique insights into the study topic. I used different coloring, bulleting and underlining in this process. Then I got other 255 codes but, it was too much to undertake the final data interpretation process. Thus I further employed third level analysis and this finally yielded 57 codes with 5 super theme, and 6 sub themes. (See appendix C). However, both second and third level of coding are employed in English language. In this regard, I requested the professional translator

assistance to make sure the meaning and perception of the responses are appropriately or clearly stated and suited to the aim of the objective.

At the fourth stage which is interpretation, narrative data analysis was undertaken. I developed summary tables in each sections and sub sections before describing the whole ideas in detail. The description of data also illustrated by different participant's quotes and emotional expressions. The findings are connected with different literatures reviews. Thus, I designed a conceptual frame work in order to summarize the key findings and to show the conceptual relationships one with another.

In the final stage of data analysis, conclusions were forwarded based on the major findings and their relevance. The whole data analysis process was done manually.

Ethical Consideration

Lincoln and Guba (2003) argued that ethics are part and parcel of the paradigm position held by the researcher while conducting a research (p. 12).

The basic ethical consideration in conducting a research is, informed consent. Thus, while conducting in depth interview, I requested the oral consent of the participants by clearly explaining the objective and significance of the study. The participation of each participants were also based on their willingness (voluntarily). They were pre- informed that, they could quit their participation if they felt discomfort without looking permission from the researcher. The use of tape recorder in the interview was based on participants' agreement. To protect the confidentiality of participants I transcribed their voice recording by giving code number and using pseudonyms instead of real names. I was also very careful in placing the recorded voices and field notes. There were also formal interaction between the researcher and the participants in all procedures of data gathering.

CHAPTER FOUR

FINDINGS OF THE STUDY

This chapter presents the case study analysis and discussion along with the major themes and sub themes of the research. The first section describes the study participant's demographic and social characteristics. Then it has attempted to describe participants' awareness towards western culture in relation to the positive and negative impacts particularly, on teenage children. It mainly explores the participants' roles to safeguard their children against the western cultural impacts and to embrace their own culture. It further explores the challenge they come across in their particular role both internally and externally. Then, it identifies the potential opportunities to enhance and support parents' role in protecting their children from the negative impacts of western culture both internally and externally. Lastly, the major findings discussion in relation to different literatures and conceptual framework are presented.

Background Description of Study Participants

Sixteen study participants' are included in this study, eleven of which are female and five of them are male. The age range is between 30- 79 while most of them are in their mid 30's. Two of them have completed their elementary education, other two have gone to high school, seven of them have a diploma, three have a degree and two have a master's degree. All study participants are married and one is unmarried. Regarding their economic background, ten of them are government employees, four are employed in private enterprises, one is employed in non-governmental organization and one is a house wife. They have 1-3 teenage children or child in laws on average. Thus the participants' profile is summarized in the following table below.

Table I: Study Participant's Profile summary (n= 16)

Sex	Age	Educational background	Marital status	Economic Background	Number of teenage children/child in-laws
F	57	Diploma	Married	Government employed	2CIL
F	35	9 th	Unmarried	Government employed	1C
F	37	8 th	Married	Government employed	3C
M	37	Diploma	Married	Private employed	2C
F	30	Diploma	Married	Government employed	1C
F	53	12 th	Married	Government employed	1C
M	50	Diploma	Married	Government employed	2C
M	79	12 th	Married	Non- Government employed	2CIL
F	49	Diploma	Married	Government employed	2C
F	42	Diploma	Married	Government employed	1C
M	42	Degree	Married	Private employed	1C
M	46	Degree	Married	Government employed	1C
F	42	Master's degree	Married	Government employed	1C
F	32	Diploma	Married	House wife	1C
F	34	Master's degree	Married	Private employed	1C
F	39	Degree	Married	Private employed	2C

Key: 'C' represents Child/children and 'CIL' represents Child in laws

Study Participant's Awareness towards Western Culture

The study participants who are included in the in-depth interview were asked on what they understand by western cultures, five of them replied that it is the distinguishing thinking pattern of the western society and five others replied that, they are a set of the latest attitudes and rules of behavior that are alien to our own fabric, but whether we like it or not we are part of these inevitable marching cultural tracks. One participant replied, "This is the influence of globalization...we cannot build walls against them... we can pick out what are constructive to our general outlook while carrying on with our cultural heritage"

Two other participants replied, western culture is the overall belief and life styles of the highly developed nations of Western Europe and North America, and these cultures are in general disparate to our own stage of development and way of living. Particularly, one study participant replied:

We should first define culture before looking into the meaning of a western culture. Culture is the pattern of behavior, thinking, belief, tradition, religion, and language of a particular society. Culture is basically dynamic and the most crucial social institution that paves the road to civilization. And when such elements happen to be drawn from the Western societies they are called western culture. Moreover culture is a distinguishing element of identity of one society from the other societies. Without culture there can be no identity. Therefore, if we were to supplant our cultural elements with that of the westerners we would ruin ourselves, because these cultural elements are apt to their social realities but not ours.

Two participants pointed out that this culture is a distinguishing mark of their own stage of civilization, and we are not supposed to consume them in a wholesale but to cherry pick what is

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useful to our ways of life and beliefs and we should not allow to be carried away by these alien cultural impacts. We would be jeopardizing our own survival if, we mimic them without analyzing their long and short term consequences. A participant observed that, “We are living in times where imitating the westerners is seen as a trademark for being cultured and living otherwise is considered to be a mark of being uncivilized”

Two participants out of those interviewed declared that, they are less informed about the western culture. One such participant disclosed that, she was brought up in the provinces under church education and said that she believes full grown adults are no less prone to the attraction of western lifestyles than children. Then she passionately stated that, “People these days do not have power over their impulses”

Another participant related that she has no knowledge of what the western culture is but, she can distinguish them by their strangeness and deep down she feels they are harmful. “I believe that what is foreign to our cultural integrity is harmful and disorienting”

The following table summarizes the responses of study participants when asked about their awareness towards western cultures.

Table II: Awareness towards Western Culture

Participant's Awareness	Description
<ul style="list-style-type: none"> • distinguishing mark of western stage of civilization and development, • the influence of globalization • general package of the latest attitudes and rules of behavior disparate to our own stage of development and way of living • the overall belief and life styles of the highly developed nations • strange and harmful 	<p>Parents' knowledge, attitude and perception towards western culture</p>

Positive vs. Negative Impacts of Western Culture

This section discusses the positive and negative impacts of western culture. The study participants have described their ideas based on their perceptions, how their children act upon it and their own experiences. Before the discussion, the following table summarizes the study participant's awareness on the positive and negative impacts of western cultures.

Table III: Positive and Negative Impacts of Western Culture

Positive Impacts	Negative Impacts
<ul style="list-style-type: none"> • technological advancements and innovations • comprehensive opportunities of education and diligence • to improve professional and intellectual skills • parents openness and free discussion with their children • time concept and work ethics • creative and programmed way of life • the concept of human dignity and the attitude against the habit of lying 	<ul style="list-style-type: none"> • the information disseminated through mass medias, printed materials, internet websites and mobile phones • dangerous alcoholic drinks and drugs • same sex relations • deprive teenagers self-esteem, unhealthy eating habits, depression, insomnia, social and psychological crises • free ride and unrestricted freedom of western parents to their children

Positive Impacts

Nine of the participants stated that, the technological advancement of the westerners has undeniably enabled more people to have access to a remarkably vast amount of relevant information, contributed a lot into the knowledge pool of humanity. This they believe has helped them to examine some of their harmful traditions and cultural practices and change them. Moreover, it has equipped them with the latest technological innovations and augmented their professional and intellectual skills. It has also opened the door for them to improve their reading and writing skills. One participant stated, “These cultures teach us to go along with the easy and

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modern way of life” These participants added that the technological advancements of the west have enabled their children to easily comprehend things, helped them improve their skills and this they assess positively. Other three participants stated the foreign media outlets are helpful in enabling them to be multilingual people.

Other six participants explained that, the level of openness that the western parents have with their children in discussing everyday life is something important that we can imitate. In relation to this, one participant said, “I am in favor of the western culture in which an 18 year old child bears responsibility and becomes independent” seven of the study participants responded that, they have a high regard for the western’s time concept and work ethic, they have found the comprehensive opportunities of education and diligence of the westerner’s enviably positive aspects of their culture. In addition, they explained that they have a positive regard for the creative and programmed life of the ordinary western family, and a love life. One participant shares the above mentioned values of the westerners and she specifically said, “I have a positive regard to the westerner’s concept of human dignity as well as their firm attitude against the habit of lying”

Negative Impacts

With regard to the negative impacts of the western culture, all study participants agreed that, the unhealthy lifestyles of celebrities, information which are disseminated through the, mass Medias, printed materials; some internet websites and mobile phones do affect people from all walks of life and especially teenagers. These teenagers have a great impulse to act and they do imitate the bizarre hair styles and highlighting, way of dressing (including the infamous sagging style), showing off with scanty clothes and the unprecedented obsession with cosmetics are some of the negative influences of the western culture. Other eight participants added that, same sex

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relations is one of the most offensive sub cultures that are completely alien to our cultural and religious way of living. With regard to these negative impacts one participant amazingly replied:

Men prisoners used to wear their trousers at the bottom of their wrist because they are forbidden to wear belts inside the prison, but this days this is considered as a fashion and we see many guys who wear their trousers in such ways, which is ridiculous.

Seven study participants also indicated that, the widespread practice of hazardous alcoholic drinks like *Khat*, cigarettes, shisha, hashish, drugs and tablets which are taken with alcohol drinks are having a negative impact on the society in general. A participant said:

In the neighborhood where I grew up some people worked day and night hours and would chew *Khat* to stimulate themselves and to chitchat with family and friends. But the stimulants now days are synthesized with other drugs that have dangerous side effects. I once was passing along those seedy quarters and almost fainted with the smell of these drugs.

Four of the participants who were interviewed above believe that people who take these drugs fall back into risky tracks like theft, rape, and unsafe sex, the addiction and dependence on these drugs that would lead them to crimes and gambling. However as one participant explained: “Most teenagers involved in such activities without realizing their effects on their lives, they are just drawn by their peer influence and the desire to experience new things in their ages”

In addition three participants maintain that, these western habits rob the teenagers self-esteem, leading them into a withdrawn life, unhealthy eating habits, depression, insomnia, and this would eventually cause social and psychological crises marring his/her interrelationship among family and society in general. They would lose all sense of self- esteem and eventually fall victim to psychopathic disorders. They also feel uneasy their children may grow dependent

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upon these technological applications, spend their precious time ineffectively, drowned in idleness and be lazy and irresponsible. As a participant shared:

One of my daughters' used to watch pornographic videos which she got from her school friends; this habit gradually leads her to act and behave in a strange ways. At the time I have no idea why she was acting and behaving in such ways but, then I found her talking these issues while she was asleep.

Other two participants added that such teenagers who are dependent to any of the already mentioned drugs may eventually end up selling their bodies for money, fall into ill matching marriages (meaning with rich older men/women), and look for other short cut ways to make money. A parent said, "This practices will in the end produce a generation ignorant of their culture and deprive the nation of its hopes." Similarly another participant stated:

What is surprising for me is, today's teenagers take these western cultural influences as perfectly normal... and they think that they have every right to take on such unhealthy practices... and I see them everywhere involved in this way of life.

Two study participants also opposed the western culture for it gives children free ride and unrestricted freedom from their parents and others believe that these cultures prompt them up to look for sexual partner, to have a poor sense of family solidarity and think of the local history and tradition as nothing but backward. In relation to this, one participant said, "Such cultural influences do impale the useful local culture, and as most of us are consumers of the western products and this in turn has played a part in damaging our country's economy"

Role of parents

In this part, the study participants elaborated the roles they are playing or can play to protect their children from the aforementioned negative impact in bearing with their experiences

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in detail. In this regard, before presenting the discussion, the study participant's response towards their role is summarized as follows.

Table V: To protect Teenage Children from Negative Western Cultural Impacts

Roles of parents'	Description
<ul style="list-style-type: none"> • open discussion over the impacts and advising children • set limits on the amount and exposure of printed and visual medias • consider children`s age in purchasing educational and playing equipment • control who are children hanging with • meet children`s psychological and physical needs • discussion with school instructors and supervisors • teach children spiritual educations • building children`s self-esteem and ethics at their early ages, • Guiding children to have programmed and reasonable way of life • Let them to know what their rights and duties 	<p>A set of connected behaviors, obligations and beliefs, expected from parents for nurturing and caring their children</p>

What should the role of parents be in protecting their children against the negative influences of the western culture? In answer to this question three study participants shared similar ideas and stated that, "we should first ask ourselves who parents are in the first place" And they reasoned out as, parents are the basis for the personality of their children, they grow

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out to be what they first saw at their home. If parents are not themselves safe from these negative impacts or fail to pass unto their children their local values and customs then they would not be able to shoulder the burdens of responsible parents. A parent in accord with this related that:

Children are like white papers, they have a greater capacity in absorbing what they observe and receive from their parents. That is why if parents are engaged in these negative influences, it would be foolish to expect teenagers to be alert of these impacts. As the saying goes 'a man reaps what he sows' and the children would step into a recalcitrant and wayward conduct.

Two participants also stated that, it is evident that many parents let alone be attentive for the above mentioned impacts, they do not have the slightest awareness as to what the western cultures. Some are even not much older and matured enough to play their proper roles. One participant said, "We are living in a society where parents are yet ignorant of family planning let alone taking the pain to watch over against such urban concepts"

However all participants who were included in this study believe that discussing over such impacts and overseeing all steps of children will have a positive result. Three of the participants indicated that, in such state of affairs using bad language and corporeal punishment may drive the child obstinate and may produce a backlash by rendering them callous and create uncalled for rift between the parents and the children. Yet, two other participants are opposed to this idea and indicated that, reproaching and taking some disciplinary measures are effective. With regard to this point, four participants have conveyed their advice that the children should be approached in the friendliest manner. And they bore testimony that they have got encouraging results from it. In addition two participants added, parents should keep in mind that they can also learn a lot from the experiences of their teenage children, and have to listen what their children

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have to say, show sympathy with what they are going through and encourage them to engage in the deliberation of the problem they are in. Moreover thirteen participants stated, they should set limits on the amount and exposure of their children have on visual and the printed Medias. In this regard, two participants said, they have locked their DVD player and satellite dish to control such exposures. So parents should apply a good sense of balance when allowing children to surf for information that is suitable to their age.

Eleven other participants related that they should over see who their children are hanging with, how their studies are going and read their feelings. This is important because children are prone to falling prey to peer pressures. A participant has added to this point and said, “The parent is like shepherds; they protect and take care of their children, they understand what they are going through and lead them through the right path” Similarly a participant pointed out that, “The parent is like a brave soldier leads his fellow brothers in arms and protects his country against invaders”

Other ideas expounded by the study participants are that, they believe things they allow their children should put their age into consideration. Seven participants admitted that they see to it that the content of whatever they purchase for their children (like learning materials, outfits and other equipment) is fitting to their age and few said that, they purchase whatever they happen to find in the market. Other participants also stated that, some of the media and printed materials which we ban our children should consider the age limit; however we should not impose it blindly rather we should guide them to make responsible decisions that are helpful in their future. One participant added that, “it is almost impossible to resist them.... I can't turn down their requests.... it is more like beseeching.... whenever I ask them for anything they in turn would ask me to do them a favor” And another participant said:

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We should be aware that enforcing our own will can have a back lashing effect...the best and advisable way is to move beyond rules and help your teen make wise decisions on their own. For example instead of buying your child expensive mobile phone that can connect to the internet and insist on your rules...it is better to buy him/her one that has only the most basic functions.

Five participants insisted that, parents should strive to meet the psychological and physical needs of their children, but should not be going to excess. Everything we do for them must be according to schedule. Particularly, four of participants have observed that, Poverty does affect children's upbringing, Young people who are not happy with these realities would resort to other means of living like drug addictions and selling their bodies for sex. However, three participants opposed to this idea and stated that, the level of poverty cannot deter parents from playing their proper role. One of these participants said, "I wouldn't want to link my financial status with my children's personality. Poverty is just one reality of life...and I wouldn't allow it to interfere with the personality of my children"

Of all the study participants, nine of them believe, discussing with school instructors and supervisors about the standing of their children is another important role that a responsible parent should play. In relation to this two participants stated, it is obvious that home and school take a lion's share of the hours of the day that children spend. And children do display different dispositions in both places. So over seeing how they are doing in both places is crucial to follow track. One of the participant indicated that, "some parents who talk with their children's instructors may sometimes find what they hear become very hard to believe" In this regard few participants said, they do occasionally visit their children's supervisors. While others participants

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said unless they receive an invitation from the schools themselves they may not intentionally visit the instructors because they are mostly engaged in their regular work.

In addition three participants believe that, if parents would inculcate in their children an interest in spiritual matters like visiting churches/mosques and encourage them to listen to and read sermons according to their faiths, it would help the youngsters to discern what is held and noble. This they believe would keep them not only from harmful influences of the western culture but also against all forms of temptations that stand between themselves and grace. They stated that, they intensely see to it that their children are attending the aforementioned spiritual provisions. And one participant said, "Unless God blesses children, parents would keep vigil in vain"

Moreover, three participants held that, parents should invest in their children's discipline and upbringing, building of self- esteem and ethics at their early ages. Such children would grow to be reliable, responsible and independent adults. Thus parents would have to be relatively relieved of the higher stress of overseeing their children's welfare. In relation with this point, a participant has explained his experience as follows:

I have opened a file for every one of my children. When we would sit at home, walk or stay at home I would bring a file to one of them and allow them to answer the questions about their wishes, what would they want to be, which subject they like most, what they think about the respect that is due to parents, about their teachers. I would include the photos I took of them in some occasions and give them when they celebrate their 18th birthday. I believe this would be a great a foundational step in their sense of direction.

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And finally two participants stated, children should be programmed in their everyday doings, and parents should be asking their children on what the benefits of the books they are reading and Medias they are watching mostly. And one of them said:

I think every movement of our children should be goal oriented, they should be keen in considering what uses they would reap from doing what they happen to do. For this reason I advise my children to act in accordance with this principle.

In addition two participants stated, Youngsters should be informed of what their rights and duties entail and one of them whimsically added, “well...teenagers these days are obsessed with what consider their rights...and are utterly negligent of their duties”

The other part which participants’ discussed is, the parents’ role in embracing children their own culture. In this regard, before discussing their views, the following table summarized their response below.

Table V: To Embrace Teenage Children their Own Culture

Role of parents	Description
<ul style="list-style-type: none">• display different costumes, hair styles, language and other cultural expressions of different ethnic groups of their own country• tell ancient saga, country heroes and legends• visiting tourist and historical destination places and cultural markets• encourage them to read and watch media broadcasts and books which comprises cultural packages• Teach them to give genuine respect and hospitality for fellow people and elderly	A set of connected behaviors, obligations and beliefs, expected from parents for nurturing and caring their children

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The participants included in this interview were asked what roles parents' have to embrace teenage children their own culture, in which they all answered that parents' can display the different costumes, hair styles, language and other cultural expressions of the different ethnic groups of their own country in holidays and cultural events. However, Most of them admitted that they have not been enthusiastically active in this regard. Among these, fourteen of them said that, visiting the wealth of tourist destinations in the country may present an excellent opportunity to impart the values and customs to our children. One participant stated:

Many parents think that visiting the resort destinations is costly...but the funny thing is you would easily spot them enjoying in *Edna* mall and other no less expensive cafes....the problem is not at all money...but the level of awareness. I do take my children to the remote corner of the country to visit our relations...they are hypnotized with the beautiful landscape sceneries, the variety of exotic animals, the vast grasslands and temples they stop at.

Whereas other participant said, "Children born these days are born into a corrupt system that is dominated by the immoral western culture. These children need great parental backing to appreciate their values and customs"

Most of the participants also stated that, visiting the museums in the different corners of the city is another possibility for this effort. Moreover the regular exhibitions, bazaars and trade fares may be a great source of show cases for these endeavors. Such colorful occasions may enhance and promote their interests and knowledge into their traditions and customs. In this regard, only three participants declared that they have done such efforts. In addition six of the participants indicated, they do buy books that have cultural contents, and encourage their children to read them and watch television shows that broadcast cultural subjects. They should

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embolden them to take part in the school country visitation clubs are noble jesters. In relation to this, one participant said, “I want my son to have a good knowledge of his country values and customs and I would send him in one of such school trips, I ask for credits if I happen to have no money with me”

However two participants identified that, some participants by themselves are lacking the essentials of their culture and others think our culture is regressive and are not eager to tell their children about it. Therefore children are left culturally impoverished. One participant recalls her child saying to her, “how am I supposed to echo what I haven’t heard?” In contrast to this claim some said, even if parents are eager to give out what they know, children would show disinterest on it. They dread being considered uncivilized for clinging to the local culture.

In addition, Three participants elaborated their primary concern is to see their children growing with a genuine respect for their fellow people and the elderly, carrying with them the friendliness and hospitality, bowing to their seniors, conscious of the worth of harmonious and peaceful coexistence. Parents should tutor their children zealously for these effects. Furthermore one participant said, “Ethiopia is a land of tolerance and peaceful coexistence... I don’t want my children to be ashamed of it.... I want them to be proud”

Other five participants held that, youngsters should have familiarity at least with its ancient saga, its heroes and legends. Yet our brothers and sisters who live abroad do bring their children for vacations and instill in them love of their country, and culture. Further, Parents should see to it that their children’s tools and costumes should be highlighted with traditional touch and principles. Thus, they stated, they adjust their children accordingly.

At the end when asked if they have appropriately played their part in safeguarding their children from negative influences of the western culture and embracing them their own culture,

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nine said, they have done so, while five others believe they have partly done so and two confessed they have failed to do so. The reason why the participants partially and never played their roles appropriately is discussed in the next section in detail.

Internal Vs. External Challenges

This section discusses the major internal and external challenges which parents encounter in safeguarding teenage children against the negative impacts of the western culture and in embracing their own culture. The participants also explained these challenges with respect to their own experiences. Similarly, before discussing the points in detail, the following table summarizes the general response of participants' in both dimensions.

Table VI: Internal and External challenges of Parents

Internal challenges	External challenges
<ul style="list-style-type: none">• Parents lack of awareness to modern technologies child parenting• parents age and exposure to western culture impacts• work and different social obligations,• children behavior• parents communication between each other• parents economic conditions	<ul style="list-style-type: none">• Surrounding environment• peer friends of their children• western based educational curriculum and administration of most schools• the declining of old custom of communal life

Internal challenges

According to all except three study participants the major internal challenge parents encounter in safeguarding their children against the negative impacts of the western culture and in embracing children their own culture is, their lack of awareness. Out of these, eight of them stated that, most parents drop back a lot in their knowledge of modern electronic applications relative to their children and their efforts to control them come to nothing. One participant said, “Contemporary children are extremely dexterous and sharp’, my child would uncover any functions of my mobile phone which I didn’t know to exist all those years I carried it with me”

Similarly parents’ awareness of the negative impacts of western culture is minimal and they have no clue what bad pictures and films their children carry with their mobile phones. Their parents have no expertise of these technology applications and are unable to control them easily. Besides, they are unable to answer some of the questions which their children put forward to them. With regard to this point one participant said:

Some time ago my son would spend many hours watching sat- dish television programs and giving lesser concentration to his studies. And so when I went to my work I hide the remote control. But I found him still watching the TV in my return. At that time I had no idea that there is a devise or decoder for opening the satellite.

Moreover, three participants stated, instead of reproaching and leading their children into the right track, most parents who find their children falling into this trap would consider their children cheeky and hasten to taking measures to the degree that they send their children out of home. Many parents think their children are smart and clever because they can converse in English. Some would even take their children to western countries for summer vacation and over emphasize to them that their country is hopelessly backward. Such parents are themselves

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catalysts for the mass migration of Ethiopians. Others parents also believe their children would excel if they were taught under the western educational curriculum and thus two of them revealed that they pay to send their children into international schools.

Other six participants stated that, some parents have minimal awareness about child upbringing and try to impose the conservative manner they were brought up into their children. In relation to this, a participant said, “Long time ago I would pinch and beat my children up... but the youngest said to me that don’t ever to think of pinching me like you did to my sisters”

In addition three participants revealed, providing the material needs of one’s children is not enough. Some parents purchase things that are beyond the children’s age and level of maturity. Others have a weird notion that they keep their children away from them, and would inflict severe corporeal punishment on their children. Some in contrast would give their children a free ride and be unable to bear the shock of finding them doing some blunder.

Not all participants experienced such limitations, however some of them identified that, these challenges have interfered in the teaching and learning process. However one participant related the challenges as follows, “I sometimes have fears that would my son hate me, if I reproach him.... or would he stay away? Or would he then get himself into trouble?”

In addition to the aforementioned views there are also other challenges encountered by parents. One of these is, the fact that they are tightly held under work and social obligations. Four of the participants revealed that, they have not been able to oversee their children properly due to their working conditions.

Seven of study participants stated, the behavior of children is also another challenge for parents. In relation to this view, one of the participants’ said:

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The older children slaved for us... and we are now slaving for the younger. This is because, they would not do anything without your beseeching them... and if they do they would certainly asking something in return.

In relation to the above point, two participants noted that, children do act quite in opposite to how they normally act at home or otherwise, and currently it is quite difficult to put trust in them. Three other participants also observed that, children who are banned from something harmful would be a trouble to their parents making it look like you are standing against their right. One participant said “my son left home because I banned him from doing something harmful.” And similarly another participant responded how his grandchild acted as follows:

I do frequently go abroad on business...and do bring some items to my family in my return home. This grandson of mine asked me to bring him a mobile phone and I told him I would do so when he joins the university... he then said, ‘I wonder will you be alive by then?’ And I was so shocked with his answer.

Moreover, three participants observed that, whenever there is a disagreement between parents on what they should or should not allow to their children, the children would try to exploit this gap to their own advantage. So parents should take similar stand on domestic issues. Otherwise the children would sway the little disagreements and pull them apart and threaten the whole marriage with separation. In accord with this, one participant observed:

My husband insisted that our son should have a mobile phone.... so that he can talk with him anytime he wanted.... and I refused to allow it in case he may abuse it... and we had a row due to this dispute.

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Three parents further stated, the economic conditions of parents do impose a certain challenge on parenting role. Most parents are caught in winning the daily bread for the family and would not have the time to oversee who their children are hanging out with. In relation to this two participants revealed, those parents especially who live around this neighborhoods are partitioning their houses in order to set up petty business like youth hostels, massage and shisha houses and renting beds. This are not becalming a good model for the children. And among the above participants two of them added, some parents do not pay proper attention when their children are swayed into such impacts, or they would be silent about them, or else they themselves may not be free from such influences.

External Challenges

With the exception of two study participants all agreed that, the environment they live impose challenges on parents for not to perform their proper roles. Some of these are the cinema houses, *Khat* and Shisha houses, bars and clubs, different business centers where western items are sold. Most children are easily swayed by what they see and would imply them with quite ease. One participant said, "I sometimes have this eerie idea if it is them who is right and not us?" Nine other participants stated that no matter how parents may do their utmost if where they live is not conducive then their efforts would amount to nothing. In relation to this, they revealed, the environment has imposed negatively and they have not been able to play their proper role. However, two participants opposed the above point and one of them stated:

Although no one can deny the negative impacts, it is the personality of the parents that has a conclusive effect...because no matter where they spend some hours they would fall in to their home....the most crucial matter is what we parents have instilled in them in

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their early childhood years. Therefore they can safeguard themselves from any negative impacts.

With this regard both of them believed they are doing their utmost to protect their children from such external influences.

Three participants also stated, most parents fall under the influence of the peer friends of their children. Children do impose a higher level of authority over their peers, and have a great desire to imitate some of them. When parents interfere in these stuffs the children would lose temper. In addition, What's more schools are supposed to share parents' concerns and be wielding institutions of better citizens, but the truth is the educational curriculum of most schools is built upon the western principles and has contributed to the children wayward life. Besides, many of the teachers in these institutions are not much older in age and are themselves not safe when it comes to negative impacts of western culture. A participant shared her experience in such a way, "I sent my daughter to suck kind school... but when I saw that her identity and disposition had gradually changed I pulled her out and registered her into another school"

Moreover eight of the study participants who are included in this interview stated that, it is impossible to control all impacts of mass media and entertainment and these are posing a great challenge on parents.

Lastly three participants identified that, the old custom of communal life is now declining and this in turn has increased the vigorous task of overseeing one's children. In the old days if a child do some mistake, the neighbors would take it upon themselves and reproach the children. But these days' people do not consider this duty anymore. And according to two participants these occurred because they adopted the western individualized way of life and unlike old days most parents are engaged in different tasks and work opportunities.

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Internal Vs. External Opportunities

Finally this section discusses the internal and external opportunities for parents to safeguard teenage children from negative western culture impacts and to embrace their own cultures. Thus, these potential opportunities identified by the participants' are discussed in detail. The following table below shows their general response in both topics.

Table VII: Internal and External Opportunities of Parents

Internal opportunities	External opportunities
<ul style="list-style-type: none">• parents ethics and liberty from western impacts• advancement in electronic technology and vast literatures for parent's awareness• create strong interaction with school principals• provide sport and art equipment for children• family centered discussion and entertainments• invest all energy in early years of childhood	<ul style="list-style-type: none">• Strict School administrations and observant teachers• Schools should ban mobile phones,• Develop local based school curriculums• government control over internet and media channels• construct schools far distant from western impacts• reproach any youngsters who act in alien ways• build reading, sport and recreation centers• preservation of the old days customs• media promotion of local customs and values

Internal opportunities

Most study participants believe that, it is crucial for parents to be ethically sound and free from the western influences themselves, in order for them to be effective in the aforementioned efforts. One participant stated, “At the end of the day it is their parent’s personality that children would try to imitate when they turn into adults. Therefore we should make ourselves as best models as we can to our children” Other fourteen participants stated that, the advancement in information technology has equipped parents more than any other time with vast amount of literature on how they can tackle such problems and parents should make the best of them.

In relation to this, one participant observed, “I was embarrassed when my daughter asked me to show her some computer application and I failed...but I learned and now I can also use the computer for myself”

Seven participants also noted that, as children spend a good part of the days’ hours at school, so parents’ should create a strong interaction with the school administration staffs and teachers. And two of these participants said that, they should buy time to discuss with their children about school environments. And when parents are purchasing learning tools for their children they should consider they are not those that encourage the western cultures. Rather they must take the age of their children and cultural values of the country into consideration.

One participant believes, “children can develop their skills and spend their spare time in a more fruitful way like, sport and the arts thus, parents can encourage them by buying them such items” accordingly he has actually done so and somehow safeguarded his child. In a similar way three participants stated, parents can prepare family centered entertainments, visit their relatives, sport and historical sites and encourage their visitation habit, increasing the attachment between

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themselves and family are effective ways to protect teenagers from the negative impacts of western culture. In this regard they said they are actively engaged.

Moreover two participants replied, Parents especially those who are moneyed should not allow their children to have cash with them. These children can abuse and employ for harmful practices like gambling, buying addictive drugs and going into cinemas. And once they get used to these, they would not resist the temptation for money and would do anything to get it. Eventually they would lose all hopes of gaining money out of decent hard work and be morally fail.

Finally four participants observed that, parents should keep in mind the best way to keep children out of the harmful western impacts is to invest all their energy in the tender early years of their childhood years by engaging in open discussion and advice. However, One participant said, "Although I believe parents should take the lion's share of this responsibility...it should not be left to them alone...I don't believe they can succeed alone in such difficult tasks"

External Opportunities

Seven of the study participants believe the schools are the backbones of parents. Thus, in addition to parents, teachers should be observant to watch any behavior and acts including dressing or hair style displayed by children and take the necessary measures. Four of these participants believe that the mobile phone is a disseminating agent of harmful information and access to them. Therefore, schools should ban or limit the access for mobile phones. In relation to this, four participants uphold that, schools should put into their curriculum subjects that have constant reminders of the international and national holidays like, the nation and nationalities day, the Flag Day, *Ashenda* and culture day. Such events would give the youngsters to witness the local hairdos and local costumes of their country in action.

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In addition five of the participants identified, the school curriculums should be consistent with administrative and developmental structure of the nation, and the government should actively oversee their implementations. With regard to such educational structures two participants commented that educational institutions should be built in sites far distant from the tosses and tumbles of western cultural influences. Accordingly one participant said, “Parents should be aware of the grave responsibility of carving future citizens and pour the proportional energy for this effort”

Moreover five of the participants stated, the society should reproach any youngsters who act in alien ways. Besides, they should be build centers where the youngsters can spend their spare time reading, doing sports and recreation. Three participants also believe, it would be great and helpful, if parents could keep on discussing about their children in social events and retrieve the customs of the old days. In addition two participants replied that, an improving of the living conditions could have contributed for parents to actively perform their parenting roles.

Nine participants also stated, children are great consumers of the media, and hence the media by countering the western influences with the promotion of local customs and values can exploit the opportunity to help our young. Two other participants in addition said, the influential celebrities could use the media to turn up with local costumes and values to influence the young positively. And a restyling the traditional costumes in a modern fashion would also increase their requirement.

A few participants also identified, religious institutions with the collaboration of parents inculcate the fear of God and ethical way of life. In relation to this a participant said, “The only solution is, from the heavens, we await for God’s kingdom to put an end to all these problems.... parents efforts will not solve them all...”

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Finally on the effort to safeguarding young children from the negative impacts of the western cultures, seven participants explained that, the government agents should act in monitoring and filtering the harmful websites. Moreover, it should monitor that only those who have the license and proper orientation are in the business, and one participant stated, “Business institutions that sell such damaging information and materials should be highly fined by the government and parents should take them very seriously”

Discussion and Conceptual Framework

The main objective of this qualitative case study is to explore parents’ roles and challenges to protect teenage children from the influence of western culture and to embrace their own culture. It is also intended to identify the potential opportunities for parents to enhance and support their roles and to overcome their challenges. Consequently, I discuss the major findings in relation with the reviewed literatures and then I design a conceptual framework to capture and summarize the key findings and to show the conceptual relation one with another.

Discussion

Before looking at the participants’ role and challenges to protect teenage children from western culture influences and to embrace of their own culture, this study assessed their awareness towards western cultures including their positive and negative impacts. Thus, the finding has explored, most of the research participants have a certain meaning and perception towards western culture. The majority of participants perceived western culture as the overall belief and life styles of the highly developed nations which are unfamiliar to their own cultures. Accordingly, almost all of them have a negative impression towards western cultures. According to Arowlo (2010), Western culture now is regarded as frontline civilization, “Our ways of doing things became considered as primitive” This is very supportive for the finding which some study

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participants observed about western cultures. The finding also identified these cultures are inevitable and highly influential in the identities of every part of the society especially, on teenage children. And I find it consistent with Nixon (2006) who discussed about the dissemination of modern culture in every society and as he stated, "it is impossible not to be influenced by it"

With regard to the positive and negative impact of western cultures, the finding explored the majority of participants have a positive regard to the technological innovation and advancement of westerns, by describing its importance to access different information and to improve intellectual and professional skills. This finding is in accordance with Kinck's (2010) idea about modern cultures particularly, the rapid technological advancements that enhance new ideas and skills to bring change. Most of the participants also positively observed the level of openness that the western parents have with their children in discussing everyday life. And many of them have great respect to the western's time concept and work ethics.

In discussing the negative impact of the western cultures, all study participants agreed that, the unhealthy lifestyles of celebrities, information which are disseminated through the, mass Medias, printed materials, internet websites and mobile phones do affect people from all walks of life and especially teenagers. And most of them felt same sex relations are very offensive sub cultures of westerns that are completely alien to their own cultural and religious way of living.

In addition, most of the participants stated, the widespread practice of hazardous drugs and alcoholic drinks caused negative impacts on the society in general and teenage children in particular. And some of them revealed, these western habits rob the teenager's self-esteem, leading them into a withdrawn life, unhealthy eating habits, depression, insomnia, and this would eventually cause social and psychological crises ruining their interrelationship among family and

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society in general. And I find the above discussion related with two literatures. On the one hand, Wykes and Gunter (2005) explained teenagers would take these drugs in order to achieve a “normal and desired” appearance to society. And as Gilbert, Keery and Thompson (2005) indicated this will later expose them to depression, anxiety, and other self-harming behaviors. On the other hand, Mokeyane stated, the extreme exposure to media programs would lead them to develop such habits since these programs often show characters using drugs and alcohol and engaging in violent behaviors.

While discussing parents' roles in protecting teenage children from western cultural impacts, all participants believed discussing over the impacts and overseeing all steps of children will have a positive result. And the majority of participants stated, parents should set limits on the amount and exposure of their children have on visual and the printed Medias. This finding is consistent with J. Singer and D. Singer's (1998) as well as CAI's (2000) idea of parents effort in setting the content of media exposure based on their age. Further controlling who children are hanging with, meeting the psychological and physical needs of children, discussing with school administrative and instructors about the manners of their children are identified by most of the participants as parent's role. However, I find two opposing ideas in participants' discussion on their roles to protect their children from western culture. On the one hand, some stated parents should use slight punishment and some disciplinary measures for shaping children in a proper manner and others said parents should never use offense words or punishment to children because this action will later lead children to obstinate and produce backlash by rendering them callous rather than behaving in the expected ways. On the other hand some believes the economic background of parents may affect parenting roles and few said it is not the fancy

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materials or money rather its parent's awareness and personality which shapes the child to act in proper manner.

Educating spiritual matters according to their faiths is also explored as a key parenting role for protecting their children from western cultural impacts. Which I find it similar with CAI's (2000) report that proposed, to teach young children a biblical attitude towards evil before they become attracted to and tempted by ugly characters and violent behavior.

In discussing parents role to embrace children their own culture, all participants stated, parents should try to display the different costumes, hair styles, language and other cultural expressions of the mass ethnic groups of their own country in holidays and cultural events and most of them indicated, support and encourage children to visit the wealth of tourist destinations in the country may present an excellent opportunity to impart the values and customs to children. Moreover, purchasing books that have cultural contents inspire children to read and watch television shows that broadcast cultural subjects and guiding them to give genuine respect for their fellow people and the elderly, are the major findings explored by the research participants. There is also one opposing idea between participants in the above discussion. Some of them stated it's the parent's lack of awareness and interest for children not to embrace their cultures in certain manner however others said even tough parents are willing and ready to transmit the local cultures children may not be interested to preserve them because they feel people may consider them as uncivilized and fool.

In relation to the above parents' role, most of the study participants confidentially reported, they performed their roles while some believed they have partially performed and almost none of them confessed they have failed to perform.

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The study findings have also explored the internal and external challenges which parents encountered in protecting teenage children from western cultural impacts and in embracing children their own cultures. Consequently, Parents lack of awareness to modern technologies and work and different social obligations, are the most challenging internal factors identified by the participants. This also corresponds with Anderson's (2002) study which stated, balancing family and work commitments represented a more significant pressure on parenting role. Some of them also revealed parent's age and exposure to western culture impacts and their economic conditions challenge parenting role.

Despite their concerns about their teen's activities, parents may not be effective at setting limits and monitoring their activities. Rosen, Cheever and Carrier (2007) suggested that, more research is needed to determine whether the problem is parents' lack of knowledge about technological communication forms or their lack of parenting skills. However this study explored both lack of technological communication and parenting skills are the major challenges of parents for not playing their expected roles.

In addition, the finding explored surrounding environment, peer friends of teenage children and western based curriculum and administration of most schools are the main external challenges of parents. One basic contradictory idea also emerged while participants' discussing about parents opportunity. Some said, external environments impose challenges on parents' role but few of them stated, if parents exert their full effort in nurturing and monitoring the day today activities of their children at their home, children might not be attracted and influenced by external environments. In addition, Daly (2004) asserted that there is a change in the extent to which parental authority and the parental role is supported by society, when compared with

parents a generation ago, this supports the finding which the study participants identified about the declining of old customs of communal life that supports their parenting roles.

While discussing the opportunities both internally and externally for protecting teenage children from the influence of western cultures, most of participants identified, the advancement in electronic technology and vast amount of literatures are the potential opportunities for parents to improve their awareness and empower themselves. This also coincides with Schmidt and Vandewater's (2008) idea which discusses about the various technological developments beneficial for parents to educate themselves about good media use based on their children's developmental stages and to monitor their children's media use. Moreover, the finding explored parent's ethics and liberty from western impacts and their discussion with their children school principals and teachers as major internal opportunities.

Most study participants stated, strict school administrations and observant teachers are needed in order to watch out any behaviors and acts including dressing or hair style displayed by children to take the necessary measurements. In relation to this, the developments of local based school curriculums is another key opportunity. Some participants further explored, reproaching youngsters who act in alien ways to the local culture and preservation of the old days customs as an opportunity for safeguarding teenage children from western cultural influences.

In accordance with CoEA in US some participants identified, the promotion of Medias on the local cultural values, government control over internet and media channels and measures on the illegal drug and alcohol shops as the potential opportunities.

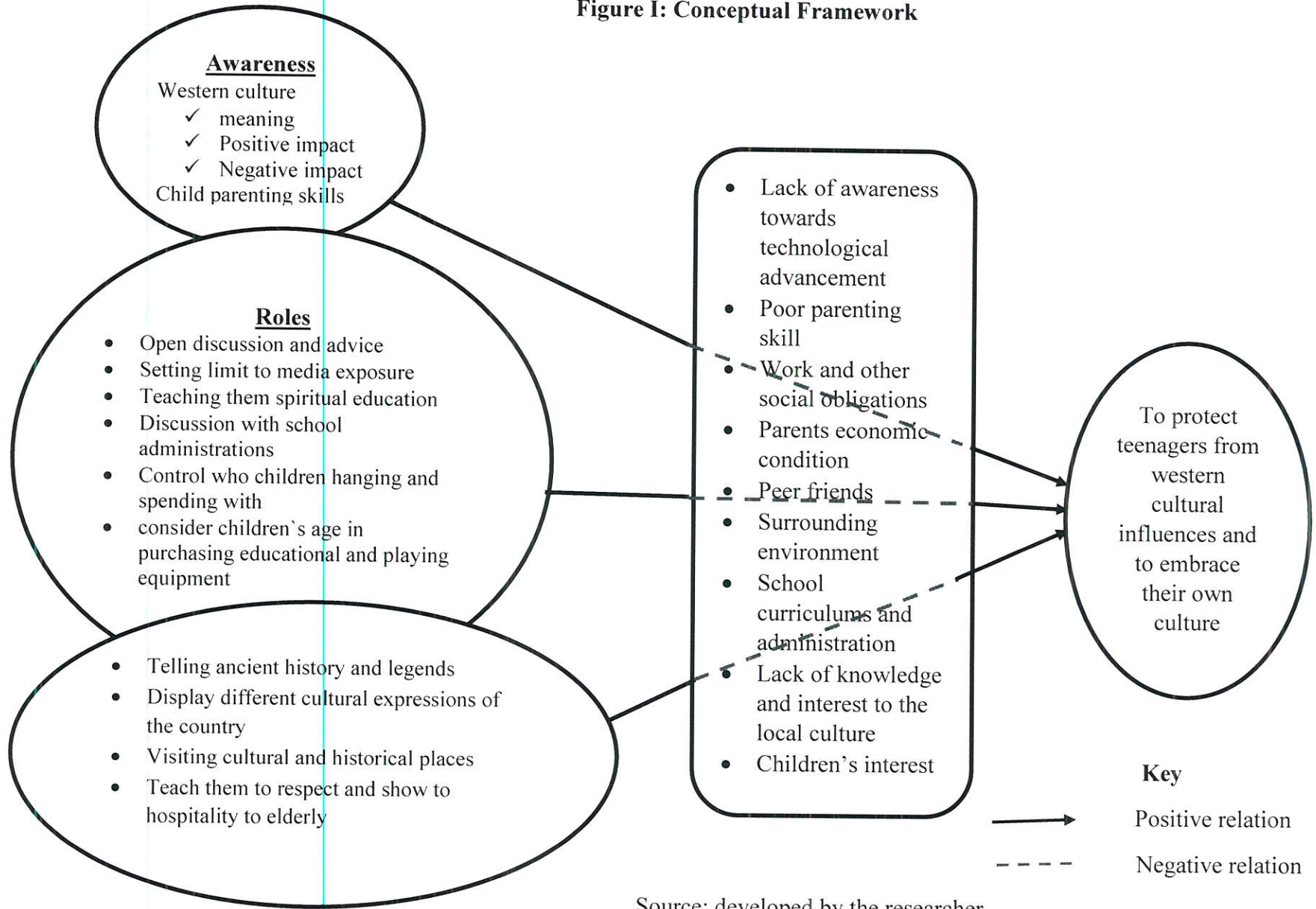
Conceptual Frame work

The model I designed below presents the major findings including, participant's awareness, roles and challenges to protect their children from western cultural influence and to

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embrace teenagers their own culture. It also shows the above discussed conceptual relations and interpretations.

Figure I: Conceptual Framework



Source: developed by the researcher

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In assessing participant's awareness towards the western culture meaning and its positive and negative impacts on the society and particularly on teenage children, this research identified, participants' have certain explanations and perceptions to some extent. However, the majority of participants revealed more specifically their lack of awareness towards western technological advancement, media channels and parenting skills affected their parenting role to protect their children from the influence of western cultures.

This study mainly explored participants' role to protect teenage children from the negative western cultural influence. Thus, most of them believed, serious advice on the negative influences and open discussion with the children are the basic role that parents have to perform. simultaneously, setting limit to media exposure, teaching them spiritual educations, discussing with their school administrations, controlling who children hanging and spending with and considering the information and purchasing materials based on their age are the other key parents' roles identified by the participants. In this regard, most of them revealed they are showing their effort to perform their roles. However, their lack of awareness towards western technological advancement and media exposures as a major challenge and their work situation and social obligation, economic situation, friend of their children and schools educational curriculum and administration highly influenced them for not to perform their parenting roles.

Moreover, the participants identified, telling ancient history and legends, displaying different cultural expressions of the country, purchasing materials with cultural content, visiting cultural and historical places and teaching them to respect and show hospitality to the elderly are the other parents' roles to embrace children their own culture. However, most of them admitted they are not active in this regard this is mostly because their children' unwillingness or loss of interest and the lack of knowledge and interest of parents for transmitting the local culture.

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In general this frame work implies, although the study participants' have the basic and important roles for protecting their children from western cultural influences and embracing their own cultures, they are negatively challenged in different internal and external factors.

CHAPTER FIVE

CONCLUSION AND IMPLICATION TO SOCIAL WORK PROFESSION

Conclusion

Based on the finding of the study, the following broad conclusions were forwarded.

In assessing study participants' awareness towards western cultures including their negative and negative impacts, majority of them have a certain understanding in general. However, the lack of awareness towards the technological advancement of western's specifically challenged parents' role to protect children from the negative impacts of western cultures.

With regard to their roles to protect teenage children from western cultural influence and to embrace their own culture, most of the participants' explored, parents' open and friendly discussion with their children over the impacts, set and monitor the limit of visual and printed Medias exposures based on their age and discussion with children`s school administration as a basic parenting role. However, participants' are mostly challenged by the lack of awareness towards western's technological advancements, media exposures, their work situations, economic background and surrounding environments. Besides, displaying different cultural costumes and cultural expressions' of mass ethnic group of their country, encouraging to visit cultural and historical places, inspiring them to watch and read programs which have cultural contents and guiding them to respect and show hospitality to elderly are also identified as a key parent's role to embrace teenagers their own culture. But, less effort was applied from most participants' to perform these roles.

Moreover, this study identified the potential opportunities for parents to protect teenage children from western cultural influence and to embrace their own culture. Accordingly, participants' identified, advancement of new technologies and vast literatures, to liberate oneself

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from western cultural impact as a parent, reproaching youngsters who act in alien ways of their own cultural, strict school administration and observant teachers and government control and support in legislating policies for illegal internet web sites and business centers as key internal and external opportunities to enhance and support parents role.

Implication to Social Work Profession

The following implications are forwarded based the four basic practice areas of social work profession including Knowledge, intervention, policy and research.

This finding revealed besides performing their roles, parents are currently challenged by the lack of awareness in technological advancements and child parenting skills in order to protect their children from the western cultural impacts. Accordingly, intensive awareness creation and empowering educations and trainings should be provided for parents towards western cultural impacts on children and child parenting skills. These will be helpful for performing their roles and tackling their challenges.

According to EDHS (2005), report Children consisted half of population in Ethiopia. They are expected to be the future leaders of their country. In spite of their potentials children particularly teenagers are currently exposed to the vast amount of modern cultures. So creating awareness into the minds of all teenagers about this negative impacts with the support of their parents will be a great means of saving the generation.

This study has also explored the declining of old custom of social and communal way of life is one of the challenges for parents not to actively perform their roles. Therefore, social workers intervention is required to strengthen the social interaction and bonding between the family and society. They are also expected to engage in preservation of the cultural and societal values of the country. In addition participants' identified, spiritual educations are supportive for

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parenting roles thus, it would be important if the social work intervention programs and skills are linked with religious educations. The finding further indicated, teenage children are currently very much exposed to practice the dangerous drugs and alcoholic drinks which are disseminated from westerns. These habits are robbing the teenager's self-esteem, leading them into a withdrawn life, unhealthy eating habits, depression, insomnia, and this would eventually cause social and psychological crises ruining their interrelationship among family and society in general. Thus, the involvement and support of social work practitioners to provide individual and social counseling and therapy services is very important.

Moreover, the finding explored the economic conditions of parents and schools settings of children are challenging for parents not to follow up their children appropriately. For this reason, empowering and assisting economically deprived parents and the involvement of social workers in school settings could be significant.

Family is the first and basic institution for nurturing and safeguarding children (CSDC, chapter five, No, 239). This was the first and main reason for the researcher to work on parents and their children. Some of the findings in this study also illustrated this point of view. In this regard, it is essential for social workers to look into and understand the basic and existing means of solutions before tracing and digging other intervention mechanisms for any social issue or concern.

Social work profession is not all about helping people which are in a particular problems. It also promotes social welfare policies and practices at all levels in order to enhance the social, cultural and economic wellbeing of individuals, groups and communities. Thus, it is necessary to review the existing or develop new policies regarding the illegal drug and alcohol practices of teenage children in the country. Moreover, policy need to be legislated for access and the content

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to different internet websites and media channels by considering the social and economic circumstances of the country, this includes the age of the practitioners. It is because almost all participants revealed, these are the major ways of disseminating western cultures into the lives of teenage children in particular and the society in general. It is also important to review some of the schools educational curriculum if they are consistent with the social and economic conditions of the country.

In conducting this study, sixteen respondents were participated in in- depth interview. These respondents were selected from parents who have at least one teenage child. Besides, most of the study participants' are educated. Moreover, since the study is an exploratory one, it did not cover other sub cities in Addis Ababa. Therefore, comprehensive research is needed on the role and challenges of parents to safeguard teenage children from western cultural impacts from both perspectives, parents and children. In addition, more researches are needed to reflect uneducated parents' perspective. Moreover, further research is needed to clarify the relationship between parent's awareness and economic background with their parenting roles.

Strength and Limitation of the study

There are several previous studies which have been conducted concerning western cultural impacts on adults as well as teenagers however, none have taken into consideration and reveal parents' perspective with regard to the issue. Thus, the finding of this study explored the roles, challenges and embracing of their own culture. Most importantly it identified the potential opportunities for both internally and externally for parents to protect teenage children from western cultural impacts and to embrace of their own culture.

It would have been meaningless to study issue quantitatively. Thus adopting a qualitative research method explored parents' roles, challenges and opportunities with deep and extensive

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data. However, snow ball sampling method proved to be fruitful in recruiting participants, it led to a relatively homogeneous group of participants despite attempts to obtain diversified data. In addition, since I designed the questions for this study, there is a likely to be some bias involved, in both the questions themselves, along with how I, as the researcher, interpret the content of the responses.

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Appendix A: In-depth Interview Guide

Demographic Questions

1. Sex _____
2. Age _____
3. Educational Background _____
4. Marital status _____
5. Professional or employment status _____
6. How many children do you have?

A. Awareness

7. Would you please tell me what is western culture mean to you?
8. How would you describe the positive and negative impacts of western culture on teenage children?

B. Roles

9. How would you describe parents' roles in protecting their children from western cultural influence?
10. How would you describe parents' role to embrace children their own culture?
11. What were your roles in protecting your child/children from western cultural influence and embracing his/her own culture?
12. Do you feel you performed your own roles?

C. Challenges

13. How would you describe parents challenge in protecting their children from the influence of Western culture and embracing children their own culture?
14. What were the challenges if any, which you encountered to perform the parenting roles?

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14.1 Internal challenges

14.2 External challenges

D. Opportunities

15. How would you describe parents' opportunities in protecting their children from the influence of western cultures and embracing children their own culture?

15.1 Internal Opportunities

15.2 External Opportunities

16. Is there anything that you would like to add about this issue?

THANK YOU!

Appendix B: First level Coding

The image shows a large, faint, and mostly illegible table with a grid structure, likely representing first-level coding data. The table has multiple columns and rows, with some headers visible at the top such as "ROLES" and "CHALLENGES". The content within the cells is too light to read accurately.

Appendix C: Third level Coding

Participant's Awareness towards Western Culture

- ✓ distinguishing mark of western stage of civilization and development,
- ✓ the influence of globalization
- ✓ general package of the latest attitudes and rules of behavior disparate to our own stage of development and way of living
- ✓ the overall belief and life styles of the highly developed nations
- ✓ strange and harmful

Positive Impacts of Western Culture

- ✓ technological advancements and innovations
- ✓ comprehensive opportunities of education and diligence
- ✓ to improve professional and intellectual skills
- ✓ parents openness and free discussion with their children
- ✓ time concept and work ethics
- ✓ creative and programmed way of life
- ✓ the concept of human dignity and the attitude against the habit of lying

Negative Impacts of Western Culture

- ✓ the information disseminated through mass medias, printed materials, internet websites and mobile phones
- ✓ dangerous alcoholic drinks and drugs
- ✓ same sex relations
- ✓ deprive teenagers self-esteem, unhealthy eating habits, depression, insomnia, social and psychological crises
- ✓ free ride and unrestricted freedom of western parents to their children

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Roles of Parents' to Protect Teenage Children from Western Cultural Influence

- ✓ open discussion over the impacts and advising children
- ✓ set limits on the amount and exposure of printed and visual medias
- ✓ consider children`s age in purchasing educational and playing equipment
- ✓ control who are children hanging with
- ✓ meet children`s psychological and physical needs
- ✓ discussion with school instructors and supervisors
- ✓ teach children spiritual educations
- ✓ building children`s self-esteem and ethics at their early ages,
- ✓ Guiding children to have programmed and reasonable way of life
- ✓ Let them to know what their rights and duties

Roles of Parents' to Embrace Teenage Children their Own Cultures

- ✓ display different costumes, hair styles, language and other cultural expressions of different ethnic groups of their own country
- ✓ tell ancient saga, country heroes and legends
- ✓ visiting tourist and historical destination places and cultural markets
- ✓ encourage them to read and watch media broadcasts and books which comprises cultural packages
- ✓ Teach them to give genuine respect and hospitality for fellow people and elderly

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Challenges Encountered by Parents'	
Internal challenges	External challenges
<ul style="list-style-type: none"> ✓ Parents lack of awareness to modern technologies child parenting ✓ parents age and exposure to western culture impacts ✓ work and different social obligations, ✓ children behavior ✓ parents communication between each other ✓ parents economic conditions 	<ul style="list-style-type: none"> ✓ Surrounding environment ✓ peer friends of their children ✓ western based educational curriculum and administration of most schools ✓ the declining of old custom of communal life
Opportunities for Parents	
Internal opportunities	External opportunities
<ul style="list-style-type: none"> ✓ parents ethics and liberty from western impacts ✓ advancement in electronic technology and vast literatures for parent's awareness ✓ create strong interaction with school principals ✓ provide sport and art equipment for children ✓ family centered discussion and entertainments ✓ invest all energy in early years of childhood 	<ul style="list-style-type: none"> ✓ Strict School administrations and observant teachers ✓ Schools should ban mobile phones, ✓ Develop local based school curriculums ✓ government control over internet and media channels ✓ construct schools far distant from western impacts ✓ reproach any youngsters who act in alien ways ✓ build reading, sport and recreation centers ✓ preservation of the old days customs ✓ media promotion of local customs and values

ROLES AND CHALLENGES OF PARENTS

Declaration Letter

I, Tigist Kebede Delelew, confirm by my signature that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have duly approved.

Name of Student: Tigist Kebede Delelew

Signature  _____

Name of Advisor: Meseret Kassahun Desta (PhD)

Signature _____