

**EDUCATORS' EXPERIENCES OF
TEACHING SEXUALITY EDUCATION
IN THE F.E.T PHASE**

BY

SIVASHNEE APPALSAMY

SUPERVISOR: DR. V. JAIRAM

**EDUCATORS' EXPERIENCES OF TEACHING SEXUALITY
EDUCATION IN THE F.E.T PHASE**

SIVASHNEE APPALSAMY

Submitted as a dissertation in fulfilment of the requirements for the
degree of

MASTER OF EDUCATION

(Educational Psychology)

College of Humanities

School of Education

Edgewood Campus

University of KwaZulu-Natal

Supervisor: Dr V. Jairam

2015

ABSTRACT

This study explored the experiences of six F.E.T Life Orientation educators teaching sexuality education in the Chatsworth area. Three secondary schools were selected and participants were selected purposively as only Life Orientation educators from grades 10, 11 and 12 were part of the study.

The focus was mainly to determine what experiences these educators have of teaching Sexuality Education in the F.E.T phase, what informs their teaching of sexuality education and why they experience the teaching of sexuality education in the way that they do.

The study was grounded in the interpretive paradigm and the theoretical framework was guided by Social Constructionism. Social constructionism was appropriate for this study as the study looked at teachers' experiences of teaching sexuality, and how their teaching of sexuality is influenced by the social and cultural settings in which they live. By looking at the different cultures and beliefs, the indication is to uncover the manner in which a specific thinking or norm has been moulded by communal influences (Boghossian, 2007). In spite of this, educators' religious affiliations, belief systems, culture and values are often overlooked by policy designers. This disregard of their norms and values which inform their teaching of the subject (Life Orientation) pose a threat to the effective delivery of this subject especially because of its subtle nature.

The study used a qualitative research approach to collect data by means of three research instruments: unstructured observation, semi-structured interviews and a semi-structured questionnaires.

The findings from this study revealed that the experiences of educators teaching sexuality education in Life Orientation were undeniably influenced by their cultures, religious affiliations, belief systems and values. Educators articulated that they do not feel comfortable

teaching the area of sexuality education and they leave out topics concerned with sexuality education. They further uttered that sexuality education is a waste of time since there is still a high rate of teenage pregnancy. Educators conveyed their frustrations with regard to the teaching of sexuality education mentioning that the problems they experience are about the nature of content in the syllabus about sexuality education and lack of proper consultation from education personnel in teaching this subject.

DECLARATION

I declare that “Educators’ experiences of teaching Sexuality Education in the F.E.T Phase” is my own work and that all sources that I used or quoted have been indicated and acknowledged by means of complete reference.

Student: Miss S. Appalsamy

Signature: _____

Date: _____

DEDICATION

*This dissertation is dedicated to my beloved parents,
Thank you so much for all the motivation that you have given me
and always believing in me. Without you, I would not have come
this far.*

ACKNOWLEDGEMENTS

The journey to the completion of this thesis entailed a lot of hard work, sacrifice and motivation. I wish to offer my appreciation and gratitude to the following people whose help and support was important in the accomplishment of my effort:

- My parents, Mark and Indrani, for their support and motivation. You were my pillar of strength throughout this journey. I know that you are proud of me and of all my accomplishments. Thank you for bringing me up in the way that you did- I love you mum and dad.
- My sisters, Kershnee and Prenola. Kershnee, thank you for being such a good role model and always pushing me to go further in my studies. It is because of you that I came thus far. Prenola, thank you for always encouraging me to go and complete my chapters and being there whenever I needed you.
- My fiancé, Trishal, for always being there through my ups and downs. Thank you for always praising my efforts - this really pushed me to work harder. Thank you for always being patient with me. I love you.
- My Supervisor, Dr V. Jairam, who supported me step by step throughout this thesis. Your supervision, support, dedication and encouragement at all times were needed to complete this work. Your understanding and knowledge assisted me to improve my work. Thank you - I am sincerely grateful.
- A special thanks goes out to all the participants of the study.
- God, for always guiding and blessing me and helping me to help myself in completing this thesis. All is possible because there is a God.

LIST OF ABBREVIATIONS

AIDS	Acquired Immuno Deficiency Syndrome
DOE	Department of Education
FET	Further Education and Training
HIV	Human Immune Virus
LO	Life Orientation
NAHT	The National Association of Head Teachers
SIECUS	Sexuality Information and Education Council of the United States
STD	Sexually Transmitted Disease
STI	Sexually Transmitted Infection

Table of Contents

ABSTRACT.....	iii
DECLARATION	v
DEDICATION	vi
ACKNOWLEDGEMENTS.....	vii
LIST OF ABBREVIATIONS	viii
Chapter 1.....	1
1.1 Introduction	1
1.2 Background	1
1.2.1 Research Focus.....	2
1.2.2 Study Aim	2
1.2.3 Objectives of the Study	3
1.2.4 Rationale of the Study.....	3
1.2.5 Key Research Questions.....	8
1.2.6 Research Design and method	8
1.2.7 Sampling.....	10
1.2.8 Data Analysis.....	11
1.2.9 Ethical Issues	11
1.3 Conclusion.....	12
1.3.1 Course of the Study.....	13
Chapter 2.....	14
2.1 Introduction	14
2.2 Literature review.....	15
2.2.1 Sexuality Education	15
2.2.2 Importance of Sexuality Education in South Africa	15
2.2.3 Teaching Sexuality Education.....	17
2.2.4 Attitude of educators towards Sexuality Education	19
2.2.5 Attitude of learners towards Sexuality Education	21
2.2.6 Branching Sexuality Education with cyberspace.....	23
2.2.7 Factors that promote unhealthy sexual behaviour	24
2.2.8 Religious views on Sexuality Education	27
2.2.9 HIV and AIDS education in schools	28
2.3 Theoretical Framework.....	29
2.3.1 Language and Reality	30

2.3.2 Importance of Social Process	31
2.3.3 Construction of Knowledge.....	32
2.3.4 Historical and Cultural Specificity	33
2.3.5 Realism and Relativism	34
2.4 Conclusion.....	34
Chapter 3.....	36
3.1 Introduction	36
3.1.1 Research Design	36
3.1.2 Research Style.....	40
3.1.3 Research Paradigm	41
3.1.4 Context of Study.....	42
3.1.5 Sampling.....	43
3.1.6 Research Instruments	44
3.1.7 Data Analysis.....	48
3.1.7 Validity and Reliability.....	50
3.1.8 Ethical Issues	51
3.1.9 Limitations.....	53
3.2 Conclusion.....	54
Chapter 4.....	55
4.1 Introduction	55
4.2 Responses from interviews.....	57
4.3 Themes developed from interviews	58
4.3.1 Teaching qualifications of teachers teaching Life Orientation within which Sexuality Education is taught	59
4.3.2 Educators' perception of Sexuality Education	64
4.3.3 Cultural influences on teaching methodology	70
4.3.4 Challenges of implementing Sexuality Education.....	73
4.3.5 Views of Sexuality Education curriculum content	78
4.4 Themes developed from questionnaires	83
4.4.1 Qualifications of Life Orientation Educators.....	83
4.4.2 Educators' perceptions of Life Orientation.....	85
4.4.3 Educators' teaching methodology in teaching Life Orientation	87
4.4.4 Views on Life Orientation Curriculum.....	89
4.5 Themes developed from observations	91
4.5.1 Interaction between teacher and learners	91

4.5.2 Pedagogical practices used	93
4.5.3 Educators' identity and cultural background	95
4.6 Conclusion	98
Chapter 5.....	100
5. 1 Introduction	100
5.1.1 Summary	101
5.2 Themes emerged from interviews.....	102
5.2.1 Teaching qualifications of teachers teaching Life Orientation within which Sexuality Education is taught	102
5.2.2 Educators' perception of teaching Sexuality Education in Life Orientation	102
5.2.3 Influence of educators' teaching methodology	103
5.2.4 Challenges facing educators with regards to teaching Sexuality Education.....	104
5.2.5 Educators' views on the curriculum content in terms of Sexuality Education	104
5.3 Themes emerged from questionnaires.....	105
5.3.1 Qualifications of Life Orientation Educator	105
5.3.2 Educators' perceptions of Life Orientation.....	105
5.3.3 Educators' teaching methodology in teaching Life Orientation	105
5.3.4 Educators' views on the Life Orientation Curriculum	106
5.4 Themes emerged from observations.....	106
5.4.1 Interaction between teacher and learners	106
5.4.2 Pedagogical practices used	107
5.4.3 Educators' identity and cultural background.....	108
5.5 Limitations of the study	109
5.6 Recommendations	110
5.7 Conclusion.....	113
REFERENCES.....	115
APPENDICES	128
Appendix 1: Letter from the Editor	128
Appendix 2: Ethical Clearance Letter	129
Appendix 3: Turn-it-in Report.....	130
Appendix 4: Permission from Department of Education.....	131
Appendix 5: Letter to the School Principal and the School Governing Body.....	132
Appendix 6: Letter to the Educator (Participant)	133
Appendix 7: Informed Consent letter	134
Appendix 8: Semi-structured interview:	136

Appendix 9: Questionnaire	137
Appendix 10: Observation Schedule	139

Table of Figures

Figure 1: Factors that promote sexually risky behaviour.....	25
Figure 2: Research instruments	55
Figure 3: Key research questions	56
Figure 4: Seven roles of educators.....	112

List of Tables

Table 1: List and criteria used in the selection of participants	44
--	----

Chapter 1

1.1 Introduction

Sexuality Education has become a topic that is highly controversial in schools. This is because not all role players at the school level agree to the topic being explained in detail as they feel that it will promote and encourage early sexual intercourse amongst teenagers in school. The goal of Sexuality Education involves supporting learners in giving them correct information and facts about Sexuality. Moreover, it prepares students by means of approaches that will assist them to be responsible for their sexual behaviour, well-being and decisions they make regarding their sexuality. This chapter seeks to explain the research problem and aims of the study. Furthermore, it addresses how the research will be conducted in terms of research design, sampling, data analysis and ethical issues.

1.2 Background

The topic of sex is a sensitive topic. Learners and educators are socialized into beliefs about sexuality and what ethical construction ought to administer people's sexual behaviour. Some people may deem sex as taboo for teenagers and some may deem it as a normal part of life for teenagers. Educators teaching Sexuality Education have specific beliefs and attitudes of their own about sex and Sexuality Education and it is therefore vital to not let these impact adversely the sex education that they transmit or communicate to learners. For example, if the educator considers that adolescents must not have sex until they are married (because of a religious or cultural belief); this does not suggest that educators should not teach learners

important information about safer sex and contraception. Some educators are not even comfortable to mention the words, 'penis' and 'vagina'.

This study therefore explores the experiences of educators teaching Sexuality Education in the Further Education and Training (F.E.T.) phase, what factors inform their teaching of Sexuality Education and why they experience the teaching of sexuality education in the way that they do. It examines how the educator transfers the content of the curriculum to learners and whether this type of communication is effective in teaching learners the values as stipulated in the Life Orientation policy. How educators teach Sexuality Education is important in assisting learners make responsible sexual choices.

1.2.1 Research Focus

To determine what experiences educators have of teaching Sexuality Education in the F.E.T phase, what informs their teaching of Sexuality Education and why they experience the teaching of Sexuality Education in the way that they do.

1.2.2 Study Aim

The exploratory standpoint of this study aims to comprehend in what way F.E.T educators experience the teaching of Sexuality Education in Life Orientation from grades 10 to 12 students in their classrooms.

1.2.3 Objectives of the Study

1. To explore the experiences of educators teaching Sexuality Education in the F.E.T phase
2. To identify what factors inform their teaching of Sexuality Education
3. To determine why they experience the teaching of Sexuality Education in the way that they do

1.2.4 Rationale of the Study

According to Department of Education (2011, p. 8):

Life Orientation is the study of the self in relation to others and to society. It addresses skills, knowledge, and values about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity, careers and career choices

The above definition tells one that the learning area of Life Orientation (LO) is a significant one as it prepares and equips one for life. In the school curriculum, Life Orientation is one of the four core subjects required for the National Senior Certificate (Department of Education, 2011). This subject is compulsory for all learners in the F.E.T phase as it teaches learners about making informed responsible decisions about their own health and well-being and the well-being of others and it guides and prepares learners to respond appropriately to life's responsibilities and opportunities (Department of Education, 2011).

According to Van Deventer (2008, p. 132), "To face life's challenges Life Orientation needs to equip learners with the knowledge, skills, attitudes and values to meet these challenges in an informed, confident and responsible way". The main objective behind introducing Life Orientation in schools is to talk about the current social issues i.e. Human Immune Virus

(HIV) and Acquired Immune Deficiency Syndrome (AIDS), Sexually Transmitted Diseases (STD's), teenage pregnancy, abuse, violence, gender inequality, child pornography) of the youth and the nation and give solutions for combating these issues.

Van Deventer (2008, p.144) makes a note about the development of teenagers:

Another factor during early adolescence is that the majority of boys and girls in this time zone are characterised by certain developmental traits and tasks unique to their gender. As with at-risk factors, physical growth and development at schools should be and can only be addressed through LO.

The role that Life Orientation educators play in preparing and equipping one for life is important. They are entrusted with the role of equipping learners with the skills, knowledge, values and attitudes to meet the challenges of life in a confident, responsible and informed manner. They should be attentive and alert to recognise the changes that teenagers are facing during puberty and help them to face and adapt to these changes by teaching them about self-development. During the teenage years, learners should be taught about healthy sexual behaviour because this is the time in their life when they experience a period of rapid and radical physical, psychological and social change (Tfayli & Arslanian, 2007). During puberty, "a child, in physiological terms, becomes an adult capable of reproduction" (Tfayli & Arslanian, 2007, p. 1). It is therefore vital that educators teach and prepare young learners for what they may face from puberty so that they are protected from facing teenage pregnancy and teenage sexual promiscuity. Many adolescents that have emotional problems are sexually promiscuous (Shays, 1999). One of the teacher's roles is that of playing a pastoral role. According to Killen (2007, p. 367), "Within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for the learner and respond to the educational and other needs of learners and fellow educators".

The topic of Sexuality Education in Life Orientation is a controversial one as it is not agreed upon by all parties. There is the cultural issue of Sexuality Education. Almahbobi (2012) states, “In strong traditional communities, the Indigenous culture clearly focuses on respecting the beliefs of tribal elders, who traditionally dictate appropriate behaviours, beliefs and practices”.

Almahbobi (2012) further declares:

Elders of black Africans in South Africa feel that modern concepts of sex education corrupt the moral status of young people, leading to loss of respect for cultural norms. Currently in South Africa, unmarried women are not allowed to speak openly about their active sexual status due to hostile feedback from elders.

In the Indian culture, sex is taboo (Almahbobi, 2012). The Islam culture feels Sexuality Education endorses premarital sexual encounters and should not be included in the school’s curriculum (Almahbobi, 2012). In Christianity, premarital sex offends God (Goode, 2006). As seen above most of South Africa’s diverse religions are not for premarital sex and the African and Islam culture feels that Sexuality Education corrupts learners and influences them to participate in the act of sex.

Accepted sexual behaviour is also influenced by the hidden curriculum. Ginete (2013) maintains, “The hidden curriculum that was once referred to by John Dewey as ‘collateral learning’, consists of all learning that takes place in the school as a result of actions by school personnel and students”. The knowledge and acceptable behaviour of the hidden curriculum is not stated in a formal document, however, all personnel and learners in the school environment should abide by it. An example of an instance where the hidden curriculum is reinforced is when learners are expected to obey teachers’ requests and conform to gender roles and stereotypes (girls should fetch tea for the teacher and boys should clean the black

board). Life Orientation teachers should make learners aware of why boys and girls have specific roles and then come up with solutions of challenging such roles. Gender roles is one of the topics in the Life Orientation policy document (Department of Education, 2011). The hidden curriculum is relevant in this study because some of the most important messages learners pick up at school are not what is formally taught in the Life Orientation curriculum, but implied messages they pick up. For example, if teachers tell learners in the F.E.T phase how to have safe sex, then learners are getting a very clear hidden curriculum message that educators are telling them that they are old enough to have sex.

Massialas (1996, p. 121) maintains,

Clearly the formal curriculum postulates the values of scholarship, academic learning, fairness, and democratic participation in decision making. The hidden curriculum on the other hand, teaches students that those values are not quite realistic. To survive in school, one needs to please the authorities, ‘apple polishing the teacher’, and to comply with the institution’s requirements. From this it is obvious that the formal curriculum does not contain realistic goals, while the hidden curriculum in fact delivers what the students actually need to function in school effectively.

One of the messages communicated to learners is that you should ‘only have sex when you are ready’ and when you are you should use ‘protection’. When learners ask teachers ‘what is the appropriate age for having sex’, the teacher will reply ‘when you are married’. The specific answer is reinforced by the teacher’s cultural influences.

Some Life Orientation educators are not specialists in the learning area and therefore they don’t know what methodologies to utilize to teach Sexuality Education. Van Deventer (2008, p.135) maintains, “If learners do not or cannot experience the importance of LO because schools attach little value to it by appointing generalist teachers, how can learners add value to it and their lives?” Prinsloo (2007) states in Van Deventer (2008, p.136), “the importance of LO can only be brought to the fore by a teacher best suited to teach it”. A Life Orientation

teacher should teach the curriculum in totality and not leave any aspects out as all aspects are equally important to groom learners into productive, knowledgeable and skilful learners.

This study therefore explores the experiences of educators teaching Sexuality education in the F.E.T, what factors informs their teaching of Sexuality education and why they experience the teaching of Sexuality Education in the way that they do. It examines how the educator transfers the content of the curriculum to learners and whether this type of communication is effective in teaching learners the values as stipulated in the Life Orientation policy. How educators teach Sexuality Education is important in assisting learners make responsible sexual choices. Examining how teachers experience the teaching of Sexuality Education in the F.E.T phase is a very important topic as learners have all reached puberty and how learners are taught about coping with change and strategies to make liable choices concerning lifestyle and sexuality choices is imperative. With the proper teaching instruction of Sexuality Education, the rate of HIV and Aids, STD's, teenage pregnancy, child pornography, and human trafficking will all be at its low.

My personal reason for this study is that I am also a Life Orientation educator and I want to know how best I can utilize my skills in teaching Sexuality Education as there are many girls that are impregnated while still at school. The number of teenage pregnancies in schools is increasing. Ghosh (2013, p.1) maintains, "BBC reported that some 182,000 female high school students (mostly poor and black) become pregnant every year in South Africa, thereby endangering their education and futures, while placing heavy financial burdens on their beleaguered families. Many of the new mothers are as young as 14". Why is the number of teenage pregnancies increasing if Sexuality Education is educating young children about

teenage pregnancy? Is the message of teenage pregnancy not properly communicated to learners by educators?

1.2.5 Key Research Questions

1. What are the experiences of educators teaching Sexuality Education in the F.E.T phase?
2. What factors inform their teaching of Sexuality Education?
3. Why do they experience the teaching of sexuality in the way that they do?

1.2.6 Research Design and method

The data production methods that used were unstructured observation, semi-structured interviews and semi-structured questionnaires. According to Christiansen, Bertram and Land (2010, p. 74), “An unstructured observation means that the researcher does not go through a check list ticking off boxes or rating particular activities she sees occurring, but writes a free description of what she observes”. The reason as to why I chose unstructured observation instead of structured observation is that I want to discover in the moment of observing how educators communicate Sexuality Education to learners. Taylor, Sinha, and Ghoshal (2006, p. 106) assert, “The purpose of unstructured observation is to provide a richer and more direct account of the behavioural phenomenon under the study”. An advantage of observation is that the researcher would not have to rely on opinions of participants and researchers can get answers by just observing and making their own comments from the situation.

The second data production technique was semi-structured interviews. According to Christiansen, Bertram and Land (2010, p. 65):

In an unstructured interview, the researcher may simply introduce the topic or main research question, then let the respondent answer in the way that he or she would like to. As the respondent talks, the researcher would ask questions, but essentially the respondent talks freely about the topic.

By using this method, I did not restrict the participant in answering my questions in a specific manner. I was able to probe for a deeper understanding but not change what the participant was trying to communicate. This method is also good as sometimes participants don't understand what questions mean so they are able to ask researchers to elaborate on specific questions. The interview was a private, face-to-face session between the participant and the interviewer so that the participant felt safe in the environment and was able to open up to the researcher and share their views or experiences.

The third data production method was semi-structured questionnaires. Christiansen, Bertram and Land (2010, p. 60) maintain, "a semi-structured questionnaire asks more open-ended questions than a closed questionnaire. These are questions which respondents may answer as they like - they are not given specific categories or other answers to choose from". Since my study is qualitative, a semi-structured questionnaire proved to be more appropriate as it collects textual data. By using this method, respondents were free to answer privately and openly knowing that their names will not be written and their voices will not be recorded. They did not feel embarrassed or shy to open up about a sensitive issue as they wrote their responses. It is a longer process of data collection as it is time consuming, however, it proved worthwhile as participants were free to write down freely about the topic as it is open-ended.

The study was researched sensitively to protect the participants from stigmatization. Lee (1993) in McCosker, Barnard and Gerber (2001, p. 2) proposes:

There are three issues that create a concern about sensitivity. The first of these issues are those considered private, stressful, or sacred, such as sexuality or death. The second are those issues that if revealed might cause stigmatisation or fear, such as youth studies that reveal illegal behaviour. The final issues are related to the presence of a political threat where researchers may study areas subject to controversy or social conflict.

Research was conducted privately within an empty classroom for one-to-one interviews. The participants were gathered in a classroom that was not in use to fill out the questionnaire. Participants were not to discuss or show their questionnaire to each other to protect themselves. Interviews that were tape recorded were transcribed by the researcher to protect the participants' autonomy. Dickson-Swift, James, Kippen and Liamputtong (2007, p. 331) maintain, "Qualitative researchers must initiate a rapport-building process from their first encounter with a participant in order to build a research relationship that will allow the researcher access to that person's story". The researcher is familiar with the educators of the high school and educators are in turn familiar with the researcher acted in favour of the researcher. The researcher had to gain the participants' trust for them to divulge private information.

1.2.7 Sampling

Christiansen, Bertram and Land (2010, p. 41) maintain, "Sampling involves making decisions about which people, settings, events or behaviours to observe". I selected convenient sampling and purposive sampling. I selected convenient sampling as the sample is located close to me. Purposive sampling was chosen as the study included F.E.T Life Orientation educators. The participants in this study included only educators. I chose this sample to find out about what experiences educators have of teaching Sexuality Education (in terms of communication of the content to learners, the problems that educators face in communicating this content, and teachers' views on the Life Orientation policy for Sexuality Education). I used 6 participants for the study, 2 participants from each of the three schools.

1.2.8 Data Analysis

I analysed my data using thematic analysis. Boyatzis (1998) states in Braun (2006, p. 6), “Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail”. Thematic analysis helped me deduce many patterns that emerged from the data. By using themes, I was able to set my data in an organized manner. For example, “Difficulties that educators encountered from the Life Orientation curriculum”, under this theme I placed the responses of educators and then interpreted the data.

1.2.9 Ethical Issues

Section 9(3) of the Bill of Rights states that no person may be discriminated against due to the fact that everyone’s rights should be respected (Bill of Rights, Act 108 of 1996). Prior to the data production process, ethical clearance was obtained from the Principal of the school. The autonomy of all participants will be respected. Fritz (2008, p. 5) maintains, “All participants should be well-informed about the purpose of the research they are being asked to participate in”. Being honest with participants will help participants to also be honest in data production.

Participants were notified that their experiences/-views will be kept confidential and that all the participants’ identities will be protected when the results of the study are published. This research will not do any harm to any individual but this research should prove to be beneficial to other researchers and social groups (*ibid.*). Permission was requested from participants before conducting the research. Consent letters were forwarded to all participants and participants were allowed to participate in the study voluntarily. Participants had the freedom

to withdraw at any time (Terre Blanche & Durrheim, 2002). Once all consent was given, the research commenced. Among some of the ethical considerations that were included in the letter were the following important points:

- 1. All responses will be treated with strict confidentiality;*
- 2. Real names of the participants will not be used, but symbols such as A, B, C or X, Y, Z ... will be used to represent participants' names;*
- 3. Participants will be allowed to pull out of the study/research at any time;*
- 4. Participants will not be under any circumstance forced to reveal what they don't want to reveal.*

1.3 Conclusion

This chapter emphasized the research environment and its motivation which encompassed the research background, research focus, study aim, objectives of the study, rationale of study, and key research questions. Research methodology and design, data analysis, sampling, and ethical concerns of the research were discussed, their relevancy and how it was utilised in the research. The next chapter consists of reviewed literature surrounding Sexuality Education as well as the theoretical framework of social constructionism that underpinned this study.

1.3.1 Course of the Study

Chapter 1 – Discussed the motivation, background and rationale of the study.

Chapter 2 - Reviews the literature that is pertinent to the research - the involvement of teachers teaching Sexuality Education in the F.E.T Phase. The following part of this chapter entails the theoretical framework of Social Constructionism that underpinned this study.

Chapter 3 - Details the qualitative research approach and the reason for this approach. It also explains the research instruments used (observation, interviews and questionnaires) and its suitability for the study. Sampling, ethical issues, validation procedures, and study restrictions will also be discussed.

Chapter 4 - Attempts to provide information on the data report and analysis of results that endeavoured to respond to the key questions of the study. Responses from interviews, questionnaires and detailed observations will be analysed and interpreted by using thematic analysis and linking with scholarly literature from chapter 2.

Chapter 5 - This chapter organises the findings and conclusions to the research and also seeks to offer recommendations to overcome challenges educators face in teaching Sexuality Education.

Chapter 2

LITERATURE REVIEW

2.1 Introduction

The previous chapter highlighted the path and intention of the study. This chapter seeks to identify literature and definition of terms around the topic of the study as well as the theoretical framework that underpinned the study. I begin this chapter with an examination of current literature that looks at the importance of Sexuality Education. The chapter also aims to deliberate the scope and usefulness of the significant exploration on educators' experiences in teaching Sexuality Education in the Life Orientation subject in the Further Education and Training (F.E.T) phase. The literature will similarly look at the attitudes of learners towards Sexuality Education and what their perceptions are of the Sexuality Education curriculum. It will discuss factors (three levels) that promote unhealthy sexual behaviour based on Eaton, Flisher and Aaro's (2004) study. Since Sexuality Education is often a controversial topic in many cultures, the review attempts to understand and examine why it may be so. I chose to employ Social Constructionism as my theoretical framework as it allowed my study to comprehend teachers and how they experience teaching Sexuality Education to learners in their own classrooms. Andrews (2012, p. 1) sustains, "In attempting to make sense of the social world, social constructionists view knowledge as constructed as opposed to created". By using this theory, I was able to understand how people have differing views that stem from their cultures and how this influences the decisions that they make. In this study, the theory assisted the researcher in viewing educators' experiences of teaching sexuality as constructed as opposed to created.

2.2 Literature review

2.2.1 Sexuality Education

With the escalation of social issues such as teenage pregnancy and HIV/AIDS, the Department of Education saw a need to intervene by including Sexuality Education in the school curriculum. Sexuality Information and Education Council of the United States (SIECUS) (2004, p. 1) defines Sexuality Education as “a lifelong process of acquiring information and forming attitudes, beliefs, and values about such important topics as identity, relationships and intimacy”. Fentahun, Assefa, Alemseged and Ambaw (2012, p.1) defines Sexuality Education as:

Education about human sexual anatomy, sexual reproduction, sexual intercourse, reproductive health, emotional relations, reproductive rights and responsibilities, abstinence, contraception, family planning, body image, sexual orientation, sexual pleasure, values, decision making, communication, dating, relationships, sexually transmitted infections (STIs) and how to avoid them, and birth control methods.

Sexuality Education was thus introduced into the Life Orientation learning area and it is compulsory for all learners to do Life Orientation. From Sexuality Education being incorporated into Life Orientation, it is compulsory for all Life Orientation educators to teach learners the topics under Sexuality education.

2.2.2 Importance of Sexuality Education in South Africa

According to Naidoo (2006, p. 9):

With the increase in the rate of HIV/AIDS infection, teenage pregnancy and child rape, the Department of Education saw a need to introduce sexuality education in schools to supplement parental education. Thus sexuality education became compulsory and was incorporated into the Life Orientation learning area, which was then implemented in schools since 2002.

Due to the high rate of HIV/AIDS, crime (child molestations, abortion, rape, pornography, sexually transmitted diseases, etc.), and teenage pregnancy, it is important that all learners be taught sexual responsibility. Prior to Life Orientation, the Minister of Education had acknowledged all of the above aspects and thereafter had decided to implement certain programmes to help learners. According to Harilal (1993), “In 1993 The House of Delegates: Department of Education and Culture, announced Health and Family Life Education in the primary school curriculum, which included Sexuality Education, child and drug abuse, and nutrition education”. This type of education was only catered for in primary schools and not secondary schools. The Department of Education then relooked this aspect and then introduced Sexuality Education to become compulsory in January 2006 (Naidoo, 2006). Naidoo (2006, p. 11) maintains, “In 2006 Sexuality Education, as part of the Life Orientation learning area, was introduced for the first time in KwaZulu-Natal as a compulsory subject at the Further Education and Training (FET) level, beginning with the Grade Ten learners”.

The main objective of announcing Sexuality Education in schools is to assist teenagers in obtaining values, beliefs and information about individuality, relations, affection, to comprehend the optimistic view of sexuality, to deliver skills and information about looking after as well as upholding their sexual health, to make choices in the present and in future, to prepare for marriage and responsible parenthood, to learning to enjoy and control sexual behaviour and to promote responsible reproductive behaviour. With all of the above skills, learners will be indeed living a healthy lifestyle based on all the right choices that they had made from learning how to determine right from wrong.

2.2.3 *Teaching Sexuality Education*

Teaching Sexuality Education may seem as just reading and explaining content in textbooks, however, it is not as simple. Teaching this topic requires a teacher that is confident and allows learners to ask questions so that the teacher in turn can answer these questions. Sexuality Education is a very delicate topic under the Life Orientation learning area. Teachers need to have ample knowledge/- qualifications to teach the subject since it involves teaching learners about making responsible decisions and life skills (Francis, 2011). ‘Development of the self in society’ is one of the six topics in grades 10 to 12.

According to the Department of Education (2011, p. 15), some of the subtopics covered in Sexuality Education in grade 10 are:

- Changes associated with development towards adulthood: adolescence to adulthood
 - Physical changes: hormonal, increased growth rates, bodily proportions, secondary sex/gender characteristics, primary changes in the body (menstruation, ovulation and seed formation) and skin problems
 - Emotional changes: maturing personality, depth and control of emotions, feelings of insecurity, changing needs, interests, feelings, beliefs, values and sexual interest
 - Social changes: relationship with family, interaction with social groups, need for acceptance by and dependence on peer group, moving into the workforce and increased responsibilities
- Coping with change: importance of communication and making friends
- Values and strategies to make responsible decisions regarding sexuality and lifestyle choices to optimise personal potential

- Behaviour that could lead to sexual intercourse and teenage pregnancy, sexual abuse and rape
 - Values such as respect for self and others, abstinence, self-control, right to privacy, right to protect oneself, right to say 'No' and taking responsibility for own actions
 - Skills such as self-awareness, critical thinking, decision-making, problem-solving, assertiveness, negotiations, communication, refusal, goal-setting and information gathering relating to sexuality and lifestyle choices
- Where to find help regarding sexuality and lifestyle choices

There is a lot of content of teenage pregnancy in the curriculum i.e. what it is, how to prevent it (contraception, condoms, abstinence), how to deal with it (adoption, abortion, skills for parenting), and how to find help if someone is pregnant. The number of teenage pregnancies in schools is increasing. Ghosh (2013, p.1) maintains, "BBC reported that some 182,000 female high school students (mostly poor and black) become pregnant every year in South Africa, thereby endangering their education and futures, while placing heavy financial burdens on their beleaguered families. Many of the new mothers are as young as 14". Why is teenage pregnancy increasing if Sexuality Education is educating young children about teenage pregnancy? Either females are not getting educated about teenage pregnancy as they are not going to school or that the message of teenage pregnancy is not properly communicated to learners by educators.

Furthermore, Ghosh (2013) states:

In addition, sexual activity by teens raises the risk of HIV infection in light of apparent widespread promiscuity and the practice of unprotected sexual intercourse. Already, KwaZulu-Natal province has 3 million people who are HIV-positive (out of a total population of about 10.5 million).

Arguably, this is a cry for help as the message is not going across to the nation about what HIV really is. According to John (2012), “Two thirds of grade 6 pupils in South Africa did not have the minimum knowledge about HIV/ AIDS needed to protect their health”. John (2012) further asserted that the Department stated that the situation of HIV/AIDS is under control since the Life Orientation subject was introduced in 1998. It is evident that HIV/AIDS is part of the syllabus in Life Orientation but why do learners still do not have the basic knowledge of the virus to protect themselves from contracting it?-

2.2.4 Attitude of educators towards Sexuality Education

Sex seems to be a sensitive topic for educators to teach as many educators shy away from the topic. Dailard (2001, p. 4) maintains, “This shift in policy [Sexuality Education] has had an impact on teachers and the content of Sexuality Education”. Educators are an important connection in delivering beneficial knowledge about reproductive wellbeing and HIV/AIDS to youth. For educators to be an important link, they need to understand the topic of sexuality, acquire good teaching techniques about the topic, as well as appreciate what is developmentally and culturally suitable. According to Alldred, David and Smith (2003, p. 95), “The sensitive nature of discussing sex and sexuality in the classroom is an issue amongst most educators”.

Department of Education (2004) states in Myeza (2008, p. 3), “Since 1997, there have been many programmes developed to train educators on Sexuality Education”. Teaching Sexuality Education in schools has been the subject of discussion and debate for a long time in South Africa. The discussions have mostly centered around three important matters - by what phase

to announce it, what kind of programmes are applicable and who is competent to deliver such instruction.

Frykholm (2012) proposes:

Opponents of comprehensive sex education generally have two concerns. One is their conviction that sex education in public schools undermines parents' rights to teach their children about sex in their own manner. The other is that sex education can never be value-free and that it is likely to promote promiscuity.

Sexuality Education is a controversial topic for parents since they have differing views according to their cultural beliefs about it. It can also be controversial for educators in the same sense since they also have cultural reservations about teaching Sexuality Education.

A study by Nqoloba (2008, p. 20) indicates that “most secondary school teachers are knowledgeable about AIDS, feel moderately comfortable teaching students about AIDS related topics, have the knowledge and ability to teach about HIV/AIDS, but lack some material and community support”. In this sense, teachers need to attend workshops on how to transfer their knowledge of HIV/AIDS effectively to learners and learn how to use different methodologies for effective teaching. Sexuality Education is frequently debated since certain teachers consider that discussion about sexuality in schools may intensify sexual activity in schools (Nqoloba, 2008).

Nqoloba (2008, p.15) advocates, “Some teachers claim that they do not know how to tackle the homophobia they encounter in young people”. This is because the Life Orientation curriculum in the Further Education and Training (F.E.T) phase does not entail any information about homophobia and what learners need to be taught about it (Barnes, 2011).

It should be a necessity for the Department of Education to run workshops to give educators knowledge and skills about current issues and show them how to communicate such knowledge and skills to learners. Textbooks should also be adjusted continually since new issues arise and learners should be skilful of what to do in those cases. For example, in the case of homophobia, many educators may not know of what steps to take if homophobia occurs in a school situation.

2.2.5 Attitude of learners towards Sexuality Education

Prior to Sexuality Education being introduced in schools, youngsters would seek information about sexuality from other misinformed youngsters since there was no one to teach them about what they wanted to know (Myeza, 2008). According to Myeza (2008, p. 3), “what they [teenagers] know about sexuality and sex comes from what they see and hear from their siblings, peers and the media. This has led to the decision being made by the Department of Education to make Sexuality Education part of the curriculum to be taught in South African schools”. The results of misconceptions of sexuality are HIV/AIDS, STD’s, teenage pregnancy and unhealthy sexual behaviour. Myeza’s (2008) study indicated that learners were optimistic about Sexuality Education. According to Myeza (2008, p. 3):

Learners indicated that the sexuality programme provide valuable information especially with regard to their own bodies and self-respect. They were of the opinion that teenage pregnancy and HIV/AIDS could be prevented through abstinence, condom and contraceptive use, parental involvement, stopping grants for teenage pregnancy, promoting virginity, masturbation, the use of sex toys, Finally they thought that sexuality education could be improved [by] parents and teachers telling the truth, through the teaching of values and morals and by making the subject more practical, prominent in churches.

The above is evidence from a study that high school learners are enthusiastic about Sexuality Education as they believe that it can make a difference in their lives. Through Sexuality Education, learners find a sense of being and come to know themselves as well as their

bodies. According to Fentahun, Assefa, Alemseged and Ambaw (2012, p.2), “Teachers who have more than four years of teaching experience and who teach Natural Science seem to have favourable attitudes towards the starting time of school sex education”. Due to the learning area of Natural Science containing aspects of the human body and reproduction, teachers of this learning area are more confident in teaching Sexuality Education in Life Orientation as they have knowledge expertise in sexuality. There can be many other reasons as to why educators may be reluctant to teach Sexuality Education.

Onwuezobe and Ekanem (2009, p.4) assert,

Teachers’ attitude to sexuality education is varied and was found to be related to some variables such as age and level of education. Age affected the willingness of the teachers to teach sexuality education though not significantly. Older teachers may have adolescent children and may be more willing to train and impart sexuality knowledge to students as this will help them in teaching their children at home.

Age and level of education are two reasons mentioned in the above quote of why educators find themselves lacking when it comes to teaching Sexuality Education. Older educators may possibly deem Sexuality Education to be taboo since they were not taught about it in their younger days. Educators that did not specialise in teaching Life Orientation may find it difficult to discuss Sexuality Education since they may not know what teaching methodology to utilise in the classroom to discuss such sensitive concepts.

The level of maturity in educators determines whether educators are confident or not in teaching Sexuality Education. Exposure to higher levels of education particularly university education, develops educators’ attitude and knowledge regarding Sexuality Education. Onwuezobe and Ekanem (2009, p.4) put forward that “religion and educational levels play an important role in their attitude and willingness towards propagation of such knowledge to students”. I concur with Onwuezobe and Ekanem since educators may try to force their

religious beliefs about sex upon the learners. For example, if the educator's religious beliefs are against premarital sex then educators would try to force this belief amongst learners and this would conceal what needs to be taught i.e. risks of unhealthy sexual behaviour, contraceptive methods and healthy sexual behaviour.

2.2.6 Branching Sexuality Education with cyberspace

Alongside every other area of life, sex has succeeded to allude itself into cyberspace and introduce itself as sexting. According to Englander (2012, p. 2), teenage sexting is “the electronic sending of pictures depicting nudity,” the sending of pictures depicting “semi-nudity,” or as “sending or posting sexually explicit pictures or writing.” The term ‘sexting’ may not exist in the dictionary but according to Lohmann (2013, p. 1), “the term "Sext" has been around since about 2005 and it means sending, receiving, or forwarding sexual photographs or sexually suggestive messages through text message or email”.

Martin (2013, p. 1) asserts, “The practice of swapping sexual images is now seen as ‘pretty normal’ by youngsters, with more than half saying they had received an intimate photograph or video, and 40 per cent having taken one of themselves”. This is evidence that teenagers are engaging in some sort of dangerous activity over the internet which means that children are exposing themselves to sexual predators. It is argued that as much as educators are knowledgeable about how learners are exposing themselves in a sexual manner, they do not wish to discuss the topic as it is not a part of the curriculum. Educating learners about the negatives of social media and how to protect themselves online is very important for a healthy lifestyle.

Van Rooyen and Ngwenya (1997, p. 58) maintain, “The young child in puberty or early adolescence will show great interest and have an intense curiosity in obtaining more information about the human body, its functions and changes, as well as human sexuality and related matters in general”. The educator will have to be present to provide whatever information learners are curious about. Most of the information the child has at this stage, comes from friends, and often contains incorrect or partially true details (*ibid.*). This information thereby surfaces from the hidden curriculum. Educators should be aware of what hidden messages are passed on by the hidden curriculum and try to rectify these as this is what is perpetuating social issues. By learners not knowing what is going on and who to confide in, they complicate the situations that they get tangled in. Van Rooyen in similar vein (1997, p. 25) states, “The teacher’s actions have a tremendous effect on his pupils; his or her example is the most powerful teaching aid”. This is why a teacher should pay extra careful attention to what he/she communicates to learners. Children are born with a blank slate. It is up to parents and educators to try and educate children about right and wrong. In this regard, Van Rooyen (1997, p. 127) proclaims, “The educator sets the example and also speaks to the child about what is right and wrong, proper and improper. Gradually the child makes the norms and values of his or her education his or her own (within a specific culture)”.

2.2.7 Factors that promote unhealthy sexual behaviour

Personal choices around sexual behaviour can strongly affect one’s health and well-being. Unhealthy sexual behaviour includes being too young when you have sex, having sex without a condom, not using contraception, or having sex with multiple partners (Steelhammer, 2003). Sexual behaviour can range from normal and acceptable to those behaviours that cause problems for the child and others interacting with the child. For teenagers to cultivate

encouraging, strong relations they need to be able to ascertain when relationships are damaging and unhealthy. They can only do this once they are properly taught the difference between unhealthy and healthy sexual behaviour.

According to Eaton, Flisher and Aaro (2004, p. 66), “Sexual risk behaviour is influenced by factors at three levels and which is illustrated in the figure below: within the person, within the proximal context [interpersonal relationships and physical and organisational environment] and within the distal context [culture and structural factors]”.

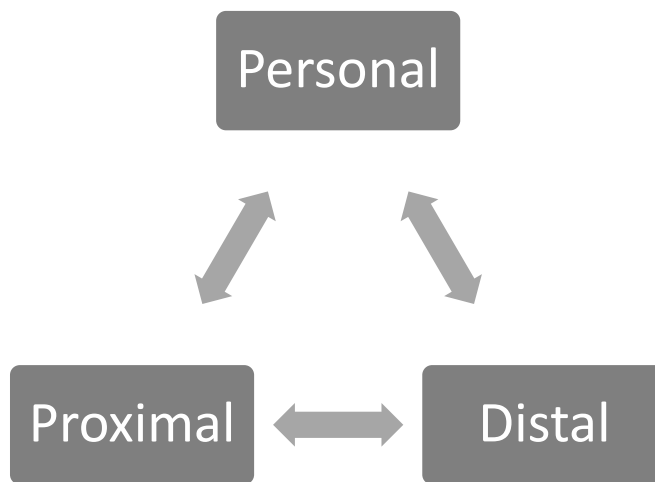


Figure 1: Factors that promote sexually risky behaviour

Personal Level

According to Kotchick (2001, p. 498), “the personal level refers to a constellation of factors, including qualities, skills, knowledge, attitudes, and behaviours, that belong to an individual person and which have either a direct or indirect influence on behaviour”. Who you are and what you think, feel, and believe can affect one’s choices. These choices can place one at risk and lead to unhealthy sexual behaviour.

Proximal Level

Teenagers are primarily socialised within the home environment with those that are immediate around them but as they commence school, people like educators and colleagues, start to have an impression on them and their attitudes and behaviours as well. There are also factors outside one's self that could put them at risk of unhealthy sexual behaviour. Teenagers who are poor may develop relationships with older men in exchange for gifts such as money, food, or cell-phones (Stephenson, 2009). These teenagers are less able to negotiate safer sex or may not even be able to choose whether or not they want to have sex. Teenagers who use sex to overcome poverty often feel as though they have no choice. In this situation, older men have the upper hand in the relationship (Stephenson, 2009). This places the teenager at a very high risk of becoming infected with HIV or becoming pregnant while still at school.

Distal Level

Our family beliefs and the relationships we have with family members affect our personal behaviour. We have a need to belong and family closeness provides this need. Rules that are set by parents or caregivers help us to follow a healthy lifestyle. If our parents or caregivers set a bad example, we are more likely to behave badly as we tend to follow the example set by those around us. We are all also guided by a set of beliefs that come about from our religion and culture.

According to Lawoyin and Khanthula (2010, p. 52), "Across the various cultural groups within the country, a wide gap exists in the social and economic condition between men and women that are defined by social institutions including the family, church, schools". In most cultures women are commonly perceived as inferior to men and are socialized to be

submissive and tend to their families (*ibid.*). In addition to the subservience of women, there is a social issue of violence against women, adolescent girls and young children. Women feel that they need to conform to subordination as they are deemed by society as powerless.

2.2.8 Religious views on Sexuality Education

In most cultures, discussions around sex and sexuality are perceived as taboo (Lawoyin & Khanthula, 2010). Subaiya (2008, p. 55) proclaims, “In general, Indian men and women are not expected to have sex before marriage”. Subaiya (2008, p. 55) further maintains, “Sexuality is rarely talked about in the open and often considered to be non-existent in India. Knowledge and awareness of STDs is significantly low in the Indian population”. If Indian teenagers are not knowledgeable about sexuality, they would be unable to develop the ability to determine a healthy sexuality for themselves. This would then result in these teenagers making unhealthy sexual choices.

In the African culture, boys have to undergo a cultural practice of initiation where they have to learn to become men (Igwuagwu, 2004). Mwinga (2012, p. 20) maintains that in a study carried out in Zambia, Malawi, Mwale (2008, p. 295) concedes that:

Under these practices [initiation] the initiates are instructed to cleanse themselves by engaging in unprotected sex with experienced persons of the opposite sex. This practice exposes the adolescents to sexually transmitted infections since these experienced persons carry out the ritual every initiation season and has other adult partners.

In this case, the African culture is exposing the youth to activities that can harm them and also it is teaching boys that to become a man means not using a condom. Girls have to attend the African traditional ceremony of the reed dance to celebrate that they are still virgins. Furthermore in this ceremony, older women encourage celibacy until marriage and teach the girls respect for their bodies (Nikitin, 2011). According to Nikitin (2011), “One of the

ceremony's most controversial aspects is the compulsory virginity testing that all maidens are required to undergo".

Ghani *et al.* (2014, p. 427) proclaim that "premarital sex is absolutely forbidden in Islam". Sexuality Education in Islam is a controversial topic as some disagree that it should teach learners about the process in engaging in sex but rather "the aim of sex education at this level should be to help them in understanding that they are responsible and accountable for using their sexual organs" (Rizvi, 1994, p. 1). In recent research in Malaysia, Muslim teenagers have been involved in teenage pregnancy and baby dumping despite premarital sex being forbidden (Ghani *et al.*, 2014).

Lang (2014, p. 7) proclaims, "Nothing in the Bible says that sex is wrong. The Bible holds the view that it [sex] ought to be subject to certain boundaries - like marriage". Sexual intercourse is something that is sacred and not for experimentation. Bacchiocchi (1994, p. 162) maintains, "Premarital sex is a sin because it is sex without assurance. It limits a person to an object to be used for personal satisfaction". In the case of Christianity, sex should only happen after matrimony. Looking at the Indian, African, Islam and Christian culture, it is evident that premarital sex is forbidden until after marriage. However, it is also palpable that teenagers are still getting involved in premarital sex that goes against their culture.

2.2.9 HIV and AIDS education in schools

HIV/AIDS education for teenagers is an important prevention method. Providing teenagers with HIV/AIDS education offers them a real chance at a productive life.

According to Thaver (2012):

The UNAIDS 2008 report on the global AIDS epidemic, an estimated 5.7 million South Africans were living with HIV/AIDS in 2007. The South African government has attempted to address the epidemic through many means, including expanding sexual and HIV/AIDS education for the country's youth.

By educating learners about risk factors that can lead to HIV/AIDS, learners can be made aware of the dangers that lie ahead when taking certain risks. HIV and AIDS education is also important in the sense that it teaches learners what the virus is and how it is contracted.

2.3 Theoretical Framework

In this study, I used Social Constructionism as a framework that underpinned this study. Social constructionism may be well-defined as a perception that believes a great deal of human life exists as it does due to social and interpersonal influences (Gergen, 1985). According to Owen (1995, p. 1), "Although genetically inherited factors and social factors are at work at the same time, social constructionism does not deny the influence of genetic inheritance, but decides to concentrate on investigating the social influences on communal and individual life". In this sense, Sexuality Education is not viewed in isolation as a social phenomenon; Social Constructionism views sexuality as originating in socially shared constructions.

Owen (1995, p. 2) further asserts, "What social constructionism shows to be important are the ways in which socialisation and enculturation, amongst the people we have known, plus the current influence of those whom we now know, are the most active in shaping our mutual existence with others." Aspects about sexuality are socially and historically constructed.

Social Constructionism was appropriate for this study as the study looked at teachers' experiences of teaching sexuality, and how their teaching of sexuality is shaped by the cultural and social settings wherein they live. For example, some teachers may be socialised in a cultural background of sex being taboo before marriage or sex only being permissible once one becomes an adult. Sexuality Education is defined by one's culture (Van Rooyen, 1997).

By looking at the different cultures and beliefs, the idea is to reveal the way in which a specific reasoning or norm has been formed by social forces (Boghossian, 2007). The ideas of various social forces help one to determine right from wrong. Educators come into classrooms with these perceived ideas from their cultural practices and pass these on to learners without consulting the curriculum in what specifically has to be taught. Attitudes and actions that are related to learners' sexuality are entrenched in "cultural practices", which generate standards for sexual associations (*ibid.*).

2.3.1 Language and Reality

Cultural practices are communicated from one to the other in terms of language. According to Burr (2003, p. 7), "Our ways of understanding the world do not come from objective reality but from other people, both past and present". This means that the ideas of one's culture are formulated by their ancestors and then passed on from generation to generation. Burr (2003, p. 8) maintains, "Concepts and categories are acquired by each person as they develop the use of language and are thus reproduced everyday by everyone who shares a culture and a language". Language acts as a medium of expressing oneself.

Burr (2003, p. 6) further proclaims, “Social constructionism denies that our knowledge is a direct perception of reality. In fact, it might be said that as a culture or society we construct our own versions of reality between us”. Though language sometimes has a productive purpose, our descriptions of the world in some way derive from the nature of reality itself. Reality is derived by looking at a specific perspective. There can be no truth in Social Constructionism as everyone has their own views.

As one can see from the Social Constructionism theory, language is the vehicle through which individuals limit what is reality, and that language constructs the world and structures the truths that can be told by one. Beliefs are made possible by constructing concepts by means of language.

2.3.2 Importance of Social Process

Learning is socially constructed and does not exist in isolation (Wenger, 1998). According to Green and Dixon (1994, p. 1075), “As learners in the class interact with one another, they are constructing the everyday patterns of life that define what learning and teaching, reading and writing, teacher and learner, interacting and interpreting are in a particular classroom or group within a classroom”. The learning that takes place in classrooms is not simply a separate or isolated process; it is a shared process from a group that motivates what students have a prospect to acquire and in what way it is that they contribute in the daily happenings of the classroom environment. Patterns of interaction between the teacher and learner or between the learner and other learners establish a particular way of understanding each other and thereby assisting each other to reach their own goals. Green and Dixon (1994, p. 1075)

maintain, “Through the processes of interacting and interpreting, members construct a social history that inscribes a particular world”.

The world is a societal imitation and revolution of constructs of sense, conventions, principles and discursive systems that predominantly constitute our relationships (Nightengale & Cromby, 1999). Nightengale and Cromby (1999, p. 4) maintain, “Social constructionists argue that the world we experience and the people we find ourselves to be are first and foremost the product of social process”. This means that language is the central carrier of all social processes that may occur. In saying this, proper knowledge of Sexuality Education can only be passed by using language to communicate between the educator and learners. If the educator is reluctant, then learners may get information from other sources that could be unreliable by giving incorrect information.

2.3.3 Construction of Knowledge

Schwandt (2003) states in Andrews (2012, p.1), “Constructionists view knowledge and truth as created not discovered by the mind and supports the view that being a realist is not inconsistent with being a constructionist”. This relates to the personal understanding of daily existence and how the world is assumed rather than to the unbiased realism of the innate realm.

Berger and Luckmann (1991, p. 2) maintain that:

Conversation is the most important means of maintaining, modifying and reconstructing subjective reality. Subjective reality is comprised of concepts that can be shared unproblematically with others. In other words, there is shared meaning and understanding, so much so that concepts do not need to be redefined each time they are used in everyday conversation and come to assume a reality which is by and large taken for granted.

Conversation can only be made by using language as its vehicle. Andrews (2012, p. 3) supports this by saying that, “Socialisation takes place through significant others who mediate the objective reality of society, render it meaningful and in this way it is internalised by individuals and this is done through the medium of language”. This can be related to an educator in the classroom by giving learners knowledge, skills and values to help them deal with issues that they might face in the real world. Through language thoughts are made promising by creating perceptions. It is then true that language makes it probable to have and convey thoughts.

2.3.4 Historical and Cultural Specificity

Nightengale and Cromby (1999, p. 4) declare that, “History provides extensive evidence that cultures change overtime, while social anthropology demonstrates that they vary greatly from place to place”. It is evident in the issue of gender stereotypes in that in most cultures, males are dominant and more superior to females. Nightengale and Cromby (1999, p. 4) further explain, “Being ‘real’ about constructionism leads us to emphasise that it isn’t just our ways of talking about the world that vary: the subjectivities of the actual, living people that are constituted in and from those ways of speaking will vary, along with the cultures that produce and sustain them”. Nowadays cultures have changed and evolved and we are now living in the modern day and age of where females are no longer subordinate because they have started challenging their subordination of bowing down to men. Gone are the days where females are viewed as the slaves of the household. Females have now become independent and have jobs in high positions that make them dominate in their relationships with men.

2.3.5 Realism and Relativism

Andrews (2012, p.4) asserts, “The main criticisms leveled against social constructionism can be summarized by its perceived conceptualization of realism and relativism”. For example, if there is no truth or reality, how can one justify advocating one view of the world over another? Relativism points to the assumption that nothing can ever be known for sure, that there are many realities, none having predominance over the other in terms of claims to signify the certainty about social phenomena (Andrews, 2012). In this sense, it serves similar to that there are different religions with different religious views about Sexuality Education but none are superior to the other. Everyone should be guided by a religious path, this path should determine what is morally right or wrong for them and this usually influences the decisions that they make in life. However, this path may not be the same for another as the other person may fall behind a different religious belief and may think otherwise.

2.4 Conclusion

The literature review in this chapter highlighted the importance of Sexuality Education which was discussed in relation to the attitudes of learners and educators. It highlighted the different cultural beliefs around sex and sexuality and how it is seen as offensive before marriage and rarely accepted to be taught in schools. Nqoloba’s (2008) study showed that Sexuality Education is often debated since certain teachers consider that speaking about sexuality in schools may encourage sexual activity.

Learners of Myeza’s (2008) study showed enthusiasm about Sexuality Education as they believe that it can make a difference in their lives as information that does not stem from the classroom is incorrect. These misconceptions are then passed on from one to another and as a

result learners end up, for example, getting a STD or getting pregnant due to not knowing of any contraceptive methods. Educators in Frykholm's (2012) study assert that Sexuality Education promotes promiscuity as learners feel that they need to experience things to know what they really are. For example, contraceptives are preventative measures for pregnancy. If learners want to experience having sex without the worry of getting pregnant, they will know that they learnt of using a 'condom' or 'the pill' so this may specify that they can have sex with whomever and whenever they want.

The second part of this chapter explained the theoretical framework based on Social Constructionism. Current literature on Social Constructionism views sexuality as originating in socially shared constructions. Language is a key element in social construction. It further discusses how decisions are influenced based on one's religious and cultural beliefs. Realism and relativism in Social Constructionism maintains that there are different religions with different religious views about Sexuality Education but none are superior to the other. The next chapter deliberates in detail the technique of research and design that has been used, choice of the school, sampling techniques, data collection methods utilised, ethical issues, and limitations of the research.

Chapter 3

RESEARCH METHOD AND DESIGN

3.1 Introduction

The previous chapter discussed related literature and defined terms pertaining to the experiences of teachers teaching Sexuality Education in the Life Orientation subject, in addition it also offered an explanation of the appropriateness of the theoretical framework in informing this study. This chapter will discuss and justify the research technique and research design implemented, choice of school, research tools, sampling method, data analysis, validation measures, limitations and ethical issues of the research. In an effort to investigate and explore the teaching instruction and experiences of Further Education and Training (FET) Life Orientation educators, I chose to employ the qualitative research method.

3.1.1 Research Design

Brikci (2007, p. 1) states, “Qualitative research is characterised by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis”. Brikci (2007) further maintains “These methods aim to answer questions about the ‘what’, ‘how’ or ‘why’ of a phenomenon”. For Neuman (2006), qualitative research consents for the incorporation of diverse approaches and methodologies of composing data in order for the research to generate a reasonably high degree of reliability and accuracy in its findings to the study. Furthermore to remaining in-depth, subjective, interpretive, investigative and open-ended in nature, qualitative studies are focussed on participants in their usual surroundings, in contrast to quantitative studies, which

are piloted in well-ordered surroundings (Falconer & Mackay, 1999). In the context of this study, these qualities intended to guarantee that my study produce valuable, thorough and comprehensive data from participants. Since this study explored the experiences of educators teaching Sexuality Education, I deemed it appropriate to use a qualitative framework for the study.

Qualitative research methodology allows the researcher to become familiar with the area(s) of interest, explore the fields and consider the dimensions involved because of their open-ended, non-preordained nature (Gilmore & Carson, 1996). As a researcher studying a specific area, one needs to explore and become involved. The focus in this study was investigating the experiences of educators in teaching Sexuality Education in the classroom, exploring their positive experiences as well as their challenges when teaching Sexuality Education. I chose a qualitative research over a quantitative one because, in quantitative studies, participants are restricted with regards to their voice being heard, they are reduced to numerical data in a study, and this type of research does not yield the information-rich data that qualitative data promises (Cohen, Manion & Morrison, 2006). Qualitative techniques are very useful when a subject is too complex to be answered by a simple yes or no.

The research topic is a very sensitive one as it may also be controversial in certain schools as not all role players agree that Sexuality Education should be taught to young learners and it may be a taboo subject. Using a quantitative approach by giving participants a close-ended questionnaire, for example, may not be enough to understand their experiences of teaching Sexuality Education. One cannot be expressive and open enough in such an approach. In this case, interviews proved an appropriate methodology since interviews allowed me to engage one-on-one with the participant and make the participant feel free to answer questions openly.

Fortune and Reid (1999, p. 1) argue:

One of the characteristics of the qualitative approach entails that the researcher gains first-hand and a holistic understanding of the phenomena through the use of flexible strategies such as semi-structured interviewing to gain an extensive understanding of participants' formulation of their own environments.

The data production takes place in naturalistic settings within three schools.

Hennink, Hutter and Baily (2010, p. 4) have a framework called the “qualitative research cycle that consists of three interlinked cycles: the design cycle, the ethnographic cycle and the analytic cycle”. This cycle determines how to conduct qualitative studies in three cycles. I conducted my research by using this framework as a guideline to assist the structure of my study.

The Design Cycle

The design cycle entails four intertwined roles: the construction of a research question, evaluating research literature and integrating theory, and selecting fieldwork approach. During this stage of qualitative research, the research question is expressed for it determines the purpose of the study. The investigative stance of this study intended to comprehend in what way F.E.T educators experience the teaching of Sexuality Education in Life Orientation from grades 10 to 12 in their classrooms. The design cycle also allows one to review literature and include theory in the research design. By reviewing literature about the study, I came to understand all aspects of Sexuality Education and why it is important in schools. I also came across why Sexuality Education may be controversial in certain schools. This literature then helped me to fill in the gap in this focus area and to look for what has not been found by other scholars. According to Hennink, Hutter and Baily (2010, p. 36), “This helps to distinguish the particular focus of your research project and to identify where it may add new knowledge to the field of study”. As a result, this study was guided by the interpretive paradigm.

The Ethnographic Cycle

Hennink, Hutter and Baily (2010, p. 80) maintain, “The ethnographic cycle describes the core tasks in qualitative data collection including designing the research instrument, recruiting participants, collecting data and making inductive inferences”. The participants in qualitative research are selected for the reason that they have specific descriptions or involvements that can add to a better understanding of the phenomenon studied (Hennink, Hutter & Baily, 2010). Participants that were used in the study were F.E.T Life Orientation educators since I only wanted to know about the experiences of F.E.T Life Orientation educators teaching Sexuality Education. The researcher would have to determine how data should be collected for the intended study in terms of instruments and how should participants be selected (Hennink, Hutter & Baily, 2010). Research instruments were unstructured observation, semi-structured interviews and semi-structured questionnaires. Purposive and convenience sampling were used in the study.

The Analytic Cycle

The analytic cycle comprises the core tasks of qualitative data analysis: to develop codes, describe and compare, categorize and conceptualize, and develop theory. This is the last step of the study where the researcher analyses the data and makes conclusions and recommendations from it. The last step of the cycle helped me to deduce the answers to my key questions about why educators teach the way that they do and what influences their method of teaching Sexuality Education.

According to Creswell (2008) in Sharma (2010, p.1): “researchers using qualitative approaches tend to attend to participants’ views when doing their studies; ask general, open-ended questions; and collect data in natural settings as the study develops”. In qualitative

methods, the researchers are viewed as data collection instruments and have an important role (Sharma, 2010). The researcher's ethics, expectations, opinions, and knowledge have an impact on the data that is collected. Sharma (2010, p.1) further notes, "Qualitative approaches focus on tentative interpretations of what goes on in context, so it is important to acknowledge that the data will be glossed with the meanings and purposes of the participants".

Moriarty (2011, p. 1) proposes, "Qualitative research takes an in-depth approach to the phenomenon it studies in order to understand it more thoroughly". Moriarty (2011, p. 2) further asserts, "Qualitative research methods allow for much more detailed investigation of issues - answering questions of meaning, who is affected (by the issue), why, what factors are involved, do individuals react or respond differently to each other". Therefore, in highlighting the review of the literature in this study, the qualitative method was employed using a case study since it was appropriate in discovering and grasping the classroom experiences of Life Orientation educators teaching Sexuality Education in the F.E.T phase.

3.1.2 Research Style

The case study was used since it was applicable to this specific social setting under study. Merriam (1998, p. 27) describes a case study as, "a thing, a single entity, and a unit around which there are boundaries". The case study used in my research was three schools and my focus was mainly on the F.E.T Life Orientation educators within the school.

Gerring (2004, p. 342) proposes a case study is:

An intensive study of a single unit for the purpose of understanding a larger class of (similar) units. A unit connotes a spatially bounded phenomenon—e.g., a nation-state, revolution, political party, election, or person—observed at a single point in time or over some delimited period of time.

Fidel (1984, p. 273) states:

As a research method, case studies seem to be appropriate for investigating phenomena when (1) a large variety of factors and relationships are included, (2) no basic laws exist to determine which factors and relationships are important, and (3) when the factors and relationships can be directly observed.

Case studies aim to describe what it is like to be in any specific situation. The researcher aims to capture the reality of the participants' lived experiences and thoughts about a particular situation (Cohen, Manion & Morrison, 2000). In this specific case, I wanted to find out about how educators experience teaching Sexuality Education, whether they are comfortable or not and why they experience their teaching in the way that they do. I also wanted to know about how they teach the topic and whether they think their teaching methods/styles are helpful in getting the message across to learners. In this study, the classroom as a location was selected with the omission of the entire school. The classroom was chosen because it is where the real interactions amongst educators and learners take place. A case study was believed to be pertinent in this specific study because the researcher wanted to discover how the F.E.T Sexuality Education teachers in the Life Orientation subject experience teaching the subject in a preferred setting (the classroom).

3.1.3 Research Paradigm

Human beings are incredibly inquiring. We desire to understand about the world, how it progressed and how it operates. We attempt to comprehend and to foresee events. Given the fact that this study is designed to generate theory rather than test a hypothesis, it locates itself within the interpretive paradigm as it is grounded in the world of lived experiences.

This study was concerned chiefly with experiences involving educators and their experiences of teaching Sexuality Education in the classroom. I set out to identify what factors inform their teaching of Sexuality Education and tried to determine why they experience the teaching of Sexuality Education in the way that they do. Interpretivists are navigated by a set of principles, values, views, and attitudes on the world and how it ought to be understood and learned (Denzin & Lincoln, 2003). An individual has his or her own interpretation of everything that goes on around him/her. Neuman's (2006) observation is similar to that of Cohen, Manion and Morrison (2006) in that a critical interpretivist researcher makes an "effort to get inside the person and understand from within". The ontology associated with this approach is a subjective reality referred to as *nominalism* by Falconer and Mackay (1999).

As an interpretivist in the study, I tried to find out whether there were challenges in the education and school sector since Sexuality Education is included in the Life Orientation curriculum. There should be reduced teenage pregnancy rates but it is only increasing as the years go by and it is becoming a norm amongst teenage girls and is no longer taboo.

3.1.4 Context of Study

The study was conducted in KwaZulu-Natal in the Chatsworth area in three schools. School A is situated in a rural low governmental housing area in Chatsworth. The school has been granted a no-fee school status. Citizens occupying the area are impoverished and unemployed. Most learners are orphans or they live in child-headed homes. School B is located in a semi-rural environment and is under resourced. It is situated near neighbouring School A. School C is located in more urban area and is a resourced school. Firstly, the reason for choosing three schools from different environments is to compare if teaching and

learning takes place differently according to the area in which the school is located. Secondly, it was impossible to get six F.E.T Life Orientation educators as participants in one school as most Life Orientation educators teach across the grade. Thirdly, my data would not be credible by just using one school as I would not be gaining perspectives from educators in different educational settings.

3.1.5 Sampling

Christiansen, Bertram and Land (2010, p. 41) maintain, “Sampling involves making decisions about which people, settings, events or behaviours to observe”. I selected convenience sampling and purposive sampling. Convenience sampling often means choosing a sample which is easy for the researcher to reach (Christiansen, Bertram & Land, 2010). I selected convenience sampling as the sample is located close to me. Purposive sampling is a technique that is applied to choose study participants when the researcher chooses informative entities in a specific setting grounded on the rationale of the research (Cohen, Manion & Morrison, 2007). Purposive sampling was chosen as the study only included F.E.T Life Orientation educators and they are likely to generate useful data for the study. The participants in this study included only educators. I chose this sample to explore the experiences educators have of teaching Sexuality Education (in terms of communication of the content to learners, the problems that educators face in communicating this content, and teachers’ views on the Life Orientation policy for Sexuality Education). I only used six participants for the study. Two participants from each of the three schools were selected. Table 1 shows the participant sample for the study.

Table 1: List and criteria used in the selection of participants

Institution	Grade level	Number of participants	Criteria
School A	10	2	Random
School B	12	2	Random
School C	11	2	Random

3.1.6 Research Instruments

According to Christiansen, Bertram and Land (2010, p. 55), “Data are the evidence or information that a researcher collects in order to find answers to the particular question he or she is asking”. The data production methods that I chose were unstructured observation, semi-structured interviews and a semi-structured questionnaires.

Unstructured Observation

According to Christiansen, Bertram and Land (2010, p. 74), “An unstructured observation means that the researcher does not go through a check list ticking off boxes or rating particular activities she sees occurring, but writes a free description of what she observes”. Taylor-Powell and Steele (1996, p. 1) maintain, “Observation provides the opportunity to document activities, behaviour and physical aspects without having to depend upon peoples’ willingness and ability to respond to questions”. The reason as to why I chose unstructured observation instead of structured observation is that I wanted to discover in the moment of observing how educators communicate Sexuality Education to learners. Taylor, Sinha, and Ghoshal (2006, p. 106) assert, “The purpose of unstructured observation is to provide a richer and more direct account of the behavioural phenomenon under the study”. An advantage of

observation is that the researcher would not have to rely on opinions of participants and researchers can get answers by just observing and making their own comments from the situation. With an unstructured observation, one can pick up things that they might not have thought about before (Taylor-Powell & Steele, 1996).

Observation is a detailed process. According to Taylor-Powell and Steele (1996, p. 4), “One element of observation is to be able to capture detail. Another is discerning what is important. Once the observations are made, you will need to interpret the meaning of what you’d observed”. Researchers have to be very attentive whilst observing as every little detail is something to write about and something to be described.

Observations give researchers the means to check for nonverbal communication of feelings, determining who interacts with whom, grasping how participants communicate with each other, and check for how much time is spent on various activities (Schmuck, 1997). DeWalt and DeWalt (2002, p. 92) endorse that, “the goal for design of research using observation as a method is to develop a holistic understanding of the phenomena under study that is as objective and accurate as possible given the limitations of the method”. Observation is therefore used to increase validity in research and for the researcher to have a better understanding of the phenomenon being studied.

According to DeWalt and DeWalt (2002, p. 8) an observation acts as an advantage because it “improves the quality of data collection and interpretation and facilitates the development of new research questions or hypotheses”. Kawulich (2005, p. 7) asserts that “sometimes the

researcher may not be interested in what happens out of the public eye and that one must rely on the use of key informants”. Kawulich (2005, p. 7) further proposes, “It is important in the early stages of the research process for the researcher to make accurate observation field notes without imposing preconceived categories from the researcher's theoretical perspective, but allow them to emerge from the community under study”. This means that categories for observation should come about from the context under study and not be predetermined before analysing the context.

Semi-structured interviews

The second data production method used was semi-structured interviews. According to Christiansen, Bertram and Land (2010, p. 65):

In an unstructured interview, the researcher may simply introduce the topic or main research question, then let the respondent answer in the way that he or she would like to. As the respondent talks, the researcher would ask questions, but essentially the respondent talks freely about the topic.

By using this method, I did not restrict the participant in answering my questions in a specific manner. I was able to probe for a deeper understanding but not change what the participant was trying to communicate. This method is also good as sometimes participants don't understand what questions mean so they are able to ask researchers to elaborate on specific questions. The interview is a private, face-to-face session between the participant and the interviewer. This is so that the participant would feel safe in the environment and be able to open up to the researcher and share their views or experiences.

Klenke (2008, p. 125) maintains, “Unstructured interviews dispense with formal interview schedules and rely on the social interactions between the interviewer and the interviewee to elicit the information”. Although this type of research instrument may rely on social interaction between the researcher and the participant, the researcher needs to remain neutral and not tend to agree or disagree with the participant. An advantage of unstructured interviews is that more complex issues can be probed and answers can be clarified (Klenke, 2008). A disadvantage is that it is time consuming and interviews are also tiresome to transcribe for analysis (Klenke, 2008).

Semi-structured questionnaire

The third data production method that was utilized was semi-structured questionnaires. Christiansen, Bertram and Land (2010, p. 60) maintain, “a semi-structured questionnaire asks more open-ended questions than a closed questionnaire. These are questions which respondents may answer as they like - they are not given specific categories or other answers to choose from”. Since my study was qualitative, a semi-structured questionnaire proved more appropriate as it collected textual data. By using this method, respondents were free to answer privately and openly knowing that their names would not be written and their voices would not be recorded. They did not feel embarrassed or shy to open up about a sensitive issue as they were just writing their responses. It is a longer process of data collection as it is time consuming, however, it proved worthwhile as participants wrote down freely about the topic as it was open-ended.

Questionnaires may be a “cost effective way” of obtaining data from a large audience; for example, from large numbers of population (Eaden, Mayberry & Mayberry, 1999).

Questionnaires need to be properly planned in order to get data of high quality that can be used for analysis (Eaden, Mayberry & Mayberry, 1999). There may be problems with questionnaires; for example, respondents may not understand the questions and therefore, give answers that, they may not have given if they had understood the question.

The study was researched sensitively to protect the participants from stigmatization. Lee (1993) in McCosker, Barnard and Gerber (2001, p. 2) proposes:

There are three issues that create a concern about sensitivity. The first of these issues are those considered private, stressful, or sacred, such as sexuality or death. The second are those issues that if revealed might cause stigmatisation or fear, such as youth studies that reveal illegal behaviour. The final issues are related to the presence of a political threat where researchers may study areas subject to controversy or social conflict.

Research was conducted privately within an empty classroom for one-to-one interviews. The participants were gathered in a classroom that was not in use to fill out the questionnaire. Interviews that were tape recorded were transcribed by the researcher to protect the participants' autonomy. Dickson-Swift, James, Kippen and Liamputtong (2007, p. 331) maintain, "Qualitative researchers must initiate a rapport-building process from their first encounter with a participant in order to build a research relationship that will allow the researcher access to that person's story". The researcher was familiar with the educators of the high school and educators were in turn familiar with the researcher so this acted in favour of the researcher.

3.1.7 Data Analysis

According to Nielsen and Sullivan (2007), data analysis has been defined as, "the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data".

Thorne (2000, p.68) proposes:

In order to generate findings that transform raw data into new knowledge, a qualitative researcher must engage in active and demanding analytic processes throughout all phases of the research. Understanding these processes is therefore an important aspect not only of doing qualitative research, but also of reading, understanding, and interpreting it.

I analysed my data using thematic analysis. Boyatzis (1998) states in Braun (2006, p. 6), “Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail”. Thematic analysis helped me deduce various aspects of the research topic. By using themes, I was able to set my data in an organized manner. For example, “Difficulties that educators encounter from the Life Orientation curriculum”; under this theme I placed the responses of educators and then interpreted the data.

When analysing data, I used deductive reasoning to organise my data. According to Christiansen, Bertam and Land (2010, p. 116), deductive reasoning is when “the researcher starts with a set of categories which are then mapped onto the data”. Hennink, Hutter and Baily (2010, p. 32) supports this in saying, “Tasks in the design cycle involve deductive reasoning (rather than inductive reasoning) because they use existing literature or existing theory to deduce or develop a deductive conceptual framework, which is then used to guide the data collection”.

Cohen, Manion & Morrison (2000) maintains in Sharma (2010, p. 1):

A feature of qualitative research is that the data can be analysed using an open ended approach. In such an open ended approach the data can be analysed with respect to the research questions and the theories posed by the researcher as well as theories of what is occurring that can come out of the data itself.

Sharma (2010, p.2) states, “Cohen et al. (2000) call this a grounded theory approach where the analysis of the data comes from looking at the data”. Bitsch (2005, p. 77) asserts, “Grounded theory was first published in 1967 by Glaser and Strauss”. Bitsch (2005, p. 78) further emphasises, “Grounded theory is a methodology of developing inductive theories that are grounded in systematically gathered and analysed data”. By using the above definition, I would declare that grounded theory is whereby the researcher analyses the data for the study and then develops a theory by looking at the patterns and structure that stems from the data.

3.1.7 Validity and Reliability

For Golafshani (2003, p. 599), “Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are”. To validate the data in my study, I used three methods of data production (triangulation). These were unstructured observation, semi-structured interview and semi-structured questionnaires. Patton (2002) supports the use of triangulation by stating “triangulation strengthens a study by combining methods”. Phelan and Wren (2005) say, “Reliability is the degree to which an assessment tool produces stable and consistent results”. The data was made reliable by using a sample of six participants from three different schools.

Golafshani (2003, p. 604) considers:

The way to achieve validity and reliability of a research get affected from the qualitative researchers’ perspectives which are to eliminate bias and increase the researcher’s truthfulness of a proposition about some social phenomenon (Denzin, 1978) using triangulation.

Consequently, this means reliability, validity and triangulation from a qualitative point of view, have to be redefined as we have seen in order to reflect the multiple ways of establishing truth in a specific study (Golafshani, 2003).

3.1.8 Ethical Issues

Resnik (2011) defines ethics as “a method, procedure, or perspective for deciding how to act and for analysing complex problems and issues”. It is important for a researcher to promote and uphold ethical norms and standards whilst researching so that participants find you trustworthy to confide in. Resnik (2011) further stipulates:

Since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness.

Many of the ethical norms that researchers uphold assist to guarantee that researchers can be considered responsible to the community for whatever may be published from their study (Resnik, 2001).

According to Orb, Eisenhauer and Wynaden (2000, p. 93), “The research process creates tension between the aims of research to make generalizations for the good of others, and the rights of participants to maintain privacy”. In order to avoid this tension that may arise, appropriate ethical principles need to be applied. However, the need to participate in a research study depends upon a participant’s willingness to share his or her experience (Orb, Eisenhauer & Wynaden, 2000).

The difficulties that may arise from qualitative research can be lessened by establishing ethical principles, specifically autonomy, beneficence, and justice (Orb, Eisenhauer & Wynaden, 2000).

- Autonomy - Burns and Grove (1999, p.157) maintain “autonomy is the respect for research participants”. All participants signed the informed consent agreeing with

participating in the research as well as being aware that they may pull out of the study at any given time. Participants were also informed that data collected would be confidential and real names would not be used. Participants exercised their rights as autonomous persons to voluntarily accept or refuse to participate in the study.

- **Beneficence** - According to Beauchamp (2013), “beneficence refers to a normative statement of a moral obligation to act for the others' benefit, helping them to further their important and legitimate interests, often by preventing or removing possible harms”. In this research study, beneficence was guaranteed by means of pseudonyms, and no documentation of contributors and their responses were exposed.
- **Justice** - According to Miles and Huberman (1994, p. 290), “research needs to ensure a reasonable, non-exploitative and carefully considered procedure and the fair administration, fair distribution of costs and benefits among research participants”. This implies the researcher avoiding exploitation and abuse of participants. It also means informing participants about why certain questions are being asked and how the study will be of benefit to them.

Before embarking on the specified study, the researcher had to obtain the following:

- Ethical Clearance from the University of KwaZulu-Natal ethical committee
- Permission from the Department of Education to conduct research in schools
- Gatekeeper’s permission (principal)
- Informed consent for educators.

3.1.9 Limitations

The focus of my study was to determine what experiences educators have of teaching Sexuality Education in the F.E.T phase, what informs their teaching of Sexuality Education and why they experience the teaching of Sexuality Education in the way that they do. Three schools were selected for the study and from each school; two F.E.T Life Orientation educators were selected randomly and not based on any criteria. The following were limitations experienced in the study:

- One of the three schools accepted to be a part of the study but showed unwillingness when asked for a time frame for lesson observation. It was difficult since there was little time to find another school as ethical clearance had already been obtained.
- Participants gave very little feedback to questionnaires as questionnaires were semi-structured and open ended.
- The sample was too small since there are not many F.E.T Life Orientation educators in a specific school. Most teach across the F.E.T phase alone.

The limitations of the study did not halt the data production process since valuable data was obtained. Educators shared their experiences in the interview sessions which were very informative for the study and thus managed to answer all of the key research questions.

3.2 Conclusion

In conclusion, this chapter described the rationale behind the choice of the qualitative research methodology implemented in my research, the choice of data production techniques employed, which included unstructured observation, semi-structured interviews and a semi-structured questionnaires as a way of attaining answers to my research questions. The sampling included only Life Orientation F.E.T educators since the study revolved around the experiences of Life Orientation educators teaching Sexuality Education in the F.E.T phase. The research instruments were stated and justified for use. Data was be analysed by using thematic analysis and deductive reasoning was applied to organise my data. Ethical issues were considered using the ethical principles (autonomy, beneficence and justice). The principled concerns emphasised the privacy of the contributors through channels of employing pseudonyms to shield their identities with regard to their responses given in the data production process. Lastly, an analysis and clarification of the shortcomings of this study was provided. Chapter 4 sketches and evaluates the data obtained in the study.

Chapter 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The previous Chapter discussed the research methodological choices made to generate, present and analyse data in this study. Chapter 3 justified the research technique and research design implemented, sampling method, research tools, choice of school, data analysis, ethical issues, validation procedures and limitations of the research. This Chapter will provide an analysis of data generated by means of these research methodological choices.

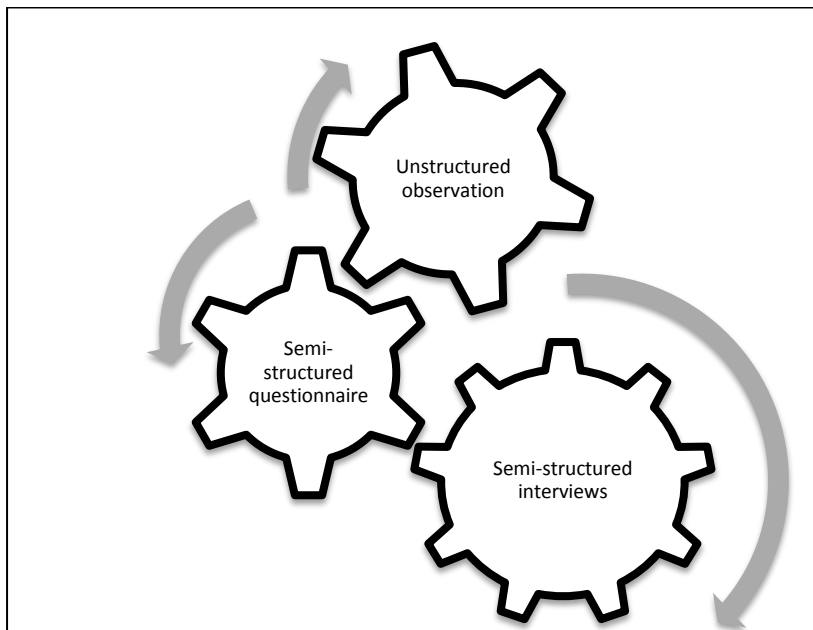


Figure 2: Research instruments

This chapter aims to analyse data obtained from the three research instruments (*figure 2*) to explore the classroom experiences of Life Orientation (LO) educators teaching Sexuality Education in the F.E.T Phase. As already noted, the aim of this study was to comprehend in

what way secondary school educators experience the teaching of Sexuality Education in Life Orientation from grades 10 to 12 in their classrooms. The research was guided by the following research questions:

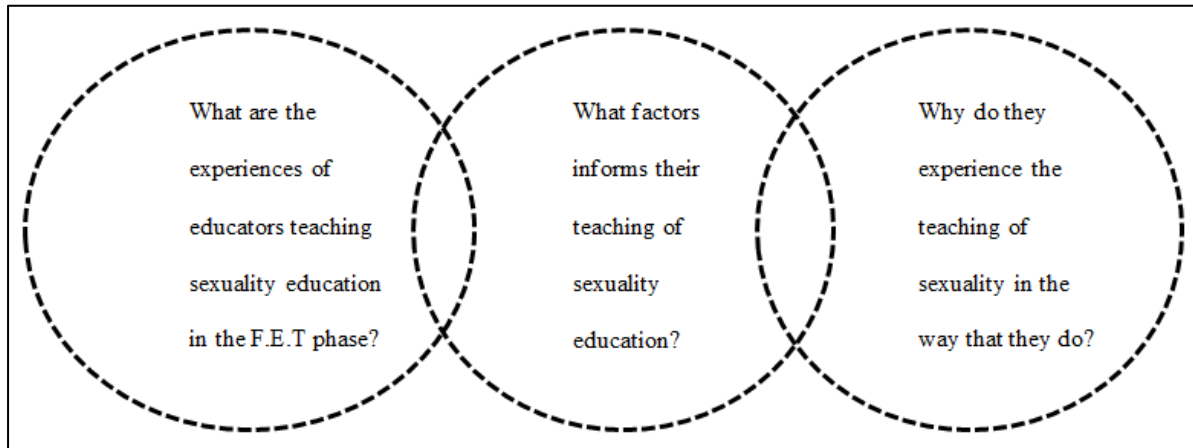


Figure 3: Key research questions

Guided by these research questions (*figure 2*), the study generated data that was analysed in the light of the literature reviewed in chapter two and the theoretical framework that underpinned this study. Since I chose to analyse data using thematic analysis, common patterns of data were identified and grouped into themes that revolved around educators' experiences in teaching Sexuality Education in the F.E.T Phase.

This Chapter initiates with a presentation of the experiences of Sexuality Education educators that emerged from the data production process. Secondly, the chapter discusses research findings guided by the research questions. This chapter then offers an analysis of such findings according to themes that emerged from the research questions. When referring to and analysing data, pseudonyms will be used. This is to ensure that identities of participants are protected thereby allowing participants to feel comfortable in communicating their thoughts and experiences.

4.2 Responses from interviews

In exploring the perceptions of educators' experiences of teaching Sexuality Education in the F.E.T phase, I posed the following questions during two interview sessions:

- How long have you been teaching Life Orientation?
- Do you think you have ample experience to teach the subject? Why?
- Are you a specialist in Life Orientation? If not, what is your specialisation?
- Do you enjoy teaching the subject? Why?
- What knowledge and skills would you expect learners to gain from this learning area?
- How would you describe teaching Sexuality Education?
- Do you enjoy teaching this area? Why?
- Can you explain some of your experiences that you had with learners whilst teaching Sexuality Education?
- What informs your teaching of the curriculum content?
- Have you encountered any problems with teaching Sexuality Education? If so, what problems?
- What do you think of the curriculum in terms of the content of Sexuality Education?
- Do you leave out any content of Sexuality Education when teaching learners? If so, what topics do you exclude and why?
- If you had to change anything from the curriculum, what would it be?
- If you had to exclude anything from the curriculum, what would it be?
- Do you think your teaching methods are adequate? Why?

The responses I received from both participants in separate interviews were completely contrasting. James¹ became very involved in the interview session and answered thoroughly. It was evident that he enjoyed teaching Sexuality Education but he did express that he experienced difficulties at times. James was the cluster co-ordinator of Life Orientation and became involved in teaching Life Orientation since the inception of the subject in 2001.

Zach² was very brief in the interview session and did express that he thought Sexuality Education was a waste of time since learners never listen to what is being taught and teenage pregnancy is still rife in schools. Zach had been teaching Life Orientation since 2007; however, he stated that he does not enjoy teaching the subject.

4.3 Themes developed from interviews

There were five themes that had emerged from interviews. These were: Teaching qualifications of teachers teaching Life Orientation within which Sexuality Education is taught, educators' perception of Sexuality Education, cultural influences on teaching methodology, challenges of implementing Sexuality Education, and views of Sexuality Education curriculum content. These themes were shown, investigated and assimilated with the literature and the theoretical framework that underpinned this research:

¹ Participant from School A. Grade 12 Life Orientation educator

² Participant from School A. Grade 10 and 11 Life Orientation educator

4.3.1 Teaching qualifications of teachers teaching Life Orientation within which Sexuality Education is taught

The following data was derived from participants in School A using interviews:

According to Adewumi (2012, p. 137), “Studies have shown that the qualifications and experience of teachers have become a major concern for education practitioners and policy makers all over the world” (Florian & Rouse, 2009, p. 596; Savolainen, 2009, p. 16). Adewumi (2012, p. 137) goes on saying, “The effect of qualifications and experience on the quality of teaching and learning in high schools has negatively affected the successful implementation of LO” (Rooth, 2005; Christians, 2006; Van der Walt & De Klerk, 2006; Van Deventer and Van Niekerk, 2008). James had indicated that he had “started teaching Life Orientation from the inception in 2001”- (Interview, School A, September 2014). When asked if he was a specialist in the learning area, he indicated:

“At the moment I can regard myself as being a specialist because I took the initiative from the foreground of Life Orientation and made it my own”.- (Interview, School A, September 2014).

James regarded himself as a specialist since he taught Life Orientation right at the beginning. Conversely, he did state that he did not have any qualification at tertiary level. James maintains, *“My specialisation would be all aspects of Life Orientation because we used to do PE, we used to do guidance counselling so the fact that Life Orientation combined everything into one made us specialists in all aspects”*. - (Interview, School A, September 2014).

It is evident from the data presentation above that James has a lot of experience teaching Life Orientation as he became one of the first educators to implement the instruction of Life Orientation in schools; however, he did not possess any qualification for specialising in the

area of Life Orientation. Van Deventer's (2008) study showed that "although some teachers indicated that they were qualified to teach LO, it seemed that being qualified or a specialist LO teacher had different meanings for different people". James substantiated, "*There were documentation and textbooks but because it was so broad we [educators from the same cluster] basically got together and formulated the structure in terms of Life Orientation and ya you can call me a specialist in that regard*". - (Interview, School A, September 2014). This educator regarded himself as a specialist because he had experience in teaching Life Orientation and he was able to construct its structure because of his specialised 'expertise'.

Gergen (1985, p. 267) advocates this by saying, "Social constructionism has been nurtured by the soil of such discontent. It begins with radical doubt in the taken-for-granted world". I counter this philosophy since education cannot be taken for granted. Centre for Public Education (2014) reveals:

Research indicates that the achievement gap widens each year between students with most effective teachers and those with least effective teachers. This suggests that the most significant gains in student achievement will likely be realized when students receive instruction from good teachers over consecutive years.

All learners need to receive the same level of education and only educators can provide them with this by using their certified expertise in the area.

Zach indicated that he has been teaching Life Orientation for the past seven years [2007]. When asked if he had ample teaching experience to teach the subject he specified "yes" since he "studied it in University". This indicates that Zach had a tertiary qualification to teach Life Orientation.

According to Francis, (2011, p. 320):

Life Orientation teachers have diverse professional preparation backgrounds, including guidance, religious education, physical education, languages and the social sciences. This

means most teachers have very little training in the teaching of Life Orientation as laid out in the RNCS. It is therefore difficult to ascertain the level of expertise of LO teachers.

Most Life Orientation Educators do not have tertiary qualifications to teach the subject. Francis (2011, p. 321) proposes, “One of the key concerns regarding the teaching of sexual health programmes in a school context is the lack of training for teachers who do not have the necessary skills and knowledge”. A frustrated Zach noted *“Life Orientation is used as a filler subject, so they [school management] don’t care whether you have experiences or not. It’s a filler”*. - (Interview, School A, September 2014). Zach is a qualified Life Orientation teacher and is frustrated. He does not enjoy teaching the subject since less importance is given to it as he maintains that the school management attaches no importance to it and merely sees it as a “filler” subject. Yet Zach is a qualified Life Orientation educator, he does not enjoy teaching the subject since less importance is given to the subject as he maintained the school management uses it as a “filler”. In this sense, anyone can teach the subject regardless of whether that educator is a specialist or not. If learners do not understand the significance of Life Orientation because schools bestow little worth to it by assigning generalist or unqualified (not Life Orientation specialists) educators, how would learners attach value to it and their lives?

For James and Zach, they did indicate that they did experience problems in teaching Sexuality Education in the classroom. James expressed:

“Look, in any classroom even at the highest level you going to experience some level of immaturity especially when you’re dealing with terminology with the act of sexual intercourse and all that stuff. But as teachers we can joke around in terms of getting the message across but I think in terms of the content of what you want to get across you couldn’t”. - (Interview,

School A, September 2014). To answer key question 1 of the study, i.e. what are the experiences of educators teaching Sexuality Education in the F.E.T phase?, James mentioned that he used humour to get the message across; however, a firm attitude of an educator needs to be present so that they can bring learners back to reality so they know that it is an important aspect to know. Francis (2011, p. 321) suggests, “The effectiveness of sexual health programmes depends on the overall comfort and confidence of the teacher around these issues”. Herbert *et al.* (2014, p. 1) support this by saying, “Some teachers were uncomfortable with topics and thought they were controversial or difficult to teach to students”. James elaborated:

“It came down to the attitude of the teacher. If you have a strict attitude, just like how you have a strict teacher in class and when you want to get something across then they would learn it that way as well. So everything had to do with the attitude of the teacher as well”. - (Interview, School A, September 2014).

Daria and Campbell (2004) suggested, “Their [educators’] knowledge, skills and attitudes determine whether or not adolescents will take the issue of Sexuality Education seriously”. James emphasized seriousness when teaching learners but also stated that we should not be totally serious. He mentioned: *“Remember if we totally serious then they not going to ask you questions and you don’t know their knowledge and their existing knowledge and stuff like that...so you had to have that element of flexibility but know the boundaries”*. - (Interview, School A, September 2014). From the above interpretations of James, one can see that James has an effective teaching strategy by using humour and then bringing back seriousness to the classroom so learners can find the lesson both fun and interesting to learn at the same time.

Zach maintains, *“The learners are very challenging, they take it as a joke. So although you being serious and your message wants to be something that they learn from, they take it as a*

joke”. - (Interview, School A, September 2014). In this aspect, seriousness does not work for Zach. It can be interpreted by one that Zach is not creating a classroom environment that encourages discussion since he states he’s ‘serious’. A classroom conducive to learning is one in which learners are able to express themselves; from the above extract of Zach, it cannot be evident that he does not use a subtle approach to teaching. George (1990, p. 1) views discipline in schools as “creating and maintaining a learning atmosphere in which teachers can teach, and pupils learn in an environment that encourages respect for teachers and classmates”. In one of Zach’s lessons about HIV/AIDS, he stated, “*There was one girl who actually thought it was a joke. She said that she would sleep with somebody even though they had HIV/AIDS and as long they gave her money*”. - (Interview, School A, September 2014). Myeza (2008, p. 7) indicated that, “high school learners’ attitudes towards Sexuality Education are negative”. This means that they are not interested. Daria and Campbell (2004, p. 2) sustained, “If adolescents perceive a teacher as being personally and professionally unprepared, pandemonium and tumultuous discussions may occur”. For educators such as Zach, who had been forced into teaching Life Orientation, the content may be new information and therefore challenging (Francis, 2011). The academic qualifications and experience of Life Orientation teachers are two important factors in determining the quality of education (Chung, 2005).

This theme intended to answer key question 3 of the study, i.e. Why do they experience the teaching of sexuality in the way that they do? In answering this question from the data presented and the data analysed, Sexuality Education educators that have experience in teaching the topic may enjoy teaching it more than those with a qualification in teaching the topic. Zach did study Life Orientation at University but maintained that he does not like the subject since he feels that learners are challenging. Since Social Constructionism theory expresses that aspects of sexuality are socially and historically constructed (Owen, 1995),

learners are bound to learn very quickly from others regardless of whether it is the correct or incorrect thing to know. James indicated he regarded himself as a specialist as he started teaching Life Orientation since its inception. Zach had specified that his teaching methods would be determined by the resources that he has to teach. Harmer (2006) in Joseph (2012, p. 1) maintained, “Resources help students understand the object of the lesson the teacher is conveying. Additionally, it helps the teacher to test whether the students have improved their understanding of the given subject”. This can indicate that Zach’s teaching would not be very effective if he does not have adequate teaching resources for lessons. This can be unfortunate for the learners that he has to teach. James had only positive experiences because he encouraged learners to participate in class and also did not shy away from talking about the sensitive topic of Sexuality Education, however, he did maintain that it would be better if the school management team also intervened in the successful implementation of Sexuality Education by getting more teaching and learning resources.

4.3.2 Educators’ perception of Sexuality Education

Educators teaching Sexuality Education play an important role in providing learners with information they need to protect their health and futures. According to Alldred, David and Smith (2003, p. 95), “The sensitive nature of discussing sex and sexuality in the classroom is an issue amongst most educators”. In answering key question 2 of the study, i.e. what factors informed their teaching of Sexuality Education? - James described his perception of teaching Sexuality Education as an “*avenue for them [learners] to use Life Orientation as a platform or as a vehicle to express themselves because in other subjects you don’t*”. - (Interview, School A, September 2014). This informs his teaching methodology by being more ‘open’ thus allowing learners to speak out. Prinsloo (2007, p. 155) reinforces this by saying, “The

curriculum of the Life Orientation learning area forms an excellent basis for equipping learners to respond positively to social demands, assume responsibilities, and optimise their life chances”. James allows himself to be on the same level as learners so communication can become an easy task since learners often find it difficult to engage in a conversation with a teacher who is stern. He further explained why humour had a positive impact on his teaching, *“if we totally serious then they [learners] are not going to ask you questions and you [educators] don’t know their knowledge and their existing knowledge- So you had to have that element of flexibility but know the boundaries in terms of that as well”*. - (Interview, School A, September 2014). From a constructionist view, understanding learners cannot happen automatically since it only allows active and supportive educators to take the time to recognize learners (Gergen, 1985).

James’ insight in the classroom was that learners enjoyed learning Sexuality Education. He sustained, *“when you mention sexuality, they all sit up straight and want to listen. I found that they would ask those questions and it wasn’t difficult to get them to speak like in my classes for that matter”*. - (Interview, School A, September 2014). The reason as to why learners were eager to ask questions is because he ‘cultivated a culture in his classroom of being free’. James concluded his perception of teaching Sexuality Education in stating, *“I found that I had achieved my goal in terms of what I wanted the child to know this and I wanted to cultivate this openness in the classroom and I achieved that”*. - (Interview, School A, September 2014).

When James was asked if he enjoyed teaching the subject of Life Orientation, he replied, *“Yes, it’s fun and flexible. The good part about it is that it’s flexible- other than other subjects. Without the introduction of CAPS, previously we had a lot of flexibility”*. -

(Interview, School A, September 2014). From this, I would assume ‘flexibility’ meant adding or subtracting from the curriculum. The Department of Education (2002, p. 5) defines the goal of Life Orientation as guiding and preparing “learners for life and its possibilities. Specifically, the Life Orientation Learning Area equips learners for meaningful and successful living in a rapidly changing and transforming society”. The Life Orientation curriculum/ policy document specifies what needs to be taught so there should not be any flexibility of the curriculum. James maintained, *“You basically were dealing with life skills and life skills was a reality so apart from other subjects were you focus just merely on textbook knowledge and stuff- life skills was actually teaching you about how to cope with certain skills in life that you equip yourself with in order to even survive”*. - (Interview, School A, September 2014). In this aspect, Life Orientation emphasises realism as opposed to other subjects. James goes on to say that, *“When we teach them skills like CV writing it’s applicable to the real world. So we like to think that whatever they are learning they can apply it to the real world”*. - (Interview, School A, September 2014). Using this logic, I would think that Life Orientation is not a rigid subject since it’s so flexible and realistic. It is a broad subject and educators can touch on any aspect and learners can relate to this since they are familiar with the real world.

Since Sexuality Education was a sensitive topic, James said that role players had to be considered in the implementation of Sexuality Education. According to Herbet *et al.* (2014, p. 7), “This subject [Sexuality Education] should only be taught by a health teacher not any classroom teacher. Not all educators feel comfortable about approaching the topic and most educators are specialists in other fields. Sexuality Education is a topic that involves a lot of life skills and it teaches learners how to be responsible. An educator that is not a specialist may find that certain areas are unclear and would not confess them being unclear or unsure to

learners. Social workers are usually more equipped to teach this sensitive topic. It should be taught in small same sex classes”.

James sustained,

When we started off, there was a lot of things to consider, even the principal was very reserved about actually approaching the subject in that regard but we were told to consult all role players because it's a very sensitive issue and in the workshops we weren't told about how to approach the subject. - (Interview, School A, September 2014).

If the principal chose to implement Sexuality Education in schools, the onus is on the principal to make sure that it is implemented effectively and not just for the sake of it. James did inform me that he was the cluster chairperson since 2001 and because Life Orientation was so flexible prior to the CAPS curriculum, he made booklets for grades 8 to 12 that highlighted what learners needed to know and what educators needed to teach. James maintained, *“Educators have to always be very wary of their attitude as an educator because you have to equip yourself because it was a sensitive shy issue as well even as an educator, individual and adult”*. (Interview, School A, September 2014). Burr (2003, p. 8) upholds, *“Concepts and categories are acquired by each person as they develop the use of language and are thus reproduced everyday by everyone who shares a culture and a language”*. By quoting Burr, language acts as a medium of expressing oneself. As much as Sexuality Education is a sensitive issue in the classroom, the educator who is an adult had to keep learners on par with content and facilitate the learning process of what needs to be taught. From a social constructionist view, Banks and Banks (2005, p. 13) mentioned, *“Behaviour is shaped by group norms; the group equips individuals with the behaviour patterns they need in order to adapt”*. Learners tend to learn from each other since this is how socialization takes place. Learners associate with particular crowds to acknowledge a sense of acceptance. These groups may, for example, share a common social class, race, or religion.

These categories are some of the social constructions of culture; they deliver an appreciation of cultural identity (Banks & Banks, 2005). Using this viewpoint, some educators deemed that Sexuality Education is ‘a waste of time’ since learners don’t learn from it. Learners construct values and norms from their own group (e.g. culture, friends, and peers). Some even follow the trend of pursuing unhealthy sexual behaviour just because their fellow friends are doing the same. This can be daunting and challenging for educators since they may lose hope in drilling important content about sexuality to learners.

When Zach was asked if he enjoyed teaching Sexuality Education, he indicated “no” and expressed, *“the learners are very challenging, they take it as a joke. So although you being serious and your message wants to be something that they learn from, they take it as a joke”*. - (Interview, School A, September 2014). Prinsloo’s study (2007, p. 165) found that teachers who did not have adequate training and skills lacked motivation and confidence. In this regard, Zach further confesses, *“And the fact is that they still make so many mistakes after that although you told them and they are aware of what to do and what not to do. There’s still a high pregnancy rate at school. There’s boyfriends, girlfriends, couple making out sometimes in broad daylight”*. - (Interview, School A, September 2014). If educators are teaching Sexuality Education effectively, why is there still a high teenage pregnancy rate at school? Dailard (2001) says, “Compared with teachers in the late 1980s, teachers today are more likely to teach about abstinence, STDs and resisting peer pressure to have sex, but are significantly less likely to discuss more ‘controversial’ subjects such as birth control, abortion and sexual orientation”. Even if educators are permitted to include these subtle matters, they may avoid them because they fear opposing communal response (Dailard, 2001). Zach shows indication of frustration with the learners since they do not show signs of content being learnt from Sexuality Education.

In an attempt to answer key question 1 of the study, i.e. what are the experiences of educators teaching Sexuality Education in the F.E.T phase?, James has had numerous good experiences because he maintained that Sexuality Education gets full attention and participation from learners. He enjoys being a Life Orientation educator because he takes the time to understand learners and he allows himself to be open to learners so learners can trust him. The means by which we choose to portray ourselves to other people also give indications as to our social status, which is the position we occupy in a specific setting (Monnier, 2010). He has had mostly good experiences such as using humour to get the message across about topics that are sensitive to discuss.

The negative experience that James had was related to religion and most educators were not very accepting of Sexuality Education since their culture was against premarital sex. This was a challenge because most educators saw that James was comfortable in teaching the topic and decided to give their Sexuality Education lessons to James to teach learners. According to Tayob (2010, p. 38), “Traditional cultural values prohibit the discussion of sexuality, especially by parents or elders, such as teachers”. Another negative experience for James was when learners asked for real life demonstrations in putting on a condom. He said he could only do this by using a banana or plasticine. Zach specified that he only had negative experiences in teaching Sexuality Education. Zach said that he had a problem of learners not being serious in class and taking everything as a joke when the content that they learn are an important part in preparing them to become healthy sexual beings. It is how we interpret daily circumstances that depends on our individual experiences and backgrounds (Burr, 2003). Zach may have been socialized in a way that is different from learners. People recognise reality in a different way, moreover when they choose how they are going to view an individual or a situation, they act appropriately. Given that people understand reality

differently, our reactions contrast. Zach experiences a lot of challenges in class since his reality is different from what learners perceive as their reality about decisions regarding sex.

4.3.3 Cultural influences on teaching methodology

According to Herbet *et al.* (2014), “Personal values and access to curriculum were found to influence teachers the most when it came to creating their Sexuality Education curriculum”. Francis (2011, p. 320) adds, “Life Orientation teachers have diverse professional preparation backgrounds, including guidance, religious education, physical education, languages and the social sciences”. This therefore influences the type of delivery and methodology educators uses to teach Sexuality Education. According to Andrews (2012, p. 39), “In attempting to make sense of the social world, social constructionists view knowledge as constructed as opposed to created”. James maintained that he “*preferred using a method that involves learners in the lesson so they are able to respond and give feedback of their current knowledge and build on that*”. -(Interview, School A, September 2014). Jones (2007, p. 2) supports this type of learning in stating:

Student-centered classroom isn't a place where the students decide what they want to learn and what they want to do. It's a place where we [educators] consider the needs of the students, as a group and as individuals, and encourage them to participate in the learning process all the time.

Social Constructionism theory views sexuality as originating in socially shared constructions. This therefore means that common views surrounding sexuality are made by society or by common religious beliefs. Mallon (2013) proposes:

If there is any core idea of social constructionism, it is that some object or objects are caused or controlled by social or cultural factors rather than natural factors, and if there is any core motivation of such research, it is the aim of showing that such objects are or were under our control: they could be, or might have been, otherwise.

In accordance with Social Constructionism theory which views sexuality as a shared construction as it is moulded by our religious beliefs, James states, *“If you were handling sexuality, each aspect had to become more in-depth so we had to be careful of that and religious tolerance in terms of certain religions where they have a certain methodology and you couldn’t even discuss protective measures for example because abstinence was it. So we were very cautious”*. - (Interview, School A, September 2014). According to Burr (2003, p. 7), *“Our ways of understanding the world do not come from objective reality but from other people, both past and present”*. In this case, Burr implies that the notions of one’s culture are formulated by their ancestors and then passed on from generation to generation. Educators do have differing religious beliefs about sex and when it should be taught and one cannot impose on that but it was a part of the school curriculum and therefore had to be taught as stated. Educators using their religious beliefs in the classroom and reinforcing what they think is morally right or wrong influences the type of delivery and methodology educators use in teaching Sexuality Education. There is a reason for the curriculum in stating what should be taught and how it should be taught, therefore, educators should not alter what should or should not be taught under Sexuality Education.

When James was asked what informed his teaching of the curriculum content, he answered,

We worked out what is important and looked at the facts; the facts had to get across to the people. There was a lot of information circulating around and that is why even in the classroom approach- we didn’t go there and say this is 1 2 3 4 5...no we asked the children ‘what do you know about HIV?’ and when they gave you their definitions and if it was incorrect, you had to correct them from that which was in line with the OBE principles”. - (Interview, School A, September 2014).

To answer key question 2 of the study, i.e. what factors informs their teaching of Sexuality Education?, it became apparent that James’ teaching methodology was informed by what

was necessary for learners to know and begin by asking learners what they already know so he can correct and build on their existing knowledge. James declares, *“We went from an approach to teaching from what they knew because what they knew could either be factual or myth”*. - (Interview, School A, September 2014).

James conveyed, *“Because we are a combined school, we were given charts by the department from grade 4 to 12. There were some aspects in the primary school that were very explicit for children. So I toned it down in that regard”*. - (Interview, School A, September 2014). If the charts came from the Department of Education, then it would clearly mean that it should be used in the classroom. Looking at this interpretation of James, cultural beliefs of knowing what is appropriate or inappropriate comes into play when James draws the line as to what primary school learners should or should not know.

Zach says “the policy document” informs his teaching, however, he indicates that his teaching methods are inadequate: *“With terms of Sexuality Education, I’m restricted to go into that class and show and tell learners these are the contraceptives. It becomes another issue so I stay away from that”*. - (Interview, School A, September 2014). Looking at this interpretation from Zach, one can see that religious beliefs are seen to be a significant component that has moulded the educators’ knowledge and experiences of Sexuality Education. This also answers key question 2 of the study. Relativism directs to the assumption that nothing can be acknowledged for definite, that there are many realities, none having primacy over the other in terms of assertions to signify the reality about social phenomena (Andrews, 2012). Everyone is guided by a religious path and this path determines what can be seen as morally right or wrong. As learners are socially constructed, they are then viewed as in need of safety by parents rather than as children who encompass the entitlement to pertinent knowledge about their own bodies and their sexuality. Sexuality Education is mainly influenced by this as educators select what to and what not to teach on

the basis of their own values and beliefs (Harley *et al.*, 2000). Understanding the social and cultural factors that shape learners' attitudes can help educators to look beyond their own cultural outlook when it comes to the lives of learners. Educators should be more considerate and help learners to comprehend what they are meant to learn.

This theme intended answering key question 2, i.e. what factors informs their teaching of Sexuality Education?, Zach stated that he leaves out some content about contraceptives since he feels that that is what promotes sexual behaviour which results in teenage pregnancy. Social constructions are based on social facts within social classes (Boghossian, 2007). It is evident that Zach comes from a background that does not promote premarital sex. This may be informing and influencing his teaching of Sexuality Education. Boghossian (2007, p. 1) upheld, "constructionists try to organize their ideas and opinions using values of their own beliefs and culture". In saying this, Zach may be upholding his cultural belief of teaching contraceptives as being taboo since he feels that talk about contraceptives adds to learners wanting to experiment with sexual behaviour.

4.3.4 Challenges of implementing Sexuality Education

Gergen (2001) maintains Social Constructionism "distinguishes between views of knowledge that are primarily exogenic (or world centered) in character as opposed to those which are endogenic (or mind centered)". This implies that one's view does not belong in isolation. Nonetheless, one's view may constantly change as socialisation takes place. Holloway and Wheeler (2013, p. 3) support this in saying, "The basis of qualitative research lies in the interpretive approach to social reality and in the description of the lived experience of human

beings”. This assists in explaining what Zach says about learners not learning what they are taught in Life Orientation. This is one of the challenges that Zach faces. Nightengale and Cromby (1999, p. 4) supports this in saying, “Social constructionists argue that the world we experience and the people we find ourselves to be are first and foremost the product of social process”. Learners can be influenced to think that since other learners are getting pregnant, it may become a norm so they will learn from others to participate in unhealthy sexual behaviour.

DeCiccio (1988, p. 4) upholds, “Social constructionism implies that meaning is not privately constructed, but is generated by social interaction”. This may explain James’s response in saying that sometimes it’s a challenge when learners may not know the correct terminology and use colloquial terms learnt through social interaction to get their message across. These colloquial terms are then passed from one to another until they are taught the correct terminology by educators. One of the ways of knowledge being transferred is through language. The components mainly significant to the Social Constructionism theory are the expectations that people justify their involvement by creating a model of the social world and how it functions and that language is the most vital approach through which humans construct reality (Owen, 1995).

Another challenge for educators is that some of them do not want to get themselves involved with the real life issues since it can become too sensitive to discuss and thereby educators choose to use the ‘transmission of content approach’. Rooth (2005, p. 70) states, “Teachers extensively used transmission teaching methods within the LO classroom. Teachers tended to focus on information giving rather than on the life skills components”. James said, *“Teachers were not very comfortable because it’s starting of as a new concept and some of them had*

religious reservations". - (Interview, School A, September 2014). It should not be up to the educator to determine what they feel is right. Social Constructionism views sexuality as originating in socially shared constructions hence educators are socialised into varied norms about Sexuality Education (Owen, 1995). Educators need to simply explain and discuss what the curriculum states in terms of what needs to be taught in the Life Orientation class. Gaining knowledge in the classroom is not an individual process; it is also a group and a social process that influences what learners have an opportunity to learn and how they participate in the everyday events of classroom life (Green & Dixon, 1994). Since educators felt uncomfortable about teaching the topic of sexuality, they just used the teacher centred approach in delivering content and not teaching learners any skills as opposed to what the subject really entailed. Francis (2011, p. 320) suggests, "The conflict around values and Sexuality Education has further meant that teachers are, in the majority of cases, not equipped to deliver effective and unbiased sexuality programmes". James uttered, *"I had to take over certain classes because teachers could not handle it and it's a reality. So it's part of team teaching"*. - (Interview, School A, September 2014). According to Ndlearning (2006, p. 1):

Team teaching boasts many pedagogical and intellectual advantages: it can help create a dynamic and interactive learning environment, provide instructors with a useful way of modelling thinking within or across disciplines, and also inspire new research ideas and intellectual partnerships among faculty.

Despite the advantages of team teaching as discussed above this was a challenge since James stated "they had to synchronize timetables" and look at how he could teach other classes so that all learners receive the same level of education. James stated another challenge, *"In terms of the learners, attitude wise they were embarrassed to a certain extent and they wouldn't be as opened. But we had to cultivate this culture of learning where they were comfortable that 'I'm your LO teacher, you can ask me things that I know you will never ask your parents'"*. - (Interview, School A, September 2014). Looking at this aspect, it was important for an LO

teacher to be approachable and someone that is easy to be spoken to about issues that learners experience. Learners should not be scared of educators. There should be some level of authority amongst educators but learners need to be comfortable to talk to educators about their problems. James supports this by saying, *“Being a totally strict LO teacher was against the philosophy that I had for Sexuality Education in the school because I wanted learners to start talking openly and they must be able to tell their teachers whatever is going on with them”*. (Interview, School A, September 2014). Andrews (2012, p. 3) sustains this by saying that, *“Socialisation takes place through significant others who mediate the objective reality of society, render it meaningful and in this way it is internalised by individuals and this is done through the medium of language”*. If educators are strict, learners will be too startled to ask educators for help regarding their issues.

Educational institutions, just like all other organisations, need continuous monitoring to identify areas for possible improvement (Ndou, 2008). According to Ndou (2008, p. 1), *“In order to effectively implement curriculum changes in schools, the accountability and responsibility rest on the shoulders of the school management teams”*. The school management team has to be the back bone of any school. Educator says, *“The principal would never come to those [Sexuality Education] classes because he’s also from a conservative background. He chose not to get involved”*. - (Interview, School A, September 2014). For James, the schools management involvement in Sexuality Education was ineffective and this was a challenge for him. This answers key question 1 of the study.

According to Jacobs (2011, p. 211):

Life Orientation is aimed at developing and engaging learners in personal, psychological, neuro-cognitive, motor, physical, moral, spiritual, cultural and socio-economic areas, so that they can achieve their full potential in the new democracy of South Africa (Department of Education, 2002; 2003:9).

In line with what Jacobs purports above, Zach faces the challenge of learners not taking the knowledge, values and skills that they learn in Life Orientation and implementing it in their lives. He maintained, *“It [Life Orientation] remains as a subject in school and that’s it. They don’t see that they supposed to learn from that and go beyond that and actually absorb that into their life”*. - (Interview, School A, September 2014). This answers key question 1 of the study. Zach seems demotivated in teaching Life Orientation. This may be so because he does not enjoy teaching the subject or because he lacks motivation when he sees that his lessons are ineffective when he notices that there is still a high pregnancy rate at his school or learners are still making unhealthy sexual choices. In Jacob’s (2011, p. 212) study, learners expressed how they felt about Life Orientation, one learner said *“I basically just see LO as a waste of time, 'cause there, you don't learn anything from it”*. This may be interpreted as the educator not communicating with learners or learners not being interested in the subject. Although Life Orientation seems assuring in theory, it has turned out to be obvious that there are many difficulties in the real-world application of it.

In endeavouring to answer key question 3 of the study, i.e. why do they experience the teaching of sexuality in the way that they do? - For James, colloquial terminology about sex was an issue since educators are not familiar with terminology that teenagers use to describe aspects regarding sex. According to Ndinda, Uzodike, Chimbwete, and Mgeyane (2011, p. 1), *“Sex is a taboo subject and the discussion around it is concealed in the use of polite language,*

euphemisms, and gestures”. This may be the reason for incorrect terminology used when sex is discussed. Even in the homes of learners, parents may shy away from talking to their children about healthy sexual behaviour and choices. In the household, parents do not deliberate about the topic of sex with their children which reinforce the perception of silence around the subject. This, therefore, adds to the pressure of Sexuality Education educators. Relativism argues that nothing can ever be known for sure, that there are many realities such as cultures and religions, but none taking hegemony over the other meaning entitlements to indicate the reality about social phenomena. This is why educators need to teach what is given from the curriculum so learners can make sense of it using their cultural views of what is morally right or morally wrong according to the path in which they follow. Irrespective of whether premarital sex is morally wrong, learners still need to learn about it and learn about healthy and unhealthy sexual behavior.

4.3.5 Views of Sexuality Education curriculum content

According to Prinsloo (2007, p. 158):

LO is proclaimed to be a unique subject at the Further Education and Training level. It focuses on the diversity of learners as human beings in their totality and against the background of problematic socio-economic circumstances and deprived pedagogical situations.

In line with what Prinsloo signifies above, Life Orientation entails six topics in grades 10 to 12. Sexuality Education falls under the topic of ‘Development of the self’ (Department of Education, 2011). Teachers need to have sufficient knowledge/ qualifications to teach the subject since it involves teaching learners about making responsible decisions and life skills (Francis, 2011).

When I asked James what he thought of the curriculum in terms of the content of Sexuality Education; he replied, *“I think it’s adequate because if we focusing at school level, as much as we saying that we also need to equip our children with the information, on Sexuality Education, they are advanced”*. - (Interview, School A, September 2014). Since learners are advanced, it makes an educator’s job very easy or very difficult. The former may anticipate that learners are aware of sex, for example, the issue of teenage pregnancy and abstains from sex. The latter may anticipate that learners may know about sex and want to experience it as the media depicts sex. This can apply to current technology that is taking over. In today’s society, it is a norm for all learners to have cell phones that can access the internet with three out of every four learners owning one (Lenhart, 2009). This then tempts learners to access the online world of sex, i.e. pornographic websites. Furthermore, learners are attracted to ‘sexting’ others. Hinduja and Patchin (2010, p. 1) define sexting as *“The sending or receiving of sexually-explicit or sexually-suggestive images or video via a cell phone”*. The sexually explicit videos or images are frequently primarily sent to significant others or love interests but can find their way into the hands of others such as paedophiles, which eventually creates a dangerous situation. The dangers of sexting should be included in the Life Orientation curriculum so learners can learn how to be responsible when using the internet and social media.

James indicated that the curriculum content was adequate, and his teaching was influenced by what learners needed to know. In answering key question 3 of the study, James maintains, *“I criticize the fact that we spend too much of time giving children unnecessary information. At the end of the day if you want to prevent pregnancies, this is what you must do. If you want to prevent HIV, this is what you must do. And the child walks around with that knowledge base and that’s all he needs”*. - (Interview, School A, September 2014). In this regard, James

articulated that the curriculum may also contains irrelevant information and educators need to work around what is necessary and what to overlook. Jacobs (2011, p. 212) supports James in stating, “Research showed that some learners thought LO was a waste of time, as nothing new was learned”.

When I asked James if he left out any content of Sexuality Education when teaching learners, he replied, *“Not really because I think all the aspects that are there...look I look at what is relevant because sometimes you may have a textbook that has 20 pages of good-detailed information but it’s not relevant for their level as well”*. - (Interview, School A, September 2014). This implies that James indeed leaves out content since he is using his own knowledge to determine what is or not relevant. He maintained, *“I wouldn’t take anything out, but I would in terms of the methodology for the teacher, work on supplementary and more in-depth supplementary teaching material in order to help the teacher in terms of delivery in the classroom”*. - (Interview, School A, September 2014).

According to Alldred, David and Smith (2003, p. 95), “The sensitive nature of discussing sex and sexuality in the classroom is an issue amongst most educators”. This is so due to the fact that many of them have not been work-shopped nor have a qualification (Adewumi, 2012). Zach put forward, *“I think the curriculum is very broad and it needs more people like who have experienced certain issues or guest speakers to come in here”*. - (Interview, School A, September 2014). This answers key question 3 of the study. Educators experience difficulty in the classroom since they feel they are not specialised in certain areas to teach some of the content in Life Orientation. Andrews (2012, p. 5) upholds, “Socialisation takes place through significant others who mediate the objective reality of society, render it meaningful and in

this way it is internalised by individuals” (Berger & Luckmann, 1991). Learners need to be exposed to specialists other than their educators who are simply just transferring knowledge from the textbook. Socialisation from specialists may influence learners to digest what is taught since they present talks using multimedia that they bring along with them to schools. Most schools are not equipped with such multimedia equipment. According to Cairncross and Mannion (2001, p. 1), “Many people argue that interactive multimedia has the potential to create high quality learning environments which actively engage the learner, thereby promoting deep learning”.

Educators cannot always solve learners’ problems, and they may not always give learners the correct advice. This has a negative influence on Zach’s teaching since he is always discouraged because his knowledge base is not broad in the field of Life Orientation. Prinsloo (2007, p. 168) declares, “the character of the LO teacher is of the utmost importance and should be displayed with integrity” while Rogan (2007, p. 98) indicates, “Teachers have limited choice between change and non-change; they implement change in their classrooms which is sometimes not easy to do because of their level of understanding on what needs to be implemented as change”. The sensitive content of Sexuality Education can thus have a negative impact on educators’ teaching methodology since some educators may experience resistance to communicate the content or in contrast, educators may not have a good knowledge base to encourage discussion on the topic. Zach suggests that for Life Orientation to be improved, help from professional personnel should be given to educators. When I asked Zach if he left out any content to teach under Sexuality Education, he mentioned a very firm ‘yes’ and elaborated, “*Well the actual use of contraceptives and how they should be using protection for males and females and all that there. Here [school] we were actually told not to give learners those things because we would be promoting that there. But then again,*

people are getting pregnant so we leave all that stuff out” (Interview, School A, September 2014). Looking through the lenses of Social Constructionism theory, social constructionism focuses on exploring the social influences on communal and individual life that influence Sexuality Education teaching. In answering key question 2 of the study, the response of Zach in the interview indicated the influence of his cultural beliefs since he left out most of the content involving contraceptives.

It is evident that Sexuality Education is very controversial since teachers are educating learners about safe sex but on the other hand educators want them to abstain to be safe from various STDs. Schuster *et al.* (1998) assert, “Proposals to institute condom availability programs in high schools have generally sparked heated debate and strong opposition”. This is because some role players (parents, educators, school governing body) at school maintain it encourages early sexual activity amongst the youth (Nqoloba, 2008).

When Zach was asked if he would change anything in the curriculum, he replied, *“Instead of writing those exams, tests and assignments - actually sending those learners out to go on field research, talk to people who are drug addicts and things like that there so they can actually interact with people and learn from them. Because they just see it as issues that are on charts and textbooks and never really seeing that these are people that are part of society. I think with face-to-face interaction they can learn something”* (Interview, School A, September 2014). This implies that Zach disagrees with the curriculum’s form of assessment and prefers for learners to get real life experience by witnessing the problems of the real world. For example, learners can go on an expedition to a drug centre to see how people struggle and are trying to make a change in their lives. Life Orientation teaches learners about

life skills and learners can best experience it when seeing these issues in reality and seeing the effects of making irresponsible decisions.

4.4 Themes developed from questionnaires

There were four themes that had emerged from questionnaires. These were: qualifications of Life Orientation educators, educators' perception of Life Orientation, educators' teaching methodology in teaching Life Orientation and views of Life Orientation Curriculum. These themes were shown, investigated and assimilated with the literature as well as the theoretical framework discoursed in this research.

4.4.1 Qualifications of Life Orientation Educators

The following data was derived from participants in School B using questionnaires:

Candice³ maintained, *"I am teaching it [Life Orientation] in order to cover up my teaching load, as well as my many years of experience that helps to put forward my expertise"*. - (Questionnaire, School B, September 2014). From the above response, it is evident that Candice does not hold any qualification to teach the subject of Life Orientation. Candice wrote, *"I have a degree in accounting, and therefore accounting is my specialisation"*. - (Questionnaire, School B, September 2014). This can be detrimental for how the curriculum is received amongst learners by an educator that is not qualified to teach Life Orientation, however it can be perceived that an educator with teaching experience is one that may be confident with challenges in the classroom. Candice wrote, *"I have a lot of teaching*

³ Participant from School B. Grade 12 Life Orientation Educator

experience, therefore I find that it has a positive influence on my teaching in Life Orientation". - (Questionnaire, School B, September 2014). This answers key question 3 of the study. Due to Candice having a lot of teaching experience, she is therefore confident in teaching Life Orientation. Adewumi (2012, p. 75) illustrates, "Teachers with little experience might be less likely to know how to handle some of the challenges of implementation as they arise, whereas the more experienced teachers might be better equipped to handle such challenges as a result of precedents".

Kim⁴ penned, *"I have a Bachelor of Education degree and I did modules in guidance and sport"*. - (Questionnaire, School B, September 2014). Looking at this, it is clear that Kim is a qualified educator holding a specialisation in Life Orientation. According to the Department of Education (2003):

The National Curriculum Statement Grades 10 – 12 (General) visualises teachers who are qualified, competent, dedicated and caring. They will be able to fulfil the various roles outlined in the Norms and Standards for Educators. These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors, and subject specialists.

All educators should possess the above qualities for them to be competent in classrooms. Being a qualified Life Orientation educator has a positive influence in Kim's teaching methodology since she says, *"I enjoy teaching it because I learnt all about it in varsity and I am able to discuss all the sensitive issues and topics that come with LO. I am not intimidated by the topic of Sexuality Education"*. - (Questionnaire, School B, September 2014). Once an educator possesses a qualification to teach Life Orientation, this will allow the teacher to expand into other roles such as the above and not only be seen as the 'content provider'.

⁴ Participant from School B. Grade 10, 11 and 12 Life Orientation Educator

Throwing a general educator into the deep end of teaching something unfamiliar to what they know is a disadvantage for learners since justice will not be done to the curriculum.

4.4.2 Educators' perceptions of Life Orientation

Candice says, *"I enjoy it, it's very interactive, you get to read and know your learners personally in a way that makes you understand why they are the way they are, by their responses they give in their writings"*. - (Questionnaire, School B, September 2014). From the above response, Candice seems to hold a positive perception about Life Orientation as she enjoys the interaction between teacher and learner. This will have a positive effect in the delivery of her teaching. According to Social Constructionism life is understood in terms of the meanings people attach to the experiences they go through (Woolfolk, 2010). Candice's statement echoes the constructionist perspective of favouring the idea of getting to know learners on a personal level which is how her teaching style is shaped. Candice further maintains, *"Sexuality Education is a tricky subject since learners tend to overpower the lesson by asking teachers uncomfortable questions"*. - (Questionnaire, School B, September 2014). From this indication, Candice does not feel comfortable about the topic of sexuality but enjoys all other topics in the Life Orientation curriculum. According to Dutta (2010), *"Amongst the key obstacles of teaching Sexuality Education was the embarrassment among school children about asking questions, followed by the teachers' lack of training"*. Dutta (2010, p. 1) further upholds, *"The National Association of Head Teachers (NAHT) said most teachers lack the confidence to teach sex education adequately"*. This is evidence that educators are not prepared to enter classrooms to teach the content of Sexuality Education. This is a cry for help that must be addressed for educators to prepare learners for their future lives.

Life Orientation steers as well as grooms learners for life and for its responsibilities and challenges. According to the Department of Education (2003), “The focus is the development of self-in-society, and this encourages the development of balanced and confident learners who will contribute to a just and democratic society, a productive economy, and an improved quality of life for all”.

Kim wrote, *“I enjoy it because it gives learners the opportunity to express themselves openly on the issues that challenge them daily”*. - (Questionnaire, School B, September 2014). Kim further maintains, *“Sexuality education is a must and it is very important in grooming young learners for their future in making responsible decisions”*. - (Questionnaire, School B, September 2014). Kim’s perception is positive about Sexuality Education since she sees it as imperative in the upbringing of learners. Life Orientation prepares learners to interpret problems/ challenges, to make informed decisions and choices, and to take proper actions to permit them to live meaningfully and successfully in a rapidly-changing society (Department of Education, 2003). Life Orientation gives learners a chance to express how they feel; obviously one cannot express their emotions in mathematics or a science class. Life Orientation gives learners the chance to be expressive about their feelings.

A question in the questionnaire was, ‘Do you shy away or feel uncomfortable mentioning the words penis and vagina?’ Candice says that Sexuality Education is not a part of the curriculum at grade 12 level. She says, *“I have not had a discussion on this topic yet, it is geared towards career choices, democracy and social issues, but I would not have a problem with such words if discussed”* - (Questionnaire, School B, September 2014). Kim writes, *“No, learners have become very street wise and frank now”*. - (Questionnaire, School B,

September 2014). From the experiences of Candice and Kim, it can be established that they are confident in their classes. Life Orientation educators should be able to promote knowledge, skills, values and attitudes that prepare learners to counter life's challenges that provoke them as well as the challenges they will have to deal with as adults, and to play a significant part in society (Department of Education, 2003)

4.4.3 Educators' teaching methodology in teaching Life Orientation

In most cultures, discussions around sex and sexuality are perceived as taboo (Lawoyin & Khanthula, 2010). Candice indicated that she preferred using the explanation approach in her Life Orientation Classes. This may influence a 'teacher centered approach' since content is only being given by the educator. Kompa (2012, p. 1) suggests, "Teacher-centered learning fosters a culture whereby the learner does not outgrow his dependency on the supervising instructors and teachers".

Candice wrote, "*Being a staunch Christian, I would not propagate issues such as sex before marriage*". - (Questionnaire, School B, September 2014). Since learners are the products of social processes and are exposed to community beliefs, it makes it easier for Candice to impart her religious beliefs which at some stage sabotages the offering of the relevant curriculum. Lang (2014, p. 1) proclaims, "The Bible holds the view that it [sex] ought to be subject to certain boundaries - like marriage". Looking through the lenses of Social Constructionism, Candice shows loyalty to her religious background that influences her instruction of Sexuality Education to learners. Referring to the Bible and its values is the underpinning that suggests by what means one lives sexually responsible lives. In answering key question 2 of the study, i.e. what factors informs their teaching of Sexuality Education?, it is plain to see that religion informs Candice's teaching of Sexuality Education since she

encourages abstinence before marriage as that is what the Bible upholds. This shows that Candice's teaching methodology is being influenced by her religious beliefs since premarital sex is prohibited in her religion (Christianity).

Social Constructionism sustains that individuals should learn to speak the language of the communities they hope to enter (DeCicco, 1998). This can therefore indicate that people should follow their own culture in order for them to be a part of that specific cultural group. For example, premarital sex is prohibited in Christianity. If one was born into the Christianity culture, one should uphold all the principles of Christianity. According to Raskin (2002, p. 16), "Reality, in Social Constructionism, is usually viewed as dependent on how groups of people collectively elaborate their ideas. Thus, there is an infinite variety of socially constructed realities". All teachers enter the classroom with different backgrounds of socialisation. This socialisation has a direct impact on their teaching methodology since educators tend to reinforce what they know or have learnt. Mallon (2013, p. 8) states, "Many of the agents in social constructionist claims can be neatly divided into two groups: those that view the agents as primarily *impersonal* agents, and those that view the agents as *personal* agents". Impersonal agents refer to one's culture while personal agents refer to people (educators). Personal agents maintain and influence their culture on others since they perceive it as the only correct approach, for example to abstain from sex before marriage. Greenberg (1989) maintains in Daria and Campbell (2004, p. 2), "It is imperative to give open and honest answers without stating one's own religious beliefs, ethics, or values". Francis (2011, p. 320) argues, "The conflict around values and Sexuality Education has further meant that teachers are, in the majority of cases, not equipped to deliver effective and unbiased sexuality programmes". Kim indicated that she "preferred using whole class discussion teaching approach since Life Orientation is all about getting the learners involved and allowing them to open up to the educator". - (Questionnaire, School B, September

2014). In answering key question 3 of the study, Kim has good teaching experiences with her classes since she gets all the learners involved in the lesson and she is able to identify the problems that learners face. This will have a positive effect on Kim's teaching approach since educators need to foster a culture of openness so learners can approach educators about the issues that they are struggling with. Blumberg (2008, p. 1) says, "The benefits of learner-centered education include increased motivation for learning". Kim said her culture does not influence her teaching of Sexuality Education. Francis (2011, p.320) further maintains, "Despite policy ideals, Sexuality Education in classrooms is often delivered in a manner which prioritizes an official adult construction of knowledge, rather than reflecting youth's own sexual experiences" (Allen, 2001; Mitchell, Walsh, & Larkin, 2004).

4.4.4 Views on Life Orientation Curriculum

The value of Sexuality Education depends on the general comfort and confidence of the educator around these issues (Francis, 2011). In most cases, an educator may possess a one track mind in only agreeing with something specific even though the curriculum may state otherwise. Parker (1998, p. 15) supports this by saying, "We can only ever argue for or against, accept or resist the positions in discourse on offer to us, but we cannot abstain. If we do, then by default we are legitimating the status quo and feeding the argument that relativism leads to conservatism". Candice wrote, "*It's impossible to cover all aspects of Life Orientation, they are general, and topics and discussions follow each other differently according to their personal responses and situations*". - (Questionnaire, School B, September 2014). This may indicate that Candice views the Life Orientation curriculum as too broad since it entails a lot of aspects that cannot all be covered. This can be viewed as a disadvantage for learners as some aspects may not be covered in the classroom and all aspects are important to be taught. Although topics may be general, it still needs to be

discussed. Even though it is seen as general, this does not necessarily denote that learners habitually know things; general knowledge can only be acquired after teaching. Francis (2011, p. 321) puts forward, “The tension between the curriculum content of Sexuality Education and teachers’ own identity, beliefs and values, can form a sizeable barrier to sex education”. To answer key question 3 of the study, i.e. why do they experience the teaching of sexuality in the way that they do?, Candice may experience difficulty in identifying what aspects to teach since he says that the curriculum is too broad. Educators like Candice, may not see the importance of all the content in the Life Orientation curriculum since it may be too general or it may have too much emphasis on certain aspects. I concur with Candice when he says that discussions may follow differently. This is because learners ask questions that may fall out of topic and educators cannot dodge those questions away but have to answer those questions.

Kim wrote, “*There is too much coverage on sex education*”. - (Questionnaire, School B, September 2014). Kim views the Life Orientation curriculum as having too much content on Sexuality Education. This may either influence Kim’s teaching in a positive or negative way since the former may indicate that Kim may have a lot of content knowledge on Sexuality Education and the latter may indicate that Kim may lack the knowledge to teach the topic. Kim seemed to be more interested in seeing the importance of Life Orientation as a subject that should only be geared towards sport. Kim further indicated, “*We as educators need to encourage learners to participate in sports or games*”. - (Questionnaire, School B, September 2014). In contrast Candice upheld, “*It is about morals and values. It is of paramount importance that these topics and lessons be taught*”. - (Questionnaire, School B, September 2014). Candice emphasized the importance of the content of the subject in teaching them knowledge and values.

4.5 Themes developed from observations

The topic of the lesson observed was ‘Decisions regarding sexuality’. In this specific topic, learners had to learn about:

- Behaviours that could lead to sexual intercourse;
- situations in which sexual abuse, rape and statutory rape could take place;
- values pertaining to sexuality;
- skills to negotiate sexual relationships;
- where to find help.

There were four themes that had emerged from observations. These were: interaction between teacher and learners, pedagogical practices used; and educators’ identity and cultural background.

4.5.1 *Interaction between teacher and learners*

The following data was derived from participants in School C using observation:

Looking through the lenses of Social Constructionism, an individual does not construct meaning in isolation, but through being part of a community of learning (Owen, 1995). Therefore, the achievement of Life Orientation will depend on how the learners and teachers individually and collaboratively construct meaning and knowledge about Life Orientation. Rooth (2005, p. 210) says, “Teaching methodologies used by most educators consisted primarily of transmission teaching or talk and chalk methods”. Teachers tended to focus on information giving rather than on the life skills components. For Lorraine⁵, interaction with learners was very limited. The educator only used explanation approach and did not involve

⁵ Participant from School C. Grade 10 Life Orientation educator

learners. This may have a negative impact on the learning process since learners are not free to ask questions for clarification on the topic and may just regurgitate whatever they are told. Berger and Luckmann (1991) suggest in Andrew (2012, p. 4) that “Conversation is the most important means of maintaining, modifying and reconstructing subjective reality”. Without conversation, the learner would not have a chance to construct his/her own knowledge of the world but rather imitate what they are told by educators. The lesson was more teacher-centred in which the teacher was delivering the content. Lorraine’s approach does not reflect a learner-centred approach and educators need to be seen as facilitators. Learners were not participating in the lesson because the teacher did not ask learners questions. The teacher appeared very stern in the classroom setting; as a result, learners were very attentive.

In the classroom observation of Leesha⁶, interaction was prevalent in both directions of the educator and the learners. This may have had a positive influence on Leesha’s teaching since both parties were conversing concurrently. By doing this, the educator was helping the learner to build knowledge for themselves and was not just simply feeding learners the knowledge. According to Francis (2011, p. 323), “The use of participatory learning approaches will ensure an environment that encourages learners to question and to obtain their input about sensitive topics”. Leesha checked learners’ prior knowledge before she explained certain aspects of development. Learners were actively involved in the lesson and also asked questions whenever they needed further elaboration or clarity.

In an attempt to answer key question 3 of the study, i.e. why do they experience the teaching of sexuality in the way that they do?, Zach stated that learners do not absorb the information that they learn and do not implement it in their lives (Data derived from Interview, School A,

⁶ Participant from School C. Grade 10 Life Orientation educator

September 2014). In answering this question, educators may not be using adequate teaching methods or adequate teaching approaches to convey the subject content. According to Kompa (2012, p. 1):

The main critique of this approach [teacher-centered approach] is for the learner to merely master limited sets of knowledge, e.g., by memorizing content or applying rehearsed formulae, without addressing actual process-skills as needed in professional practice (Schön, 1983).

Sexuality education is a sensitive topic therefore educators cannot just go through all that sensitive information with learners all at once. Educators need to understand the level of knowledge that learners have and then build on that. For learners to implement the knowledge, skills and values taught in Sexuality Education, learners should be actively involved in the lesson and be independent in the classroom. The educator should just guide learners in the right path to finding information for themselves.

4.5.2 Pedagogical practices used

The pedagogy of Lorraine was more teacher-centred. Lorraine used explanation approach without integrating discussion or questioning approach to involve learners in the lesson. Novotná (2005, p. 1) proposes, “Explanation is seen as a tool for describing relevant phenomena, developing students’ logical thinking, and guiding students by inductive judgement to generalising”. Francis (2011, p. 321) believes, “A successful Life Orientation programme requires more than information giving; it requires practical, active and participatory methods that are experiential”. In Lorraine’s classroom, she dominated the lesson since she mostly read from the textbook to learners. Francis (2011, p. 321) considers, “One of the key concerns regarding the teaching of sexual health programmes in a school context is the lack of training for teachers who do not have the necessary skills and

knowledge”. Continuous training and development programmes are vital in ensuring that educators are self-confident in the classroom. These programmes also act as a platform for educators to share their challenges and also share solutions for those challenges so teaching is successful. Ahmed *et al.* (2006, p. 625) motivate, “Teacher training can increase teachers’ knowledge and skills and, therefore, increase teachers’ confidence and comfort in teaching Sexuality Education”.

Lorraine did not appear to be comfortable as she read through the textbook and the topic was not explained in detail as compared to the lesson objectives. She also did not encourage discussion and at times refused for learners to speak since she said they will ask her ‘stupid questions’. A Life Orientation classroom environment should be one that encourages and motivates open communication and learners should be permitted to articulate their emotions and feelings about sexuality and ought to be encouraged to make responsible choices (Daria & Campbell, 2004).

Leesha used whole class discussion as an approach in which she allowed the learners to actively participate in the lesson. Thereafter, Leesha used group work since learners had to analyse case studies and provide advice based on healthy sexual choices. This got learners involved in the lesson and they were able to understand content better when they got to interpret case studies. Leesha also used questioning and explanation in conjunction where learners needed to know what date rape was - Leesha first asked learners what they thought it was and if learners had an idea or prior knowledge, Leesha built on that knowledge to give learners a proper definition. Rooth (2005, p. 289) suggests, “There are opportunities for teaching moments where information is given, but these should be kept to a minimum. Active learner participation should be normative”.

In an effort to answer key question 2 of the study, pedagogical practices also informs educators teaching of Sexuality Education. It is imperative that educators learn to use a range of teaching methodologies in order to accommodate for the variety of learning needs and requirements for learners (Morgan, 1995). This is because without proper teacher instruction, learners would not take in any information that is being taught. Learners have to be involved in the lesson so educators would know if their methods are successful or not. I disagree with the pedagogical practice of Lorraine as learners are not being involved in the lesson. Lorraine depicts herself as the ‘content provider’ and tends to feed learners content without wanting learners to question or ask for further clarification. Educators, like Leesha, should use methods to promote learner centred learning. Educators should facilitate learning so learners can become self-sufficient in the classroom and question what is taught. This would thereby enhance the learning process.

4.5.3 Educators’ identity and cultural background

Nightengale and Cromby (1999, p. 4) proclaim that, “History provides extensive evidence that cultures change overtime, while social anthropology demonstrates that they vary greatly from place to place”. According to Raskin (2002, p. 17), “In the postmodern psychological world, people mix and match realities and identities in an increasingly complex array of circumstances. This expands possibilities, but makes judging one context’s knowledge as superior to others a less than clear-cut endeavour”. This suggests that in most cases people are not tolerant of other cultures. Due to this cultural intolerance manifesting, teachers for example, may not agree with the norms and values of other cultures beside their own. Parker (1998, p. 16) says, “Since we cannot ever step outside our own culturally and historically located value systems, perhaps we must (and can only) make such judgments from within this

system and defend them regardless of their inevitable relativism”. Cultural beliefs are, amongst other factors, the mediums of our thought as well as the means by which we store, establish, and further our knowledge of the world, and we do this in virtue of their role as bearers of meaning (Mallon, 2013). In most cultures and religions, abstinence is always advised before marriage or sex is taboo. Lorraine emphasised abstinence and told learners that having sex at their age was not right. Her culture may be one that does not believe in premarital sex. Whilst observation took place, Lorraine did not mention anything in the lesson about his cultural views. She told learners to wait after marriage and he did not look at what the textbook said about responsible sexual behaviour. In this sense, Lorraine reinforces her identity, which may disagree with premarital sex, by only mentioning abstinence as being responsible. This may originate from her cultural expectation. Mchunu (2007, p.28) notes, “The cultural diversity in schools in general and classrooms in particular pose major challenges for educators in schools, especially sexuality educators”. This is due to cultural and religious reservations of educators. Educators developing an awareness of their own cultural identity can be challenging for learners since they also come into classes with their differing cultural identify that clashes with that of the educators. Educators should be aware of how much cultural identity influences the education of learners. In addition, educators must be aware that their teaching methodology and their own notions about identity affects the achievements and social development of the learners that they teach.

Leesha acknowledges content from the textbook, however, she also advises learners to abstain from sex since they are too “young for all those things”- (Observation, School C, September 2014). Leesha’s cultural identity may also be one that disagrees with premarital sex. Adewumi (2012, p. 18) believes, “The values that educators adhere to, and the values they teach, covertly and overtly affect Life Orientation (LO) teaching and learning as a

whole”. This may imply that the values that educators bring into the classroom have a negative influence on the delivery on Sexuality Education content. In Adewumi’s (2012) study, educators discovered that “learners experimented with the information gained in Life Orientation. For example, some of them said they had indulged in drug abuse and sexual activities because these had been discussed in class and so they had some awareness which aroused their curiosity”. This may be why some teachers prefer to educate learners about abstinence since learners may be tempted to experiment the unknown. Social Constructionism maintains that meaning and significance are established not in isolation within the entity, but in synchronization with other learners (Burr, 2003). In saying this, learners gain understanding from others, thereby learning from others. This shapes the way in which they determine their values and norms.

In answering key question 2 of the study, i.e. what factors informs educators teaching of Sexuality Education?, most educators refrain from teaching certain aspects relating to sex due to their cultural backgrounds (Tayob, 2010). Lorraine shows how her cultural identity and cultural background informs her teaching by teaching learners to abstain from sex till they are married. The data collected from educators shows the thoroughness with which cultural knowledge is held. In what way we were raised and what we were raised to believe influence how we depict ourselves, how we recognise others, and how others recognise us. Every religion characterizes a socially constructed truth that is held as absolute by followers (Cottone, 2013). This correlation infers that educators cannot teach Sexuality Education by opposing their cultural norms and expectations. Regardless of the different cultural beliefs surrounding sex before or after marriage, learners need to be aware of sexuality and how to practice safe sex. They need to know about risks from unhealthy sexual behaviour and how to practise healthy sexual behaviour so that they can minimise teenage pregnancy, HIV/AIDS, and other STD’s.

4.6 Conclusion

In conclusion to this chapter, the data obtained from interview references, questionnaires as well as observations were presented and analysed. The data from each research instrument was broken down into themes identifying similar patterns of feedback from participants. Looking at the data obtained from participants, it is evident that educators are indeed having major challenges in implementing Sexuality Education in the classroom.

This comes from educators stating that they see Life Orientation as a waste of time since learners do not learn from the knowledge, skills and values taught in the subject. This is evident from the increasing rate of teenage pregnancy as well as learners engaging in unprotected sex and contracting various STD's such as HIV/AIDS. The feedback from educators also depicted that their teaching is grounded by their diverse cultural and religious upbringings in addition to their belief systems.

Findings also indicated that there is no help from the school management in implementing effective Sexuality Education since everything becomes the teachers' responsibility to instil all the values in learners. One participant indicated that professional personnel should be brought to schools to assist them in motivating learners since they cannot do it themselves. It was discovered that only two of the six participants were qualified to teach Life Orientation while the rest were just teaching to cover up their teaching load. The topic of Sexuality Education is a debateable one since not all role players agree to it. Educators are also influenced by their religious beliefs which clashes with the curriculum since they do not know how else to communicate the content. Culture plays a central and powerful role in influencing identities, human social environments, behaviours and development. Some educators become demotivated and unhappy since they are forced to teach the subject and

this can impact on the delivery of content in the classroom. Moreover, educators do not receive any assistance from the Department of Education in helping them to teach the topic.

The last chapter in this study discourses the summary of outcomes in addition to proposed recommendations for forthcoming research.

Chapter 5

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5. 1 Introduction

The previous chapter analyzed data and findings obtained from the study. Themes were evolved from the three research instruments (interviews, questionnaires and observation). Participants used were educators from three schools. Some illustrated that their teaching of Sexuality Education was influenced by their belief systems, values and cultural upbringings assimilated from their social background. This research centred on discovering educators' classroom experiences of teaching Sexuality Education in Life Orientation in the F.E.T Phase.

The sensitive nature of the subject of Sexuality Education puts a strain on the learning and teaching process. As much as Sexuality Education is vital in the development of learners, not all educators teach on the same level and in turn learners do not learn on the same level. Nevertheless, this study recognised the necessity of comprehending the experiences of teaching of sexuality educators in the Life Orientation subject in their classrooms. This chapter aims to conclude the study in giving a summary, recommendation and conclusion thereof.

5.1.1 Summary

What was common to educators was the influence of their cultural identity in their teaching. In response to the questions asked through personal interviews and questionnaires, teachers conveyed their challenges and frustrations they experience in communicating the subject content to learners. Some educators had indicated that the curriculum was too broad and had contained unnecessary information.

An educator from the interview session had maintained that Life Orientation was a waste of time since learners still make mistakes in their lives and do not utilize the knowledge, skills and values they learn in the Life Orientation classroom. However, he did state that he left out some content about Sexuality Education, such as contraception since he felt that educators might be promoting sex by teaching learners about contraception. Nevertheless, some educators specified that Sexuality Education is necessary for the successful upbringing of learners. A lot of recognition was given to the importance of the content to be taught, however, some educators said that there was content that was too sensitive to teach to learners since they felt embarrassed or they felt restricted to teach such content due to their cultural beliefs. Looking at this from the lenses of Social Constructionism, the impression is to uncover the manner in which a specific belief has been influenced by communal forces; for example, in Christianity, premarital sex is forbidden as it is seen as a sin to humanity. This notion would not have existed if someone did not initiate it. Though educators stated similar opinions concerning religion which has informed their teaching methodology, their explanations thereof varied. This was evident in the three research instruments that were used to collect data from participants. The themes that developed from the interviews are summarized as follows:

5.2 Themes emerged from interviews

5.2.1 Teaching qualifications of teachers teaching Life Orientation within which Sexuality Education is taught

James maintained that he considered himself to be a specialist since he has been teaching Life Orientation for many years; however, he does not hold any qualifications. Also, one educator said that even though he was qualified to teach Life Orientation, he does not consider himself to be knowledgeable in all areas of the subject and said that they need specialized personnel to assist them in conveying the content to learners. James indicated that he is confident in the classroom but says that other educators who aren't confident rely on him to teach their classes since most of the educators have religious beliefs that go against the content that they need to deliver to learners.

5.2.2 Educators' perception of teaching Sexuality Education in Life Orientation

One educator said that the content under Life Orientation is essential since it is 'an avenue for them to express themselves'. Learners are free to open up about any issue that they may face in school, at home, or where ever. James had stated that the effectiveness of Life Orientation can only be seen if the educator is dedicated, and also is diverse in terms of accommodating all learners as well as teaching learners based on their learning style. He maintained Life Orientation educators should present themselves as approachable so learners are not terrified of them. By doing so, learners would be able to have the courage to go to educators and discuss problems or issues that they might be facing. Educators would then be able to identify learners' problems and help them by finding a solution to their problems instead of learners making the same mistakes over and over again. For example, teenage pregnancy is an issue in

schools yet the Life Orientation curriculum entails content of healthy and unhealthy sexual behaviour and the risks of such. However, learners are still getting involved in unhealthy sexual behaviour thus resulting in teenage pregnancy. The reason for this might be that educators are avoiding or omitting the topic or that educators are not explaining contraceptive methods since some educators uphold their cultural beliefs as sex being a taboo topic for children.

Another educator articulated that the subject is a waste of time since learners do not learn what they are taught as there is still a high rate of teenage pregnancies in their school. He alleged that learners do not take the subject seriously since they take it as a joke.

5.2.3 Influence of educators' teaching methodology

One educator indicated that he preferred using a method that involves learners so they can participate in the lesson and give feedback on their current knowledge and educators can build on that. Communication in the classroom was emphasized in relation to that of the personality of the educator. A strict educator should be discouraged in a Life Orientation classroom. Another educator maintained that he feels that his teaching methods are not adequate as they lack resources to teach. James stipulated that fellow Life Orientation educators in his school refuse to allow learners to be active in sexual education classes since they ask too many questions that make educators uncomfortable, shy or embarrassed. This is why some educators encourage teacher-centered learning in Life Orientation classes.

5.2.4 Challenges facing educators with regards to teaching Sexuality Education

Educators come from different cultural backgrounds and they find it difficult to teach something that they are against or what they consider to be taboo. An educator expressed demotivation when he mentioned that he does not know what to do since learners take everything as a joke. Neither the department nor school management intervenes in ensuring all educators are on the same level in delivering content. Educators are not assisted in the classroom if they are struggling. Life Orientation is given to any educator to teach since it is deemed to be a simple subject that anyone and everyone can teach. This may be the reason as to why there is unsuccessful transfer and gain of knowledge in Sexuality Education. Educators shared a common suggestion of the school management in intervening in the successful implementation of Sexuality Education.

5.2.5 Educators' views on the curriculum content in terms of Sexuality Education

James mentioned that the curriculum is effective but it has been toned down since its inception. Also, there is some unnecessary information in the curriculum that can be overlooked. He continued in saying that educators can streamline the content to what the child needs to know and work from there. Zach felt that the curriculum is too broad and contains unnecessary information. He maintained that the examinations and tasks given were a waste of time as learners are not gaining skills from doing that. They need to go on field research and talk to people that have the issues that they are learning about, e.g. teenage pregnancy, HIV/AIDS, STD's, etc.

5.3 Themes emerged from questionnaires

5.3.1 Qualifications of Life Orientation Educator

One educator jotted that she is a specialist in Life Orientation whilst the other indicated that her specialist was accounting and she was only teaching it to fill her teaching load and because she has a lot of teaching experience. Both educators said that they enjoyed teaching Life Orientation and did not have a problem teaching the topic of Sexuality Education.

5.3.2 Educators' perceptions of Life Orientation

As indicated above, both participants indicated that they enjoy teaching Life Orientation; however, one educator advocated that Sexuality Education is a tricky subject since learners tend to overpower the educator in the lesson. This is because learners are learning about sexuality from other sources besides the classroom. For example, learners have smartphones that allow them to access the internet so that they can search for whatever they want to know more about. Hence, Kim indicated that learners are very “streetwise”. Another educator maintained that it is a good subject since it gives learners the opportunity to express themselves. She maintained that Life Orientation is essential in preparing young learners for their future in making responsible decisions.

5.3.3 Educators' teaching methodology in teaching Life Orientation

An emphasis was on the whole class discussion methodology. One educator wrote that she preferred using a whole class discussion method since Life Orientation is all about getting the learners involved and allowing them to open up to the educator. Another mentioned when

teaching Sexuality Education, she always encourages abstinence since that is what her cultural reservation endorses. Kim mentioned, for her to teach Sexuality Education commendably, her principles and culture ought to be taken into consideration as it informed her knowledge of sexuality. Kim indicated that she was a staunch Christian and premarital sex goes against Christianity.

5.3.4 Educators' views on the Life Orientation Curriculum

One educator said that the curriculum is too broad and it is impossible to cover all aspects. Also, it is general; therefore discussions follow each class differently according to their personal responses and situations. There can be no fixed lesson plan since learners come up with various discussions and clarifications that they are muddled about and educators need to attend to this. The other educator deemed that there is too much coverage on Sexuality Education; therefore more emphasis on sport should be encouraged.

5.4 Themes emerged from observations

5.4.1 Interaction between teacher and learners

In the first class observed (School C), interaction between learner and teacher was very limited since it was only a one-way communication whereby teacher-centered learning was used. The educator simply fed learners with knowledge and learners did not question for clarity or elaboration. As noted in chapter 4, conversation amongst learner and educator is very important for learners to take in knowledge taught. Without conversation, the learner would not have an opportunity to build his/her own knowledge of the world but rather imitate or reproduce what they are told by educators.

In the second class observed (School C), it was seen by the researcher that learner-centered learning was taking place since learners were active in the learning process. Learners participated by asking questions and answering questions asked by the educator. In this class, it was evident that conversations were taking place between both parties (educator and learners) and the educator was the facilitator of the class.

Throughout these classroom observations, educators exhibited a great deal of frustration as well as discomfort whilst teaching specific topics, particularly topics containing subtle content and terminology. This was apparent when educators were unsuccessful in answering appropriately learners' queries, instead they asked questions to the learners in the class; as a result this caused changes to what was prepared.

5.4.2 Pedagogical practices used

In observing the first class of School C, the educator's (Lorraine) teaching practice was more teacher-centered. This was concluded because learners were not active participants in the class as opposed to the second class observed. The explanation approach was used without incorporating questioning or discussion approach to include learners in the lesson. The educator simply read from the textbook and did not use any original real-life examples to explain the content taught under Sexuality Education. In the second class observed at School C, the educator (Leesha) incorporated whole class discussion and group work which allowed learners to be involved in the lesson in solving real life issues looking at case studies and scenarios. From analyzing the observation from the second class, it was noticeable that learners were absorbing knowledge taught from the lesson since learners were active in the lesson.

5.4.3 Educators' identity and cultural background

Since this study was conducted using a qualitative research approach, the main aim was to understand the individuals socially and culturally. During an observation session, it was apparent that an educator's interpretation of teaching Sexuality Education was informed by their upbringing and their cultural background. In the first class observed (School C), Lorraine emphasized abstinence without teaching learners about healthy and responsible sexual behaviour, i.e. using a condom and having one sexual partner. Under this topic, the educator used her own discretion based on what she felt was morally right. In the second class observed (School C), the educator delivered content under the topic of healthy and responsible sexual behaviour; however, she maintained that learners should not try it as they were far too young. Both educators' cultural identities do not support premarital sex since they are either avoiding the topic or simply motivating learners to not participate in the act of premarital sex. From both observations, it was clear to see that religious reservations prohibited educators from explaining Sexuality Education to its maximum.

To summarize, some challenges faced among educators were:

- No help from the Department of Education.
- No help from school management team.
- Non-Life Orientation specialists were forced to teach the subject as a filler.
- Life Orientation is treated as an 'easy-going' learning area.
- Learners will be motivated to engage in sexual activity if the topic on contraception is taught.
- Learners do not learn from Sexuality Education since there is still a high rate of teenage pregnancy.

- Not ample resources to teach the topic of Sexuality Education.
- Some educators have religious limitations on the topic of sex since premarital sex is prohibited in some cultures and sex should be taboo for teenagers. Therefore, educators shy away or refuse to teach Sexuality Education.
- An educator maintained that Life Orientation has a lot of coverage on Sexuality Education and too little coverage on sport.
- Educators had to be wary of their attitude as a teacher, individual and adult since Sexuality Education is a serious topic. Seriousness is important; however, educators can add in a little humor but should know boundaries in class.
- Learners behave immaturely when learning about Sexuality Education thus learners tend to ask educators questions using colloquial terminology. This makes educators feel uncomfortable.

5.5 Limitations of the study

This study had various limitations:

- The study was limited to three schools under one district and in each school three F.E.T Life Orientation educators were selected. With the study conducted in only three schools, research outcomes cannot be generalized to other secondary schools with similar descriptions since contexts would be dissimilar. Schools from different districts should have been considered. Educators all have their own morals and values and are socialised by these (Gergen, 1985). The teaching methods of educators are socially constructed and therefore cannot be generalized to all educators.

- Limiting the study to a small population of participants (educators) who only taught grades 10, 11 and 12 learners did not yield much information. Research findings would have been more efficient if a wider population of participants were used.
- Educators were reluctant to participate. Some that agreed to participate did not want to after all. It was also difficult to set up appointments to interview educators as well as collect questionnaires since educators were not keen on answering the questions. Some educators did not write enough information or answer the questions fully.
- Since the research conducted field research solely, it became challenging identifying criteria from the observation schedule since there was no help. Likewise, one of the educators became nervous since the researcher was observant of the participant's teaching style. Some learners also got distracted in class whilst the researcher sat at the back of the classroom.

5.6 Recommendations

- The Department of Education should consider making a rule that Life Orientation should only be taught by specialist educators since this learning area involves learning life skills needed to prepare and equip learners for life. If learners do not have this then there is the possible risk of them making wrong choices in some aspect of their lives. This learning area should not be given to educators to fill up their teaching loads since it is not an area that everyone and anyone can teach.
- According to Pillay (2012, p. 168), “An individual does not construct meaning in isolation, but through being part of a community of learning (e.g. a school)” (Cottone, 2007; Prochaska & Norcross, 2007). As Pillay has noted, the accomplishment of achieving the aims of Life Orientation will depend on how teachers and learners collaboratively build knowledge and understanding of the world. From this, learners

will know how to use what they learn in Life Orientation in their daily lives. For this to happen, educators need to engage in conversations with learners by not simply being the content provider but rather the facilitator in the classroom.

- Life Orientation educators should collaborate with fellow educators as an internal support network if help is needed and not simply shy away from teaching the content under Sexuality Education.
- The Department of Education (external support network) together with the management of schools should support Life Orientation educators since these are the educators that prepare learners for survival skills after school. Regular workshops should be given to educators to find out what kind of help is needed by educators and also to inform educators about teaching learners about current issues (e.g. human trafficking, child pornography, teenage pregnancy, rape, drugs, bullying) and not to simply read from the textbooks. Life Orientation educators are expected to be skilled to counsel and advise learners about social problems. Pillay (2012, p. 172) says, “The underlying assumption is that all the social problems are most likely to affect learners, schools and local communities”.
- Policy-makers of Life Orientation should take into consideration educators’ religious and cultural upbringings, values and belief systems that impact on educators’ understanding of sexuality. Since sexuality may be a taboo topic for certain religions, educators are still forced to teach the topic and this may be unfavorable for educators to teach what may be taboo to them. Alternatively, if educators do not teach the topic or use their own discretion in teaching the topic by convincing learners otherwise, it may deprive learners of what they need to know.
- The Department of education should make it clear that Life Orientation educators do not know ‘everything’ and cannot help with every problem the child possesses. For

example, the role of the Life Orientation educator is to guide learners in career choices. There is a notion for Life Orientation teachers to have effective career guidance, for instance: “They should be well-informed about career information as finding a job is increasingly becoming a challenge for many school leavers” (Pillay, 2012). Life Orientation educators should be work-shopped about the various career fields and be given information/ resources to give to learners so educators can advise learners on the different career fields. It may be difficult for a new educator in the profession to possess such knowledge since they may have been specialised in specific fields and can only advise learners on those specific fields.

- Educators should be work-shopped to teach in a diverse manner since Life Orientation prepares learners for life skills and the world of work. Educators have seven roles in the classroom.

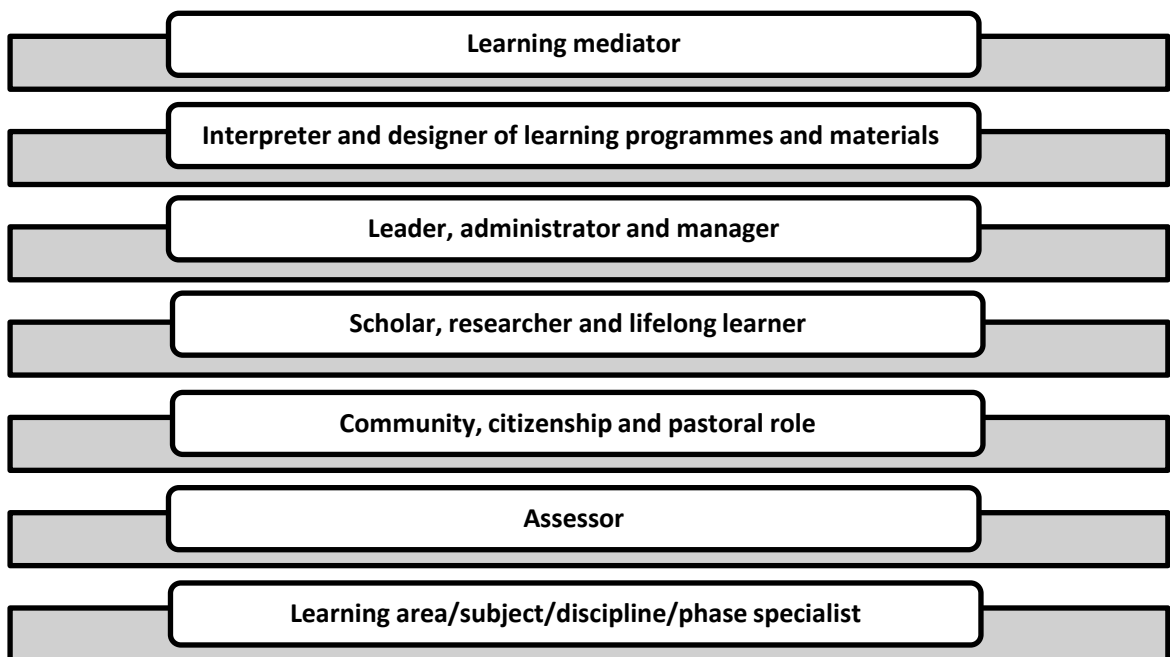


Figure 4: Seven roles of educators

Life Orientation educators are mainly expected to play the role of ‘community, citizenship and pastoral’ role and ‘learning area/subject/discipline/phase specialist’ in

all areas. All educators should exhibit these roles and not only the Life Orientation educator since every educator ought to establish a competency to cultivate an empowering and supportive setting for the learner.

All educators ought to be thoroughly established in the skills, knowledge, values, methods and procedures pertinent to the learning area. By this, a heavy load would be lifted from LO educators. For example, an accounting or life science educator can inform learners of specific programmes that they can pursue by simply learning the subject.

- Life Orientation educators should be more approachable to learners so that learners can feel confident enough to speak in class and comfortable to talk to educators in private regarding personal issues. Learners will be afraid to ask unfriendly educators questions if clarity is needed. It is important for learners to be comfortable in the Life Orientation classroom so they can try to come up with solutions with their educators to solve issues that they may have or may come across in future. The charisma of the Life Orientation teacher is of paramount prominence and should be exposed with integrity (Prinsloo, 2007).

5.7 Conclusion

The findings of this study are significant since they divulge numerous implications for what constitutes the role of Life Orientation Sexuality Education educators in the educational, social, and cultural contexts as documented in the literature and theoretical discussions covered in previous chapters. In the educational setting, Life Orientation educators ought to be engaged in the methods that cultivate the abilities and intellects of children to obtain the knowledge, skills and values needed to prosper in life. For this to be accomplished, Life

Orientation educators need to be effective in the classroom by fulfilling their roles as educators. In being specific, one of the roles is playing the ‘community, citizenship and pastoral role’ so that they could help learners with various social difficulties that may exist in society. Similarly, the educator should encourage an ethical approach towards developing an essence of responsibility and respect towards others (in the classroom and outside the classroom). For learners to behave in an ethical manner, the educators should be the role model of such behaviour. Educators should sustain certain personality characteristics, for example trustworthiness, openness, integrity and approachability that make them considerate and supportive of their learners (Pillay, 2012). No child would want to listen to an educator that does not care for their learners or does not want to go beyond teaching the curriculum. Learners need to know what lies ahead out of school life, so that they can be prepared for obstacles that they may come across. Sexuality Education is the foundation to prepare learners for life. Learners need to know what sex is and how to practise safe sex. Educators do not have the right to deprive learners from knowing such knowledge; if learners don’t learn what they need to know in the classroom, they will learn about it somewhere else and might end up experimenting; thus social issues such as teenage pregnancy, Sexually Transmitted Infections (STI’s) and Human Immune Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) evolve. However, not all educators present problems since most Life Orientation educators are new in the field and do not have ample training to teach learners Sexuality Education. The Department of Education should address this issue and make it a point that every year new and old educators in the subject should be work-shopped about how to teach the subject effectively to minimise social issues that society faces.

REFERENCES

- Adewumi, T. M. (2012). *An Investigation into the implementation of the Life Orientation Curriculum in selected Fort Beaufort District High Schools*. (Masters of Education), University of Fort Hare.
- Ahmed, N., Flisher, A. J., Mathews, C., Jansen, S., Mukoma, W., & Schaalma, H. (2006). Process Evaluation of the Teacher Training for an AIDS Prevention Programme. *Health Education Research: Theory and Practice*, 21(5), 621-632.
- Allred, P., David, M. E., & Smith, P. (2003). Teachers' views of teaching sex education: pedagogy and models of delivery. *Journal of Educational Enquiry*, 4(1), 80-96.
- Almahbobi, G. (2012). Multiculturalism and inconsistency in the perception of sex education in Australian society. *Australas Medical Journal*, 5(12), 623–626.
- Andrews, T. (2012). What is Social Constructionism. *Grounded Theory Review: An International Journal*, 11(1), 39-46.
- Bacchiocchi, S. (1994). Marriage and Sex *The Marriage Covenant: A Biblical Study on Marriage, Divorce, and Remarriage*. (Vol. 9): Biblical Perspectives.
- Banks, J. J., & Banks, C. A. (2005). *Multicultural education: Issues and perspectives* (5 ed.). New York: Wiley.
- Barnes, E. (2011, 24 October). Tackling homophobia in schools. *The Guardian*. Retrieved from <http://www.theguardian.com/teacher-network/2011/oct/24/homophobia-schools-lgbt>
- Beauchamp, T. (2013). The Principle of Beneficence in Applied Ethics. Retrieved 21 August, 2014, from <http://plato.stanford.edu/entries/principle-beneficence/>
- Berger, P., & Luckmann, T. (1991). *The social construction of reality*. London: Penguin Books.

- Bill of Rights (1996). Retrieved 12 March, 2014, from
<http://www.westerncape.gov.za/legislation/bill-rights-chapter-2-constitution-republic-south-africa>
- Bitsch, V. (2005). Qualitative Research: A Grounded Theory Example and Evaluation Criteria. *Journal of Agribusiness*, 23(1), 75-91.
- Blumberg, P. (2008). Learner-centered Teaching. Retrieved 22 October, 2014, from
<http://www.usciences.edu/teaching/Learner-Centered/>
- Boghossian, P. A. (2007). What is Social construction. Retrieved 13 May, 2014, from
<http://philosophy.fas.nyu.edu/docs/IO/1153/socialconstruction.pdf>
- Braun, V. (2006). *Using thematic analysis in psychology*. New Zealand: The University of Auckland.
- Brikci, N. (2007). A Guide to using Qualitative Research Methodology. Retrieved 20 August, 2014, from
<http://fieldresearch.msf.org/msf/bitstream/10144/84230/1/Qualitative%20research%20methodology.pdf>
- Burns, N., & Grove, S. K. (1999). *Understanding nursing research*. (2nd ed.). Philadelphia: WB Saunders Company.
- Burr, V. (2003). *Social Constructionism*. United States of America: Routledge.
- Cairncross, S., & Mannion, M. (2001). Innovations in Education and Teaching International *Interactive Multimedia and Learning: Realizing the Benefits*, 38(2).
- Center for Public Education. (2014). *Teacher Quality and Student Achievement* Retrieved 15 October, 2014, from
http://www.education.com/reference/article/Ref_Research_Q_consider/
- Chung, F. K. (2005). *Challenges for teacher training in Africa with special reference to distance education*. Pretoria.

- Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education*. London: Routledge Falmer.
- Cohen, L., Manion, L., & Morrison, K. (2006). *Research Methods in Education (5th Edition)*. New York: Routledge Falmer.
- Cottone, R. R. (2013, 1 September). A paradigm shift in counselling philosophy. Retrieved 10 November, 2014, from <http://ct.counseling.org/2013/09/a-paradigm-shift-in-counseling-philosophy/>
- Cristiansen, I., Bertram, C., & Land, S. (2010). *Understanding Research*. Pietermaritzburg: UKZN Faculty of Education.
- Dailard, C. (2001). Sex Education: Politicians, Parents, Teachers and Teens. *The Guttmacher Report on Public Policy* (1 ed., Vol. 4).
- Daria, M. P., & Campbell, K. J. (2004). Schools Need Sexuality Education Programs. *Electronic Journal of Human Sexuality*, 7(1).
- Department of Education. (2002). Retrieved 3 September, 2014, from <http://www.education.gov.za/LinkClick.aspx?fileticket=TmPNDABySKE=>
- Department of Education. (2003). Retrieved 10 September, 2014, from <http://www.education.gov.za/LinkClick.aspx?fileticket=xY8RaCOWqTY%3D&>
- Department of Education. (2011). South Africa: Government Printing Works.
- DeCiccio, A. C. (1988). *Social Constructionism and Collaborative Learning: Recommendations for Teaching Writing*. Paper presented at the Conference on College Composition and Communication, St. Louis.
- Denzin, N., & Lincoln, Y. (2003). Introduction: the discipline and practice of qualitative research. *The landscape of qualitative research: theories and issues*, 1 – 45.
- DeWalt, K. M., & DeWalt, B. R. (2002). *Participant observation: a guide for fieldworkers*. California: AltaMira Press.

- Dickson-Swift, V., James, E. L., Kippen, S., & Liamputtong, P. (2007). Doing sensitive research: what challenges do qualitative researchers face? *Qualitative Research*, 7(3), 327–353.
- Dutta, K. (2010, 30 April). Lack of confidence is harming sex education. *The Independent*. Retrieved from <http://www.independent.co.uk/news/education/education-news/lack-of-confidence-is-harming-sex-education-1958685.html>
- Eaden, J., Mayberry, M. K., & Mayberry, J. F. (1999). Questionnaires: the use and abuse of social survey methods in medical research. *The Fellowship of Postgraduate Medicine*, 397-400.
- Eaton, L., Flisher, A. I., & Aero, L. E. (2004). *Sexual behaviour of adolescents in contemporary Sub-Saharan Africa*. United Kingdom: The Edwin Mellen Press, Ltd.
- Falconer, D. J., & Mackay, D. R. (1999). *Ontological problems of pluralist research methodologies, Proceedings of the Fifth Americas Conference on Information Systems*. USA: Milwaukee.
- Fentahun, N., Assefa, T., Alemseged, F., & Ambaw, F. (2012). Parents' Perception, Students' and Teachers' Attitude Towards School Sex Education. *Ethopian Journal of Health Science*, 22(2), 99–106.
- Fidel, R. (1984). *The Case Study Method: A Case Study*. University of Washington. Seattle. Retrieved from <http://faculty.washington.edu/fidelr/RayaPubs/TheCaseStudyMethod.pdf>
- Fortune, A. E., & Reid, W. J. (1999). *Research in social work* (3rd ed.). New York: Columbia University Press.
- Francis, D. A. (2011). Sexuality Education in South Africa: Wedged within a Triad of Contradictory Values. *Journal of Psychology in Africa*, 21(2), 319-324.
- Frykholm, A. (2012, 30 May). The case for sexuality education. *Facts of life*. Retrieved 14 July, 2014, from <http://www.christiancentury.org/article/2012-05/facts-life>

- George, D. N. (1990). *Discipline Strategies for Pupil Control at the Middle School Level in an Urban Setting*. Columbia University.
- Gergen, K. J. (1985). The social constructionist movement in modern psychology. *American psychologist*, 40(3), 266.
- Gergen, K. J. (2001). Chapter 7: Social Construction and Pedagogical Practice *Social Construction in Context* London: SAGE Publications Ltd.
- Gerring, J. (2004). What Is a Case Study and What Is It Good for? *American Political Science Review*, 98(2), 341-354.
- Ghani, S. A., Abdullah, S., Akil, S. M. S., & Nordin, N. (2014). Muslim Adolescents moral value and coping strategy among muslim female adolescent involved in premarital sex. *Social and Behavioural Sciences*. Retrieved 14 July, 2014, from http://ac.els-cdn.com/S1877042813053639/1-s2.0-S1877042813053639-main.pdf?_tid=eee6fc4e-0b7f-11e4-b054-00000aab0f6c&acdnat=1405360662_d74236a1dad4d80d37b53762745bb006
- Ghosh, P. (2013, 5 September). Babies Having Babies: Teenage Pregnancies Destroying Lives And Futures Of South African Girls. *International Business Times*. Retrieved 30 April, 2014, from <http://www.ibtimes.com/babies-having-babies-teenage-pregnancies-destroying-lives-futures-south-african-girls-1402739>
- Gilmore, A., & Carson, D. (1996). Management Competencies for Services Marketing. *Journal of Services Marketing*, 10(3), 39-57.
- Ginete, C. L. (2013, 1 February). On Pedagogy and Its Hidden Curriculum. Retrieved 9 May, 2014, from <http://chinginete.wordpress.com/tag/students/>
- Golafshani, N. (2003). Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report*, 8(4), 597-607.
- Goode, S. (2006). *Why you should not have sex before marriage: The Church Perspective*. United States of America: The Hermit Kingdom Press.

- Green, J. L., & Dixon, C. N. (1994). The Social Construction of Classroom Life. In A. Purves (Ed.), *International encyclopaedia of English and the Language Arts* (Vol. 2, pp. 1075-1078). New York.
- Harilal, J. R. J. (1993). *An investigation into the need for sex education for Indian secondary school pupils*. (Unpublished master's thesis), UNISA, Pretoria.
- Harley, K., Barasa, F., Bertram, C., Mattson, E., & Pillary, S. (2000). The real and the ideal: Teacher roles and competences in South African policy and practice. *International Journal of Educational Development*, 20(4), 287–304.
- Hellevea, A., Flisher, A. J., Onyab, H., Mũkomac, W., & Kleppa, K. (2011). Can any teacher teach sexuality and HIV/AIDS? Perspectives of South African Life Orientation teachers. *Sex Education: Sexuality, Society and Learning*, 11(1), 13-26.
- Hennink, M., Hutter, I., & Bailey, A. (2010). *Qualitative research methods*. London: SAGE Publications.
- Herbert, P. C., Henry, D., Sherwood-Laughlin, C. M., & Angermeier, L. K. (2014). Teacher and Health Service Staff Values Regarding Sexuality Education in an Urban School District in Indiana. *Electronic Journal of Human Sexuality*, 17.
- Hinduja, S., & Patchin, J. W. (2010). Sexting: A Brief Guide for Educators and Parents. *Cyberbullying Research Center*. Retrieved 16 September, 2014
- Holloway, I., & Wheeler, S. (2013). *Qualitative Research in Nursing and Healthcare*. Malaysia: Blackwell Publishing
- Ikwuagwu, O. A. (2004). *Initiation in African traditional religion: A systematic symbolic analysis with special reference to aspects of Igbo religion in Nigeria*. University of Würzburg.
- Jacobs, A. (2011). Life orientation as experienced by learners: a qualitative study in North-West Province. *South African Journal of Education*, 31(2), 212-223.

- Jones, L. (2007). *The Student-Centered Classroom*. Retrieved 31 October, 2014, from http://www.cambridge.org/other_files/downloads/esl/booklets/Jones-Student-Centered.pdf
- Joseph, J. (2012). *Inclusive Practice*. Retrieved 22 December, 2014, from <http://www.studymode.com/essays/Inclusive-Practice-1269885.html>
- Kawulich, B. B. (2005). Participant Observation as a Data Collection Method *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 6(2).
- Killen, R. (2007). *Teaching Strategies for Outcomes-based Education*. South Africa: Shumani Printers.
- Klenke, K. (2008). *Qualitative Research in the Study of Leadership*. United Kingdom: Emerald Group Publishing Limited.
- Kompa, J. S. (2012). Disadvantages of Teacher-Centered Learning. Retrieved from <http://joanakompa.com/2012/06/25/the-key-disadvantages-of-teacher-centered-learning/>
- Kotchick, B. A. (2001). Adolescent Sexual Risk Behaviour: A Multi-system Perspective. *Clinical Psychology Review*, 21(4), 493-519.
- Lang, J. S. (2014). The Biblical View of Sexuality. *The Book of God's Promises*. Retrieved 14 July, 2014, from http://www.cbn.com/spirituallife/CBNTeachingSheets/promises_sexuality.aspx
- Langa, J. (2014, 9 January). Notions of Sex, Masculinity and Manhood in African Cultures. Retrieved 10 July, 2014, from <http://www.osisa.org/buwa/regional/notions-sex-masculinity-and-manhood-african-cultures>
- Lawoyin, O. O., & Kanthula, R. M. (2010). Factors that Influence Attitudes and Sexual Behavior among Constituency Youth Workers in Oshana Region, Namibia. Retrieved 10 July, 2014, from <http://www.ajol.info/index.php/ajrh/article/viewFile/55779/44241>

- Lenhart, A. (2009). Teens and Sexting: How and why minor teens are sending sexually suggestive nude or nearly nude images via text messaging. *Pew Internet & American Life Project*.
- Mallon, R. (2013). Naturalistic Approaches to Social Construction. In E. Zalta, N (Ed.), *The Stanford Encyclopedia of Philosophy* (Winter 2013 Edition ed.).
- Massialas, B. G. (1996). The hidden curriculum and social studies. *Crucial issues in teaching social studies K-12*, 61-80.
- McCosker, H., Barnard, A., & Gerber, R. (2001). Undertaking Sensitive Research: Issues and Strategies for Meeting the Safety Needs of All Participants. *Qualitative Social Research*, 1(2).
- Mchunu, N. J. (2007). *Teachers' perceptions of the teaching of sexuality education in secondary schools in Pinetown District*. (Master of Education), University of KwaZulu-Natal.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass Publishers.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: an expanded sourcebook* (2nd ed.). London: Sage Publications.
- Monnier, C. (2010). Socialization And The Self. Retrieved 12 November, 2014, from <https://globalsociology.pbworks.com/w/page/14711256/Socialization%20And%20The%20Self>
- Morgan, L. (1995). *Learning Styles in the Classroom*. (Master of Education), University of Lethbridge, Lethbridge: Alberta.
- Moriarty, J. (2011). Qualitative Methods Overview. *School for Social Care Research*. Retrieved 12 August, 2014, from <http://www.kcl.ac.uk/sspp/kpi/scwru/pubs/2011/moriarty2011qualitativemethods.pdf>

- Mwinda, A. M. (2012). *Factors contributing to unsafe sex among teenagers in the Secondary School of Botswana*. (Master of Public Health), University of South Africa.
- Myeza, N. P. (2008). *Attitudes of High School learners' towards Sexuality Education in Zululand*. (Masters of Arts (Counselling Psychology)), University of Zululand.
- Naidoo, M. (2006). *An Evaluation of the Sexuality Education Programme being implemented in South African schools*. (PHD in Psychology), University of Zululand.
- Ndinda, C., Uzodike, U. O., Chimbwete, C., & Mgeyane, M. T. M. (2011). Gendered Perceptions of Sexual Behaviour in Rural South Africa. *International Journal of Family Medicine*, 2011.
- Ndlearning, T. (2006). Team Teaching: Benefits and Challenges *Speaking of Teaching* (1 ed., Vol. 16).
- Ndou, N. F. (2008). *The Role of the School Management Teams in Curriculum Change Managment*. (Master's in Education), University of South Africa.
- Neuman, W. L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Pearson.
- Nielsen, J., & Sullivan, S. (2007, 7 February). Data Analytics and Compliance Effectiveness. Retrieved 7 August, 2014, from http://www.hcca-info.org/Portals/0/PDFs/Resources/Conference_Handouts/Regional_Conference/2014/Orlando/NielsenSullivanprint2.pdf
- Nightengale, D. J., & Cromby, J. (1999). *Social Constructionist Psychology: A critical analysis of theory and practice*. Philadelphia: Marston Lindsay Ross International Ltd.
- Nikitin, V. (2011, 21 September). Reed Dance does many things well, fight HIV not one of them. *Thought Leader*. Retrieved 14 July, 2014, from <http://www.thoughtleader.co.za/vadimnikitin/2011/09/21/reed-dance-shouldnt-have-to-justify-itself/>

- Novotná, J. (2005). *Teachers' views and use of explanation in teaching mathematics*. Paper presented at the International symposium on elementary mathematics teaching, Prague: Czech Republic.
- Nqoloba, T. (2008). *Attitudes of teachers towards Sexuality and HIV and AIDS Education*. (Master of Education), University of Zululand.
- Onwuezobe, I. A., & Ekanem, E. E. (2009). The attitude of teachers to sexuality education in a populous local government area in Lagos, Nigeria. *Pakistan Journal of Medical Sciences*, 25(6).
- Orb, A., Eisenhauer, L., & Wynaden, D. (2000). Ethics in Qualitative Research. *Journal of Nursing Scholarship*, 33(1), 93-96.
- Owen, I. R. (1995). Social constructionism and the theory, practice and research of psychotherapy: A phenomenological psychology manifesto. Retrieved 30 April, 2014, from <http://www.intentionalitymodel.info/pdf/SOCCONST.pdf>
- Parker, I. (1998). *Social Constructionism, Discourse and Realism*. London: SAGE Publications Ltd.
- Patton, M. Q. (2002). *Qualitative evaluation and research methods* (3rd ed.). California: Sage Publications.
- Phelan, C., & Wren, J. (2005). Exploring Reliability in Academic Assessment. Retrieved 22 August 2014, from <https://www.uni.edu/chfasoa/reliabilityandvalidity.htm>
- Pillay, J. (2012). Keystone Life Orientation (LO) teachers: implications for educational, social, and cultural contexts. *South African Journal of Education*, 32, 167-177.
- Prinsloo, E. (2007). Implementation of Life Orientation programmes in the new curriculum in South African schools: Perceptions of principals and Life Orientation teachers. *South African Journal of Education*, 27(1), 155-170.

- Raskin, J. (2002). Constructivism in psychology: Personal construct psychology, radical constructivism, and social constructionism. *American Communication Journal*, 5(3), 1-25.
- Resnik, D. B. (2011). What is Ethics in Research & Why is it Important? Retrieved 21 August, 2014, from <http://www.niehs.nih.gov/research/resources/bioethics/whatis/>
- Rizvi, S. M. (1994). *Marriage and Morals in Islam* (2 ed.). Canada.
- Rogan, J. M. (2007). An uncertain harvest: A case study of implementation of innovation. *Journal of Curriculum Studies*, 39(1), 97-121.
- Rooth, E. (2005). *An investigation of the status and practice of Life Orientation in South African schools in two provinces*. (Philosophiae Doctor), University of the Western Cape.
- Schmuck, R. (1997). *Practical action research for change*. Arlington Heights: Skylight Training and Publishing.
- Schuster, M. A., Bell, R. M., Berry, S. H., & Kanouse, D. E. (1998). Impact of a High School Condom Availability Program on Sexual Attitudes and Behaviors. *Family Planning Perspectives*, 30(2).
- Sharma, S. (2010). *Qualitative methods in statistics education research: Methodological problems and possible solutions*. University of Waikato, New Zealand. Retrieved from http://iase-web.org/documents/papers/icots8/ICOTS8_8F3_SHARMA.pdf
- Shays, C. (1999). *Preventing Teen Pregnancy: Coordinating Community Efforts*. Washington: U.S Government Printing Office.
- SIESUS. (2004). Sexuality Education. Retrieved 29 April, 2014, from <http://www.siecus.org/index.cfm?fuseaction=page.viewpage&pageid=521&grandparentID=477&parentID=514>
- Steelhammer, B. (2003, May). Dealing Effectively with Child Sexual Behaviors. Retrieved 8 July, 2014, from

<http://www.cwpsalem.pdx.edu/activityguide/appendix/dealingeffectivelychildsexualbehaviorproblems.pdf>

Stephenson, R. (2009). Community influence's on young people's Sexual Behaviour in 3 African countries. *American Public Health Association*, 99(1).

Subaiya, L. (2008). *Premarital Sex in India: Issues of Class and Gender*. Bangalore.

Retrieved from

http://www.eledu.net/rrcusrn_data/Premarital%20Sex%20in%20India-%20Issues%20of%20Class%20and%20Gender_0.pdf

Taylor, B., Sinha, G., & Ghoshal, T. (2006). *Research Methodology: A guide for researchers' in management and social sciences*. New Delhi.

Taylor-Powell, E., & Steele, S. (1996). *Collecting Evaluation Data: Direct Observation*.

Program Development and Evaluation. University of Wisconsin Retrieved from

<http://learningstore.uwex.edu/assets/pdfs/g3658-5.pdf>

Tayob, H. (2010). *Understanding primary school teachers' knowledge and attitudes around Hiv and Aids*. (Masters of Educational Psychology), Stellenbosch University.

Terre Blanche, M., & Durrheim, K. (2002). *Research in Practice: Applied methods for the Social Sciences*. Cape Town: University of Cape Town Press.

Tfayli, H., & Arslanian, S. (2007). The challenge of adolescence: hormonal changes and sensitivity to insulin. *Diabetes Voice*, 52.

Thaver, L. (2012, 25 October). Sexual and HIV/AIDS Education in South African Secondary Schools Retrieved 10 July, 2014, from <http://www.osisa.org/buwa/south-africa/sexual-and-hivaids-education-south-african-secondary-schools>

Thorne, S. (2000). Data analysis in qualitative research. *Evidence-Based Nursing*, 3(3), 68-70.

Van Deventer, K. (2008). Perceptions of Life Orientation teachers' regarding the implementation of the learning area in grades 8 and 9: A survey in selected Western

Cape High Schools. *South African Journal for Research in Sport, Physical Education and Recreation*, 30(2), 131-146.

Van Rooyen, L. (1997). *Sexuality Education in the Classroom*. Pretoria: Kagiso Publishers.

Wenger, E. (1998). Communities of practice: Learning as a social system. *Systems thinker*, 9(5), 2-3.

Woolfolk, A. (2010). Chapter 7: Cognitive Views of Learning *Educational psychology (11th ed.)*. Ohio: Pearson/Allyn & Bacon.

APPENDICES

Appendix 1: Letter from the Editor

28 Newberry Crescent
Summerfields Estate
Verwoerdpark
Alberton
1449

31 July 2015

TO WHOM IT MAY CONCERN

EDITING OF M.ED THESIS: SIVASHNEE APPALSAMY
STUDENT NUMBER: 209514003
SCHOOL OF EDUCATION
COLLEGE OF HUMANITIES
UNIVERSITY OF KWAZULU-NATAL

TITLE: EDUCATORS' EXPERIENCES OF TEACHING SEXUALITY EDUCATION IN THE F.E.T PHASE

I certify that I have edited the above thesis. The abstract, acknowledgements, dedication, chapters, conclusion and bibliography were addressed via text marked-up onscreen and verbal discussions. Editorial advice was provided throughout the thesis on the following aspects:

- matters of substance and structure
- paragraph and sentence structure
- language (including academic language, phrasing, labelling of figures and illustrations.
- font size, matters of clarity, referencing format, verbosity and circumlocution, voice and tone, grammar, spelling and punctuation.
- contextual issues
- presentation of content

Yours faithfully

MRS K. SEVNARAYAN

Appendix 2: Ethical Clearance Letter



27 June 2014

Miss Shvashnee Appalsamy 209514003
School of Education
Edgerwood Campus

Dear Miss Appalsamy

Protocol reference number: HSS/0565/014M
Project title: Educators' experiences of teaching Sexuality Education in the F.E.T Phase

Full Approval – Expedited

This letter serves to notify you that your application in connection with the above has now been granted Full Approval

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Forms, Title of the Project; Location of the Study, Research Approach/Methods must be reviewed and approved through an amendment /modification prior to its implementation. Please quote the above reference number for all queries relating to this study. PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

Best wishes for the successful completion of your research protocol

Yours faithfully

Dr. Shenuka Singh (Chair)
Humanities & Social Science Research Ethics Committee

/pm

cc Supervisor: Dr V Jaïram
cc Academic Leader: Professor Phuloha Mzimela
cc School Admin: Mr Thabo Mkhambu

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag 204001, Durban 4001

Telephone: +27 (0) 31 203 3887/8380/4007 Fax: +27 (0) 31 203 4999 Email: hssc@ukzn.ac.za / ethics@ukzn.ac.za
Website: www.ukzn.ac.za

1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE

Edgerwood Hlabisa College Medical School Pietermaritzburg Westville

Appendix 3: Turn-it-in Report

Turnitin - Internet Explorer

https://turnitin.com/newreport.asp?lang=en_us&id=540925063&ft=1&bypass_ci=1

preferences

turnitin

Processed on: 15-May-2015 8:07 AM CAT
 ID: 540925063
 Word Count: 30805
 Submitted: 2

Originality Report

Document Viewer

includes quoted include bibliography excluding matches < 10 words

mode: show highest matches together

Similarity Index: 5%

Similarity by Source:
 Internet Sources: 4%
 Publications: 1%
 Student Papers: 3%

Chapter 1 1.1 Introduction Sexuality Education has become a topic that is highly controversial in schools. This is because not all role players at the school level agree to the topic being explained in detail as they feel that it will promote and encourage early sexual intercourse amongst teenagers in school. The goal of Sexuality Education involves supporting learners in giving them correct information and facts about Sexuality. Moreover, it prepares students by means of approaches that will assist them to be responsible for their sexual behaviour, well-being and decisions they make regarding their sexuality. This chapter seeks to explain the research problem and aims of the study. Furthermore, it addresses how the research will be conducted in terms of research design, sampling, data analysis and ethical issues. 1.2 Background The topic of sex is a sensitive topic. Learners and educators are socialized into beliefs about sexuality and what ethical construction ought to administer people's sexual behaviour. Some people may deem sex as taboo for teenagers and some may deem it as a normal part of life for teenagers. Educators teaching sexuality education have specific beliefs and attitudes of

26

their own about sex and sexuality education and it is therefore vital to not let these impact adversely the sex education that they

transmit or communicate to learners. For example, if the educator considers that adolescents must not have sex until they are married (because of a religious or cultural belief), this does not suggest that educators should not teach learners important information about safer sex and contraception. Some educators are not even comfortable to mention the words, 'penis' and 'vagina'. This study therefore explores the experiences of educators teaching sexuality education in the Further Education and Training (F.E.T.) phase, what factors inform their teaching of sexuality education and why they experience the teaching of sexuality education in the way that they do. It examines how the educator transfers the content of the curriculum to learners and whether this type of communication is effective in teaching learners the values as stipulated in the Life Orientation policy. How educators teach sexuality education is important in assisting learners make responsible sexual choices. 1.2.1 Research Focus To determine what experiences educators have of teaching Sexuality Education in the F.E.T. phase, what informs their teaching of sexuality education and why they experience the teaching of sexuality education in the way that they do. 1.2.2 Study Aim The exploratory standpoint of this study aims to comprehend in what way

- 1% match (student papers from 10-Oct-2013)
Submitted to University of KwaZulu-Natal
- 1% match (Internet from 10-Apr-2012)
http://www.education.gov.za
- < 1% match (Internet from 05-Sep-2013)
http://conductingresearch.blogspot.com
- < 1% match (Internet from 02-Feb-2015)
http://www.researchgate.net
- < 1% match (Internet from 06-Mar-2010)
http://www.skeptron.jlu.uu.se
- < 1% match (student papers from 25-Jul-2013)
Submitted to Higher Education Commission Pakistan
- < 1% match (student papers from 20-Aug-2014)
Submitted to Embury Institute for Teacher Education
- < 1% match (Internet from 28-Mar-2014)
http://plato.stanford.edu

Appendix 4: Permission from Department of Education



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref:2148/1/177

Miss S Appalsamy
45 Zinnia Road
Welbedacht West
Chatsworth
4092

Dear Miss Appalsamy

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "EDUCATORS EXPERIENCES OF TEACHING SEXUALITY EDUCATION IN THE FET PHASE", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 June 2014 to 30 May 2015.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education:

Dumisani Makhaye High School
Savannah Park Secondary
Wingen Heights Secondary

Nkésinathi S.P. Sishi, PhD
Head of Department: Education

Date: 23 July 2014

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004. Fax: 033 292 3333
EMAIL ADDRESS: kehlogile.comnes@kzndoe.gov.za; CALL CENTRE: 0860 596 363;
WEBSITE: www.kzndoe.gov.za

Appendix 5: Letter to the School Principal and the School Governing Body

45 Zinnia Road
Welbedacht West
Chatsworth
Durban
4092

The Principal
Demat Road
Welbedacht West
Chatsworth
Durban
4092

Dear Sir/ Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH STUDY

I am currently a M.ED student at the University of KwaZulu-Natal (Edgewood campus). I hereby request your permission to conduct the research study at your school focusing on educators teaching sexuality education in Life Orientation in the Further Education and Training Phase. The research study is titled “Educators’ experiences of teaching Sexuality Education in the F.E.T phase”.

The research study requires conducting personal interviews to be held after school hours. Personal interviews will take approximately 30-40 minutes, and lesson observations will be conducted with each educator as per classroom time-table after the necessary arrangements have been made with the respective educator.

The data gathered will solely be used for this study and not for any other purpose. Educators are however, not obliged to answer any questions that they feel are not comfortable for them and are also free to withdraw from the study at any time. You are also ensured strict confidentiality of the school name, educators’ real names and their responses. After completion of the study, data gathered will be stored in the office of the supervisor at the University for safe-keeping for a period of five years and then it will be destroyed.

For further information, please do not hesitate to contact my course supervisor Dr Visvaranie Jairam at (W) 031- 2601438 (C) 0827700509 Email: jairam@ukzn.ac.za

Thanking you in anticipation

Sincerely

Miss S. Appalsamy

For any queries, kindly contact me at (W) 031-9211070 (C) 0745335407

Appendix 6: Letter to the Educator (Participant)

45 Zinnia Road
Welbedacht West
Chatsworth
Durban
4092

RE: REQUEST FOR CONSENT TO PARTICIPATE IN THE RESEARCH STUDY

Dear Educator

I am an M.ED student at the University of KwaZulu-Natal (Edgewood Campus). I hereby request your consent to participate in my research study titled “Educators’ experiences of teaching Sexuality Education in the F.E.T phase”. The research study entails conducting personal interviews after school hours, lesson observations, and questionnaires. Interviews will take approximately 30-40 minutes and lesson observations will be conducted as per individual educator’s time-table.

The data to be gathered will solely be used for this study and not for any other purpose. You are however, not obliged to answer any questions that you might feel uncomfortable with and you will be free to withdraw from the study at any time. You are also ensured strict confidentiality of your real name, school and response as pseudonyms will be used. After completion of the study, data gathered will be stored in the office of the course supervisor for a period of five years for safe keeping and then will be incinerated.

For further information, please do not hesitate to contact my course supervisor Dr Visvaranie Jairam at (W) 031-2601438 (C) 0827700509 Email: jairam@ukzn.ac.za

Thanking you in advance

Sincerely

Miss S. Appalsamy

SIGNATURE: _____ DATE: _____

For any queries, please contact me at (W) 031-9211070 (C) 0745335407

Appendix 7: Informed Consent letter

UKZN Edgewood Campus
Private Bag X03
Ashwood
3605

School of Education
College of Humanities

Dear Participant

INFORMED CONSENT LETTER

My name is Miss Sivashnee Appalsamy. I am an Educational Psychology Masters candidate studying at the University of KwaZulu-Natal, Edgewood campus, South Africa.

I am interested in learning about the experiences of educators teaching sexuality education in the F.E.T phase. The objectives of my study are:

- To identify the experiences of educators teaching sexuality education in the F.E.T phase
- To identify what factors informs their teaching of sexuality education
- To determine why they experience the teaching of sexuality education in the way that they do

Your school is my case study for the research that I am conducting. To gather the information, I am interested in asking you some questions.

Please note that:

- Your confidentiality is guaranteed
- The interview may last for about 55 minutes
- Any information given by you will not be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You will have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- Your involvement is purely for research purposes only, and there are no financial benefits involved.

I can be contacted at:

Email: 209514003@stu.ukzn.ac.za

Cell: 0745335407

My supervisor is Dr. V. Jairam who is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal.

Contact details: email: jairam@ukzn.ac.za Phone number: 0312601438

You may also contact the Research Office through:

Prem Mohun
University of KwaZulu-Natal
Research Office: Ethics
Govan Mbeki Centre

HSSREC Research Office,
Tel: +27 (31) 260 4557 E-mail: mohunp@ukzn.ac.za

I would greatly appreciate your voluntary participation in this research. Participation will be in the form of interviews, observation and questionnaires. If you agree to be part of the research please have the consent form below completed and returned.

Thank you for your contribution to this research.

DECLARATION

I.....(full names of participant)
hereby confirm that I understand the contents of this document and the nature of the research project,
and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Additional consent, where applicable

I hereby provide consent to:

Audio-record my interview / focus group discussion YES NO
Video-record my interview / focus group discussion YES NO
Use of my photographs for research purposes YES NO

SIGNATURE OF PARTICIPANT

DATE

Appendix 8: Semi-structured interview:

Depending on the interview sessions, questions may vary or may be added during the sessions to collect relevant information.

1. How long have you been teaching Life Orientation?
2. Do you think you have ample experience to teach the subject? Why?
3. Are you a specialist in Life Orientation? If not, what is your specialization?
4. Do you enjoy teaching the subject? Why?
5. What knowledge and skills would you expect learners to gain from this learning area?
6. How would you describe teaching Sexuality Education?
7. Do you enjoy teaching this area? Why?
8. Can you explain some of your experiences that you had with learners whilst teaching Sexuality Education?
9. What informs your teaching of the curriculum content?
10. Have you encountered any problems with teaching Sexuality Education? If so, what problems?
11. What do you think of the curriculum in terms of the content of Sexuality Education?
12. Do you leave out any content of Sexuality Education to teach learners? If so, what topics do you exclude and why?
13. If you had to change anything from the curriculum, what would it be?
14. If you had to exclude anything from the curriculum, what would it be?
15. Do you think your teaching methods are adequate? Why?

Appendix 9: Questionnaire

1. What grade of Life Orientation do you teach in the F.E.T phase?

Grade 10 Grade 11 Grade 12

2. Which topic do you enjoy teaching most?

Physical Education Career guidance Study skills

Social and environmental responsibility Sexuality Education

Democracy and human rights

3. Are you teaching Life orientation because you are forced to or because it is your specialization?

4. Do you enjoy teaching Life Orientation? Why?

5. How do you feel about the Life Orientation curriculum? Does it cover all aspects of life or not?

6. Do you shy away from or feel uncomfortable mentioning the words, 'penis' and 'vagina'? If yes, why?

7. Do you have any cultural factors that influence your teaching of Sexuality Education? If so, what might these be?

8. Is the curriculum limited in terms of Sexuality Education or does it consist of too much information about the topic?

9. Was there any occasion were you felt uncomfortable teaching Sexuality Education in the classroom? If so, in what way did you feel uncomfortable?

10. What would you think is the importance of Life Orientation? Do you think you are fulfilling the importance of the subject?

Thank you for your precious time😊

Appendix 10: Observation Schedule

School: _____

Learning Area: Life Orientation

Date: _____

Topic: Sexuality Education (Development towards adulthood/ Decisions regarding sexuality)

Describe the interaction between teacher and learners when development of the body is discussed in the classroom

Describe the pedagogical practices used when teaching physical and emotional changes of adolescence. How are these strategies effective or not effective in teaching sexual maturity?
