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**The Influence of Sexuality Education  
On Learners' Relationships**

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## **YOU TAUGHT ME**

*You taught me the names of the cities in the world  
BUT*

*I don't know how to survive in the streets in my own city*

*You taught me about the minerals that are in the earth  
BUT*

*I do not know what to do to prevent my world's destruction*

*You taught me to speak and write in three languages  
BUT*

*I do not know how to say what I feel in my heart*

*You taught me all about reproduction in rats  
BUT*

*I do not know how to avoid pregnancy*

*You taught me how to solve maths problems  
BUT*

*I still can't solve my own problems*

*Yes, you taught me many facts, and thank you,  
I am now quite clever*

**BUT**

*Why is it that I feel I know nothing?*

*Why do I feel I have to leave school to learn about coping with life?*

*(Rooth 1999)*

## **ABSTRACT**

Sexuality education is a controversial subject, which gave rise to many heated debates about whether sexuality education should be taught in schools. Many studies found that parents, although the primary educators of sexuality, were abdicating this very important responsibility. This led to their children seeking information from their peers and the media. A few children turned to their teachers whom they could trust. With the increase in teenage pregnancies, child rape and HIV/AIDS, the Minister of National Education, Prof. Kader Asmal, advocated that sexuality education should be taught in schools and not left solely to the parents. Hence, he mandated the implementation of sexuality education in schools in 2002. One of the vital components of sexuality education is teaching children about relationships, not specifically sexual relationships but relationships with significant others. An extensive literature survey revealed that there was a paucity of research in this area. Hence, this study investigated the influence sexuality education in schools was having on Grade 7 learners' relationships with parents, teachers and peers. Learners needed to communicate with their parents, teachers and peers on matters pertaining to sexuality as they experienced it, in order to improve their relationships. Schools were expected to use the whole school policy approach in implementing sexuality education in order to fortify the learners' relationships with others. The purpose of this study was to find out if implementing sexuality education in schools was improving learners' relationships with significant others.

Indian and Black learners from two schools in Tongaat, KwaZulu-Natal, were selected to participate in the study. Data were gathered by means of a questionnaire and selected semi-structured interviews. A qualitative and quantitative analysis of the results revealed that many learners were turning to same gender learners and Life Orientation teachers to talk to on matters pertaining to sexuality. However, they expressed feeling uncomfortable and shy when discussing sexuality related issues, especially with parents, other teachers and opposite gender learners. Most of the

learners preferred confiding in their mothers or female teachers on issues regarding sexuality. It was also found that boys and girls preferred to be separated during sexuality education sessions because they felt more at ease with their own gender peers. Overall, it was found that the whole school policy approach to teaching sexuality education was not very successful, as reflected in the variable responses to the influence of sexuality education on learners' relationships with others.

The findings of this study led to the following recommendations being made to the Department of Education: engaging in more intensive workshops to promote the whole school policy approach to teaching sexuality education in schools; devising a proper monitoring system to check the implementation of sexuality education in schools; engaging female Life Orientation teachers and screening sexuality education teachers. As the relationship between Life Orientation teachers and learners appeared to be positive, Life Orientation teachers could serve as facilitators to bridge the gap amongst all relevant stakeholders involved in the learners' education regarding sexuality. Other teachers could improve their relationship with learners by trying to integrate sexuality education into their learning areas, which would allow learners to develop rapport and trust with them when discussing sexuality issues. Most importantly, a suggestion was made to parents to form a partnership with schools to strengthen their relationships with their children. Children are bound to communicate more effectively with their parents about sexuality if they see their parents liaising with the schools and showing an active interest in their progress.

Finally, it must be noted that this study is not without limitations. The chosen sample was not representative of the entire population of KwaZulu-Natal. Therefore the results cannot be generalised. This study was also limited racially to Indian and Black learners.

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### **DECLARATION**

I, Maynapathee Naidoo, hereby declare that this dissertation which is submitted in partial fulfilment of the Master in Education Degree (Educational Psychology) is the result of my own investigation and research and that it has not been submitted in part or in full for any other degree or to any other University.

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21/04/2004  
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SUPERVISOR

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. Introduction to the study**

When discussing sexuality education, a common problem is understanding what the term “sexuality” means. In the past, sexuality was seen as the transmission of factual knowledge related mainly to the reproductive process. The current trend is a move away from this narrow outlook to a broader, all-encompassing viewpoint. Sexuality is the way we see ourselves as men and women. It includes our bodies, our feelings, our beliefs and values, our fantasies, the way we behave and respond, the way we dress, the decisions we make, our inherited characteristics, and our relationships with others (Planned Parenthood Association of South Africa in Vergnani & Frank, 1998).

Thus it can be seen that sexuality education is much more than just anatomical and physiological facts. It must, among other things, deal with feelings and behaviour, and teach skills in decision-making and problem-solving regarding relationship issues. Sexuality education is primarily the task of parents, but also the responsibility of all persons who have contact with learners. Sexuality education transmits factual knowledge to young people in appropriate ways in order to reduce problems arising from ignorance of their bodies and the nature of relationships. It has also been seen as a way of achieving sexual satisfaction without pathology or avoiding unwanted pregnancies (Burt & Meeks in Tshiki, 1994). It implies a deliberate intervention by a person who has knowledge regarding sexuality matters. It has to avail information, which will help learners to develop healthy relationships and make informed and responsible decisions. According to Van Rooyen and Louw (1994), by presenting family and sexuality education in the schools, education departments not only acknowledged the family as the primary educational institution, but also recognised one of the greatest principles of being human, namely, man’s sexuality and his distress and need for guidance in this regard.

Anecdotal evidence suggests that in the past, presenting sexuality education in the school was not part of the teacher's task in all the schools of South Africa. Many teachers felt that it was not their responsibility, but that of the parents. Furthermore, teachers avoided sexuality education because it was such a sensitive topic and they did not really have the courage or training to present it. They argued that talking about sex at school would make parents angry, would cause the pupils to become curious and sexually active at an earlier age or would increase teenage pregnancies and HIV-infection.

However, ignorance does not guarantee innocence and teachers felt a growing sense of responsibility regarding sexuality education, as problems like rape, sexual abuse, teenage pregnancies and AIDS escalated in the community. Teachers realised that sexuality education, responsibly presented, was one of the most effective ways to prevent these problems.

Finally, in 2002 sexuality education in schools became compulsory. It was addressed through the whole school policy approach. This meant that everyone involved in the child's education had to be included in the implementation of sexuality education. As learners would be interacting with others on matters pertaining to sexuality, a great deal of emphasis was placed on learners' relationships with others, rather than only on their sexual relationships. It is therefore important to study learners' relationships with others regarding sexuality and to examine what influence sexuality education in schools is having on learners' relationships.

## **1.2. Purpose of the study**

The purpose of this study was to investigate the influence of sexuality education in schools on Grade 7 learners' relationships with parents, teachers and peers. Grade 7 learners (age group 12 – 13 yrs) were chosen because this is a crucial period in their lives. The onset of puberty leads to much confusion, physical changes, frustrations and questions. This is when the learner needs the most support and guidance and sexuality

education will play a vital role. The critical questions that guided the study were as follows:

- What is the influence of sexuality education in schools on Grade 7 learners' relationships?
- How is sexuality education in schools influencing Grade 7 learners' relationships with parents, teachers and peers?
- Are boys' relationships influenced differently from girls' relationships by sexuality education in schools?

### **1.3. Rationale**

The Minister of National Education, Prof. Kader Asmal, mandated the teaching of sexuality education in schools in 2002. With the prevalence of HIV/AIDS, the increase in child rape and teenage pregnancies, it became imperative that schools made a contribution towards alleviating these problems. Each province in South Africa formulated policy guidelines and held intensive training workshops to prepare all teachers to teach sexuality education in all schools.

Although there is a vast data base of literature on sexuality education which focuses on issues like implementing sexuality education in schools; attitudes and perceptions of teachers and secondary and tertiary students; training of sexuality education teachers, and parents' attitude and perceptions; no known research focused specifically on the influence of sexuality education in schools on learners' relationships.

Thus it was found that a gap existed in the literature regarding the influence of sexuality education on learners' relationship with others. This study proposes to fill the existing gap by investigating the influence of sexuality education in schools on learners' relationships with others.

The results of this research will assist learners in making more informed decisions and successfully facing the challenges that confront them using the knowledge and experience acquired in sexuality education. Most of all, it is hoped that learners will communicate better and improve their relationships with parents, teachers and peers in matters pertaining to sexuality. The findings of the study will be useful to the Department of Education, Life Orientation teachers, other teachers and parents in helping learners to improve their relationships with others.

#### **1.4. Structure and organisation of the report**

##### **1.4.1. Methodology**

This research was an analysis of how sexuality education in schools was influencing Grade 7 learners' relationships. Data was analysed both quantitatively and qualitatively using questionnaires and selected interviews. Black and Indian Grade 7 learners from two schools in Tongaat, KwaZulu-Natal were chosen by cluster and purposive sampling to participate in the research. Results of the study indicated that sexuality education in schools was having a positive influence on learners' relationships with Life Orientation teachers, parents and same-gender peers. However, it was having a negative influence on their relationships with other teachers and opposite-gender peers.

##### **1.4.2. Outline of report**

**Chapter One** has provided a brief introduction to the study.

**Chapter Two** takes a look at a brief history of sexuality education in South Africa from the 1980s to 2002 as well as reviewing policies internationally. An extensive literature review was conducted. The review was categorised into the following themes: parent-learner relationships, teacher-learner relationships and peer-learner relationships.

**Chapter Three** covers the theoretical framework within which the study was conducted. Arising from theories of child development that encompassed models of psychosexual development, a conceptual model of whole school policy to address sexuality in children was developed. There are two aspects to whole school policy. Firstly, the child is seen in totality, hence educating the child meant not only imparting knowledge to the child but also attending to the emotional, psychological, physical and spiritual needs of the child. This involves engendering a close relationship with others, like parents, teachers and peers. Secondly, whole school policy focuses on integrating sexuality education across the curriculum as well as getting all stakeholders involved. These aspects are discussed in detail in chapter three.

**Chapter Four** focuses on the methodology used to conduct the study. A discussion of the research instruments, a questionnaire and selected interviews, is followed by an explanation of how the sample population was selected for the study.

**Chapter Five:** An analysis of data and the statement of results are included in this chapter. A detailed discussion of the results in relation to the critical questions on the influence of sexuality in schools on learners' relationships follows.

**Chapter Six** contains a brief summary of the findings of the study on the influence of sexuality education in schools on learners' relationships; limitations of the study; recommendations and suggestions for follow-up research.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

Parents are expected to discuss sexuality education with their children, but studies have found that many parents are abdicating their responsibilities. With the increase in the rate of HIV/AIDS infection, teenage pregnancies 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 Programme, which was then implemented in schools in 2002. It was hoped that by introducing sexuality education in schools, learners' relationships with significant others would improve, which in turn would help in reducing the rate of HIV/AIDS infection, teenage pregnancies and child rape. The intention of the researcher was to investigate how sexuality education in schools was influencing Grade 7 learners' relationships, as this is an area that has not yet been investigated.

The research was guided by the following critical questions:

- What is the influence of sexuality education in schools on learners' relationships?
- How has sexuality education in schools influenced learners' relationships with parents, teachers and learners?
- Are boys' relationships influenced differently from girls' relationships by sexuality education in schools?

The focus of this chapter will be on a brief history of sexuality education in South Africa, as well as existing policies on sexuality education internationally followed by a literature review.

## **2.2. Definition of terms**

In order to understand the term sexuality education one has to distinguish between **sexuality education** and **sex information**. What follows is a definition of the two terms.

### **Sex information**

“— is transmitted for the sake of imparting information without having education and moulding as an aim – values and norms are absent. Sex information can be dangerous and can lead to permissiveness and promiscuity,” (Van Rooyen & Louw, 1994, p. 25).

### **Sexuality education**

As the term sexuality education is problematic in defining, a number of definitions will be presented.

Stronck (1988, p. 88) defined **sexuality education** as “an instruction to develop an understanding of the physical, mental, emotional, social, economic and physiological aspects of interpersonal relationships; the physiological, psychological and cultural foundations of human development, sexual reproduction at various stages of growth, the opportunity for pupils to acquire knowledge about sexuality education which will support the development of responsible sexual behaviour. Through this process, the learner’s own family life is strengthened and a contribution to the enrichment of the community is made.”

“**Sexuality education** endeavours to provide the child with everything necessary to understand his sex role and to identify with it. It is obvious that the growth and development of the body, reproduction, birth and other related matters will form an important part of sexuality education,” (Van Rooyen & Louw, 1994, p. 25).

**“Sexuality education** is mainly a matter of education (guiding the child to responsible adulthood) and is always accompanied by values and norms. Education and moulding are the primary aims,” (Vergnani & Palmer, 1998, p. 4).

**“Sexuality education** is a lifelong process of acquiring information and forming attitudes, beliefs, and values about identity, relationships and intimacy. It encompasses sexual development, reproductive health, interpersonal relationships, affection, intimacy, body image, and gender roles,” (SIECUS in Vergnani & Palmer, 1998, p. 4).

From these definitions, it is clear that sexuality education involves much more than teaching about sex. The aim of sexuality education is to help learners develop a positive view of sexuality and of their bodies, provide them with the necessary information, assist them to clarify their values, teach them values and assist them to attain the skills needed to develop caring and considerate relationships, and also to make responsible, wise and informed choices. Sex information relates to the knowledge component of sexuality only, whereas sexuality education looks at the learner holistically and deals with not only the knowledge component but also the skills, attitudes and values involved in learning about sexuality. Positive relationships between learners and significant others will serve to enhance the learning process, especially regarding sexuality education which is the focus of this study.

### **2.3. Relationships**

In sexuality education, there is a clear distinction between a sexual relationship and a relationship with significant others. Children are in constant relationships with others (adults and peers) with regard to sexuality. The focus of this study is on relationships with significant others and not only sexual relationships. Satisfying interpersonal relationships are an important component of a healthy lifestyle. Caring relationships help individuals gain confidence and feel significant. This significance contributes to their experiencing meaningfulness and happiness in their individual lives (Doty, 1987).

Louw (Van Rooyen & Louw, 1994, p. 17) was able to distinguish the following relationships in the context of sexuality education:

- An adult-non-adult relationship based on acceptance, including accepting the child's sex as a girl or a boy.
- A dialogue relationship of togetherness, love, bodily contact and accepting mutual responsibility.
- A relationship of trust without which education would not be possible as it provides security. It also provides for the example of the parents, which is decisive in sexuality education, as well as the example of norms and values, love for each other and individual sexuality.
- A relationship of authority in which parent and child are obliged to obey the authority of the norms that give meaning to a person's life as a man or a woman and in which a child learns to use his freedom with responsibility, to choose what is right, of his own accord, in a situation where he is confronted with a moral-ethical choice regarding his sexual life.
- A relationship of knowing, in which parent and child really learn to understand one another and in which the child is guided towards knowing and understanding his world sphere. Furthermore the child's curiosity about his sexuality is acknowledged and his questions in this regard are answered in a normative and responsible manner. In this way the cognitive aspect (exploration and experiencing) of the child as a sexual being is determined.

Louw's identification of relationships in the context of sexuality education led to the following criteria, under the heading Relationships, being included in the South African curriculum for sexuality education:

- Prejudice and stereotypes
- Developing leadership skills
- Team building
- Family and siblings
- Peers/friendships

- Group dynamics
- Peer pressure
- Need to belong
- Understanding cultural differences
- Dealing with authority (child-adult relationships)
- Relating to members of the immediate and broader community (Van Rooyen, 1997, p. 46)

The above was indicative of the importance that relationships with others played in the lives of children's quest for sexuality. Thus relationships became a core issue in the sexuality education programme for the Senior Phase (Vergnani & Frank, 1998).

Communication is a key ingredient in the formation of relationships. Nobody lives in isolation. Contact between people is inevitable and imperative. How positively people treat others, react to others or communicate with others is the key to a happy and balanced life. Communicating about sexuality and its related problems to others, especially parents and teachers, should help the child to cement these relationships. This fulfils one of the prime intentions of including sexuality education in the school curriculum.

#### **2.4. History of sexuality education in South Africa**

During the past few decades, education authorities all over the world have acknowledged children's needs with regards to social pathologies (child molestations, abortion, rape, pornography, sexually transmitted diseases, etc.) and have taken active steps by means of various programmes to combat this problem. In South Africa the problem has also been identified and "**Cherish our Youth – 2000**" is a direct result of the education authorities' concern in this regard. In order to protect our children, it has been decided to include family and sexuality education in the curriculum and to make available expert educational services for schools, as well as to train teachers for this purpose (Louw, in Van Rooyen & Louw, 1994).

In response to the enormous need for family and sexuality education for the children of South Africa, some education departments have been offering family and sexuality education programmes since the beginning of the eighties. This was done in an effort to satisfy the needs of society. The unique problems of the youth of South Africa also led to various investigations in this regard. According to Van Rooyen (1997, p. 11) in 1990 the “Report of the Investigating Committee: Cherish our Youth - 2000”, was published and in this report specific recommendations were made concerning family and sexuality education in the school context.

Harilal (1993) stated that in 1993, The House of Delegates: Department of Education and Culture, introduced Health and Family Life Education only in the primary school curriculum, which included sexuality education, child and drug abuse, and nutrition education. At this stage, it did not cater for the pupils in the secondary schools who also needed a formal sex education programme. However, in 1995 South Africa ratified the UN Convention on the Rights of the Child. This meant that South Africa agreed to implement sexuality education and to focus on issues like sexuality and HIV/AIDS.

Thereafter, sexuality education in schools became compulsory in all government schools in South Africa from 1 January 1996 (Van Rooyen, 1997). With the escalation of HIV/AIDS, The Minister of Education, Prof. Kader Asmal, took a firm stance in ensuring the implementation of sexuality education in all schools. This was evident in the following extracts taken from two of his speeches.

In relation to learners, we have strengthened our focus on **Sexuality and our Life Orientation/Life Skills Learning Area in Curriculum 2005** so we can develop in learners, the skills, knowledge, values and attitudes necessary for effective and responsible participation in a democratic society. We are hoping to produce a new breed of learners with not only the skills that are necessary but also the confidence and the attitude to command respect from others. (Asmal, 2002, p. 3).

Since my ministry declared HIV/AIDS a priority three years ago, we have mandated as part of Curriculum 2005, a programme of life skills and HIV/AIDS in all our schools. We need to make more rapid progress in this area, continuing to refine the curriculum content, producing the learner support materials, training our teachers, establishing this as a professional component of our teacher education programmes. We cannot afford to be slack about this. The lives of children may depend on the education we can give them in this area. (Asmal, 2002, p. 5).

In response to the Minister of Education's instruction to urgently implement sexuality education in schools, Poulter (2002) did a quick poll of the ladies in a bank, the men in a local workshop and two organisations involved in the care of children in Durban. She found that none of the respondents agreed with sex education being part of the curriculum. According to Poulter (2002, p. 9), "Not one felt that sex education was unnecessary, but all, without exception, felt there was no place for it in primary schools. About a third felt it was okay in high schools."

However, this did not alter sexuality education from becoming firmly entrenched in the Life Orientation learning area offered at all schools up to the General Education And Training (GET) level.

## **2.5. Sexuality education in other countries**

On examining sexuality education in countries like the Netherlands (The Netherlands, 2003), the United Kingdom (Sex and relationships, 2003), Scotland (Report on, 2003), Ireland (Relationships and sexuality, 2003), and the USA (Cassell & Wilson, 1989; Does sex education work?, 2003; Van Der Elst, 1993), it was found that over the years there was a shift from sex education (which focused on information only) to sexuality education (which focused on knowledge, skills, attitudes and values). This change, which was pre-empted by the alarming increase in teenage pregnancies, child rape and the prevalence of HIV/AIDS in all the countries stated above, was very similar to the trend in South Africa. These countries also placed strong emphasis on relationships, not only

sexual relationships but also relationships with others. They found a need to look at how children related to their parents, teachers and peers with regards to sexuality and ways of improving these relationships. Individual studies will be discussed further in the literature review.

## **2.6. Literature review**

The existing research on sexuality education in schools has been based on

- Secondary school learners to a large extent (Gogo, 1997; Goosen, 2001; Owens, 2000).
- Training teachers to teach sexuality education in schools (Maddock, 1997; Tromp, 1997; Smit, 1997; Van der Elst, 1993; Van Rooyen & Louw, 1997).
- Teacher's attitudes and perceptions towards sexuality education (Goliath, 2002; Louw, 2000; Sithole, 1998; Vergnani, 1993).
- Teaching strategies for sexuality education in the primary schools (Kay, Hassall & Gray, 1991; Van Rooyen & Louw, 1994; Vergnani & Frank, 1998).
- Parents and sexuality education (Campbell, 2002; Giddy, 1999; Mathebula, 2001; Mshanga, 1999; Swana, 2000).
- Implementing sexuality education in schools (Brinks, 1994; Harilal, 1993; Hlalele, 1998; Page, 1991).

A large volume of research literature relating to the study of adolescent and young adult sexuality was readily available. Researchers have considered, amongst others, the influence of variables such as gender, socio-economic status, religion, family relationships, television, nationality and social networks on sexuality knowledge, attitudes and behaviour (Harilal, 1993; Hlalele, 1998; Makanya, 1993; Seydel, 1992).

In comparison with the plethora of survey research about aspects of adolescent sexuality, no known studies have focused directly on what influence sexuality education in schools is having on learners' relationships. It is intended in this review to re-examine these



studies, which have alluded to the influence on relationships while seeking to explain other factors involved in sexuality education.

#### **2.6.1. Parent – learner relationships**

According to Scholz (Cassell & Wilson, 1989) elementary sexuality education begins at birth. Parents communicate their sexual values to their children indirectly and non-verbally during daily interactions among family members. A parent is in the best position to help a child make wise choices about sex. Many of the researchers in the literature reviewed concurred that parents were the primary educators of sexuality education (Bailie, 1991; Etsane, 1997; Van Rooyen, 1997; Van Rooyen & Louw, 1994; Wattleton in Seydel, 1992). Research done by Van Rooyen and Louw (1994) has indicated that the relationship with the parents and the measure with which parents meet their educative obligations, have a direct link with the child's sexual behaviour. He found that a close, warm relationship between parents and learners would not only facilitate conversation considerably, but would also prevent learners from seeking information from others who often step in too late or use an incorrect approach. Parents who discuss sexuality with their children develop a sound relationship with their children. This has been confirmed in studies done by Hlalele (1998) and The Centres for Disease Control (CDC) in the USA (How to talk, 2001): discussion about sexuality between parents and learners would strengthen their relationship.

What parents failed to realise was that by not talking frankly about sex, they were overemphasizing its importance by according it a magical, non-natural quality, and it therefore became all the more attractive and fascinating. McCabe (Makanya, 1993) expressed divergent views about sexuality education and its implications on parent-teen relationships. These ranged from fear that liberty would be mistaken for permission; that sex talk would stimulate the sex act even if its goals were to teach self-control. However, in a survey conducted by Africa Strategic Research Corporation and the Kaiser Family Foundation (Did you know, 2003), 86% of parents disagreed that talking about sex, sexuality and relationships encouraged young people to have sex. This study showed that

parents were aware of the need to discuss sexuality with their children, which was an important factor in strengthening their relationship with their children.

However, it was found that poor communication between parents and learners (Etsane, 1997; Hlalele, 1998; Papalia & Olds, 1982; Wattleton in Seydel, 1992;) weakened the relationship between parents and learners. According to Etsane (1997), adolescents in her study have indicated that they preferred their parents as resources of sexuality, and that their major sexuality need was “communication with parents”. Even though parents were the least sources of information concerning sexuality issues, the majority of respondents in her study (22,3%) preferred parents as their primary source of sexuality information. This further emphasized the need for communication between parents and learners in order to strengthen their relationship.

In the parent’s aspiration for economic prosperity, higher status and social improvement, it has been found that they are not fulfilling their role as sexuality educators as they often neglect their duty in raising their children. It seemed as if parents shirked their obligations, especially as far as biological and physiological information were concerned. Various reasons were given for parents’ silence and neglect: the sensitiveness of the topic; embarrassment; bashfulness, inhibition and discomfort; a lack of knowledge and attunement by the parents as well as a lack of sensitivity towards the child’s distress and his need to be guided in sexual matters in particular; fear that knowledge will lead to experimentation; telling too little too late and setting a negative example at home (Cassell and Wilson, 1989; Hlalele, 1998; Papalia & Olds, 1982; Rice in Etsane, 1992; Van Rooyen & Louw, 1994). These were some of the issues that were found to have a negative impact on the relationship between parents and learners.

According to the CDC, U.S. Dept. of Health and Human Services (What you should know, 2001) as well as Matthews (1995), most parents still avoided the issue of sexuality education – or unintentionally handed down harmful myths and fear. Concerns regarding misconceptions, harmful myths and fear being passed on from parents to their children were addressed. Hottois and Milner (1975) found that parents were too emotionally

involved with their children to be objective educators regarding their values and behaviour. Several studies (Hottois & Milner, 1975; Jackson in Seydel, 1992; Matthews, 1995; Wyness, 1996) found that parents were not ideal sexuality educators, hence the need for schools to play an active role in sexuality education. What was not indicated in these studies was, how the school, adopting the parent's responsibility, would affect parent-learner relationship.

Dallas (Van Rooyen & Louw, 1994) attributed many behavioural problems of teenagers to inadequate parent-child relationships. Makanya (1993) found that very few adolescents were able to use the skills learnt in sexuality education in improving parent-teen relations. Most of them had problems using these skills wherever parents were involved. One of the intentions of the current study was to probe this issue further, to see if parent-learner relationship has improved with sexuality education being made compulsory in schools.

Studies have indicated evidence that learners wanted to communicate with their parents about sexuality in the hope of improving their relationships with them. However, several factors, as explained above, have impacted negatively, resulting in poor relationships between parents and learners.

#### **2.6.2. Teacher – learner relationships**

There is no doubt that the single, most important aspect of the school situation in terms of influencing adolescent attitudes as well as success at school, is the teacher who is also the most important determinant of the success or failure of a sexuality education programme (Sapire in Etsane, 1997; Tatum in Cassell & Wilson, 1989; Van Rooyen, 1997). A sexuality educator should be someone who enjoys working with young people, someone who is liked and respected by them. It is important that the learners should be able to relate well to the educator, as this will encourage greater honesty and discussion in the class (Vergnani & Frank, 1998). A study of health education in Scotland (Report on, 2003) suggested that teachers felt they were the most appropriate source of health education for young people. There was a general recognition that on-going professional

development was needed to sustain teachers' confidence in delivering effective sex education. Outside speakers served the purpose of up-dating teachers' expertise and subjecting pupils to appropriate contact with health professionals within the controlled context of a school programme.

Van Rooyen and Louw (1994) and Van Rooyen (1997) have extensively researched the training of teachers to teach sexuality education. According to Van Rooyen (1997, pp. 23-24), the sexuality education teacher should meet the following requirements:

- A positive life philosophy
- A positive and enthusiastic outlook on life
- A person with sober habits and a healthy and positive approach to life
- A happy marriage and family life, should the person be married
- A healthy heterosexual orientation
- A positive attitude regarding the teacher's own sexuality (accepting, appreciating, a sense of pride, easy-going, mature, integrated)
- A positive attitude regarding the sexuality of others (acceptance, respect)
- The ability to command respect, foster confidence and to establish and maintain a relationship of real trust
- Understanding the child's quest for answers to questions
- The ability to discuss a problem frankly and honestly
- The ability to appear comfortable when using the correct terminology
- The ability to lead group discussions and to effect meaningful group interaction
- The ability to be humorous without being vulgar
- A sensitivity for the distress and needs of others
- Sympathy for and understanding of children's problems in general
- Understanding the problems that occur in all the stages of physical and emotional development and the ability and willingness to assist
- Satisfactory teaching experience
- A unique but exceptional teaching style
- Being able to create a relaxed but disciplined classroom atmosphere

- Knowledge and interest in the field of family and sexuality education
- Enthusiasm and assent to receive further training in this field

These characteristics will serve to forge a closer relationship between the teacher and the learner.

Van Rooyen (1997) recommended that the teacher presenting the content be the same gender as the group of pupils, as this would not only enable them to feel more comfortable and dare to participate, but would also help them to identify more readily with the teacher. This is of particular importance where a parental figure is lacking: the teacher becomes the important role model and identification figure.

Despite several studies pointing to the suitability of teachers as sexuality educators in studies done by Bailie (1991); Hlalele (1998) and Matthews (1995), it was found that pupils were apathetic towards teachers filling the role of sexuality educators, as the pupils felt that teachers did not respect their confidentiality, and that exposing one's personal problems to a teacher would affect the relationship with that teacher in other classes. It was apparent that pupils lacked a trusting, respecting relationship with many of their teachers. A trusting relationship would appear to be particularly important in the field of sexuality education, where the aim is to influence behaviour. Unless teachers develop a mutually respectful and trusting relationship with pupils, they will remain unsuitable for the role of facilitating sexuality education. According to Matthews (1995) girls were especially critical of the teacher as sex educator and according to Hlalele (1998) the majority of learners (55,8%) in the sample he studied indicated that they do not discuss their sexual relationships with their educators.

Furthermore, a study of health education in Scotland (Report on, 2003) found evidence that sex education could be ineffective whenever:

- teachers lacked confidence and up-to-date knowledge and therefore credibility with pupils;
- pupils felt embarrassed about discussing sex education in school or seeking confidential individual advice from a health professional; and

- schools lacked clear arrangements for teachers providing sex education and responding to parental concerns.

This study also found that even where teachers had received intensive training, there was evidence that their own perceptions of their teaching did not relate closely to observed effectiveness. From the above, it is evident that the selection of suitable staff to teach sexuality education could be as complex as it is critical.

The literature reviewed indicated that a strong relationship could be fostered between teacher and learner. However, several studies found that this was not the case. What emerged from the studies was that the strength of the relationship depended on the sexuality education teacher's characteristics and degree of training.

### **2.6.3. Peer - learner relationships**

One of the main developmental tasks of an adolescent is indeed to get to know and acknowledge his sexual needs in order to handle them in a responsible and socially acceptable manner (Van Rooyen & Louw, 1994). According to Schiller (1977) during adolescence, peers were instrumental in influencing the adoption of one's value system. The adolescent received feedback about his abilities, values, attitudes and behaviour, which he could reinforce or revise. He was aided in his development by his age-mates and, depending on the level of his maturity, he would be able to select appropriate norms and adopt a suitable value system.

Teenagers feel comfortable with their peers on whom they can rely and whose judgements are respected. They are sources of information and advice, and they provide norms on aspects relating to social behaviour, dress, sex, drugs or school. Consequently, teenagers learn to develop their own value system and moral standards. In this way peers function as an important socializing agent in assisting youth in their personal development towards adulthood (Berns, 1985).

The close relationship between peers, as reflected in the many studies, indicate that most teenagers turned to their peers as sources of information on sexuality education (Banks & Wilson in Makanya, 1993; Dusek in Etsane, 1997; Hlalele, 1998; Kagan in Seydel, 1992). Banks and Wilson (Makanya, 1993) found that friends were preferred over teachers and school counsellors as sources of information. Likewise, Hlalele found that most learners (86,2%) preferred to discuss their sexual relationships with their peers/friends and a survey by Africa Strategic Research Foundation and the Kaiser Family Foundation (Did you know?, 2003) found that 65% received information from their friends.

However, Gagnon (Seydel, 1992) felt that appropriate and correct knowledge about the processes and sources of sexual activity and how they relate to personal conduct was often unavailable to adolescents. Although peers were sources of information on sexuality, it was found that their information was often clouded with myths and errors, misleading, inaccurate and incomplete (Dusek in Etsane, 1997; Hlalele, 1998; Kagan in Seydel, 1992).

Although peers appeared to be the main source of information Greathead (Seydel, 1992) claimed that one of the main problems in teenage relationships was that they generally did not communicate their feelings about sex to each other. The result was that many engaged in a sexual relationship for which they were not ready. Girls often found it difficult to reject a boyfriend's request for intercourse for fear of losing him (Lewis & Lewis, in Seydel, 1992). They also found it difficult to communicate to the boyfriend that they were not ready for sex.

According to Harilal (1993) most adolescents usually conformed to the norms of behaviour imposed by their peers for they looked to their contemporaries for direction and approval in various situations. Consequently, peer relationships have to be positive, healthy and constructive for personal values are shared among its members. The formation of relations is a fundamental aspect of man's socialization process.

Most young people wanted to relate to others and to form stable, mature and intimate relationships with mates of both sexes (Harilal, 1993). Ferron (1990) also found that teenagers mingled freely and intense relationships were formed with the same sex mates as well as across sex lines, that is, interpersonally and intersexually. Initially, adolescents befriended and formed successful social relations with members of their own sexes in order to familiarize themselves with the social environment. Because he did not want to be rejected and ostracised by his peers, he later adopted the stereotyped sex-roles by forming heterosexual friendships, whereby mature and intimate meaningful relationships were established. Rogers (Harilal, 1993, p. 48) found that cliques were thus “filters for parental norms” by reinforcing parental values and standards of behaviour when they exerted social pressure on their members to develop stable identities and to become emotionally involved with males and females of the opposite sex. These findings showed that initially children formed same sex relationships, which they found comfortable and as they approached adolescence they engaged in heterosexual relationships.

Preston-Whyte (Etsane, 1997) suggested that, in order to promote a positive, helpful influence concerning their own sexuality education, it was imperative that teenagers themselves be involved in their own programmes to deal with their sexuality. Matthews (1995) discovered in her study that children would prefer someone out of their peer group to guide them. However, the ability of the adolescents to use the skills learnt from sexuality education programmes tended to vary according to varied situations. Makanya (1993) found that adolescents were able to use these skills effectively in contending peer pressure, which would be of assistance in educating others.

We have recognised that preventing the spread of HIV will not be achieved only by teaching lifeskills in the classroom as required by the curriculum. Preventive measures must be taken to include peer education programmes, by the youth for the youth with strong adult management and support base. (Asmal, 2002, p. 11).

This statement indicates that the Minister of Education was also in favour of peer education.



According to studies done in Scotland (Report on, 2003) it was found that peer education was being developed in schools, but some shortcomings did exist. Peer education had not been subject to adequate evaluation and as a result there was little detailed knowledge of how peer education operated and at which level. It was argued that in the light of little conclusive evidence, the premise that young people would be more effective in their behaviours when educated by a peer rather than other sources should be 'treated with caution'.

The literature review of peer relationships has shown that a very strong bond exists between peers, to the extent that peer education on sexuality is being considered. No study was done on the strength of relationships between opposite-gender peers.

## **2.7. Conclusion**

In summation, a review of the literature has helped to establish the degree of influence on learners' relationships with others in sexuality education. The child is always a child-in-education and therefore is always in a relationship with and under the guidance of an adult. The child (every person) has an intense need for affiliation, which means that he or she does not exist or is unable to survive in this world as an isolated being, he or she is part of the human race. The child physically and psychically grows from the time he or she is born, so that he or she will ultimately fit in and adjust to a particular society, culture group, work and life circle, community and family in an obliging and meaningful way. Experience lays the foundation for establishing relationships with other people and it enables the child to become involved with reality and reach reality (Van Rooyen, 1997).

According to Harilal (1993), it is important that the adolescent establishes a healthy, positive identity and feelings of self-worth for he wants to be accepted and esteemed by himself as well as by others. In this respect, interpersonal relationships and the

evaluations made by others have a considerable effect on the development of the self-concept.

The current study is based on the principle of totality applicable to the child more especially relationships with significant others. This constitutes one aspect of the whole school policy, which is the framework within which the study was conducted. Hence, the next chapter will focus on the conceptual model of whole school policy, which is currently being practised to address sexuality education in South African schools.

## **CHAPTER THREE**

### **THEORETICAL FRAMEWORK**

#### **3.1. Introduction**

The most influential perspectives on educational policy and practice continue to draw on theories of child development, which encompasses models of psychosexual development. In the majority of these frameworks there is a notion of sexuality as an innate, biologically determined, form of behaviour, which develops through “natural” and universal processes, particularly during childhood and adolescence. It is the combination of this definition of the sexual and biologically defined frameworks, which have determined the way sexuality has been handled in schools. Where it has been addressed through sex education, the information given has been about biological functioning, seldom have the range and diversity of children and young peoples’ concerns and experiences being reflected.

Research done by Kelly (Arnot & Barton, 1992) has shown that the content of most current sex education programmes confirmed that the focus remained almost exclusively on reproduction and disease; on sex (heterosexual) not sexuality. The gap between the experiential world of children and young people and what sex education offered remained a yawning one.

Sexuality is an integral part of the human personality and it has biological, psychological, cultural, social and spiritual dimensions. The change from sex education to sexuality education is a reflection of this and can be based on a number of models. This research focused on the model adopted by the South African Education System, namely, a whole school policy, which emerged from the Gestalt theory.

According to 18<sup>th</sup> and 19<sup>th</sup> century psychology (Van Rooyen, 1997), the human intellect, emotions and will were regarded as separate capacities and one or more of them was to

be selected for special attention during education processes. The German psychologist, Max Wertheimer, countered this belief. He used the word Gestalt, meaning, “form” or “shape”, to underscore his belief that we perceive wholes rather than combinations of individual elements. This gave rise to the Gestalt theory, which maintained that we perceive and think about wholes rather than simply combinations of separate elements. A famous tenet of Gestalt psychology asserts, “The whole is different from the sum of its parts” (Sdorow, 1993, p. 13). This principle was applied to the education process and today it is a well-known fact that human beings learn holistically and not in parts. In the past, education focused entirely on the human intellect, involving the imparting of knowledge. Today, the focus is on a rounded educational programme involving the imparting of knowledge as well as the development of skills, attitudes and values, which is reflected in the conceptual model of whole school policy.

Some of the questions, which whole school policies ought to address, are:

- How are incidences of harassment and bullying, which occur in schools, being dealt with?
- Does policy on this and other related areas cover teacher/pupil relationships?
- Do children trust that they will be listened to, believed and taken seriously?
- What images of the male/female body are perceived in textbooks, posters, artwork and graffiti?
- How is apprehension and trauma related to menstruation being dealt with?
- What information and resources are available about sexual abuse? Are they accessible?
- What policy exists to mobilise action when a child tells about sexual abuse?
- What role should a teacher who a child chooses to confide in, play in subsequent events?
- Does the policy address issues relating to race, culture, disability and sexuality?

Integrated whole school policies which are not bound by sex education only, offer the most promising alternative. There is need for a change in approach, which will enable

children and young people to question rather than accept the existence of child sexual abuse, domestic violence, rape, sexual assault and sexual harassment.

### **3.2. Whole school policy**

Prior to 1995, sex education was generally taught in isolation as opposed to part of the school curriculum as a whole or as part of another school subject (Seydel, 1992). According to Seydel (1992) sex education should not be taught in isolation, but rather be part of a general lifeskills programme which should be incorporated into the school curriculum.

Because of the complex and sensitive nature of the content, sexuality education should be recognised as a separate field of study within the framework of personal education as a facet of education for living. The content of the pupil programme should concur closely with topics in other subjects, for example, Biology. The supplementary content, when handled by a competent teacher, will contribute to achieving the aims of the sexuality programme. Every educative task in the school aimed at guiding the child towards adulthood, should by implication also be aimed at educating the child to fulfil a male or female role in adulthood. The ultimate aims of sexuality education should therefore be contained in everything that is undertaken in the school as a whole. The aims of sexuality education will be achieved if every teacher, by way of his or her example and behaviour, is a true and worthy example of being a man or woman (Van Rooyen & Louw, 1994).

Teachers act as supplementary parents and should therefore educate and teach according to the needs, values and norms of the particular community in whose service the school stands. In Sexuality Education, children are educated to function independently as responsible adults within particular sex roles in a specific community. Clashes and disharmony between pupil and community will lead to unnecessary tension between parents, teachers and the teaching authorities. It should be kept in mind that Sexuality Education is a sensitive and controversial subject field which touches upon biological, ethical, moral and behavioural aspects, to name but a few. It should also be considered

that the South African community is a complex combination of unique groups, which are characterised by a variety of ethnic groupings, religious convictions and political views. Teacher training should therefore accommodate the different value systems, religious convictions, cultural diversity and traditions (Van Rooyen, 1997). The school must form a bridge between the safety and intimacy of family life and the formal and businesslike community. It offers the child the opportunity of working and living with others (also members of the opposite sex). Therein lies the value of co-education schools.

Man indisputably functions as a total being. Each thought or action is a result of the harmonious integration of all the facets of being human. Based on this, the educator should educate the child in totality. This implies that the educator should not absolutise a single facet of being human in any lesson. In the same way, sexuality should always be treated within the framework of man in totality and in relation to the other facets of being human. Sexuality comprises only one of the facets of the child and learning contents should reflect this (Van Rooyen, 1997).

As an education system is inseparably involved in the total education of the child, and in all his or her facets as a human being, schools have an important task and responsibility regarding family and sexuality education. Because of this, an education system is directly involved in the extensive negative results of broken marriages, unhappy families, sexual activities among young people, and the problem of schoolgirl pregnancies. Children trapped in these problem situations experience distorted human relationships, which in turn manifest in their own irregular behaviour. This affects the pupil's ability to fully benefit from the teaching received in school, making it nearly impossible to realise his or her full potential and he or she may then enter the adult world with a bleak perspective on the future (Van Rooyen & Louw, in Van Rooyen, 1997).

### **3.3. Where does sexuality education fit into the new curriculum?**

If it is to be effective, sexuality education should not be taught as an isolated subject, but should be an integral part of a comprehensive health and life skills education programme. It should start in Grade 1 and continue to Grade 12 and beyond. To achieve the greatest

impact, sexuality education should probably be taught as a part of Life Orientation, as well as across the curriculum. This means that it should form part of every area of learning (Vergnani & Frank, 1998). Pupils involved in sexuality education should clearly perceive how all the sections or aspects of the subject are leading them in one direction, namely, mature manhood or womanhood. The fundamental link and relation between the different sections or aspects of the subject, as well as sexuality education's link with all other subjects, should be clear to them, so that the entire school programme forms a unit, or a whole.

### **3.4. Sexuality education as part of different areas of learning**

It is often going to be difficult to be allocated enough time on the timetable to teach sexuality education. One of the ways to ensure that it is being taught, is to integrate sexuality education into other areas of learning. The most obvious areas are language, literacy and communication, human and social sciences, natural sciences and life orientation. (Vergnani & Frank, 1998). Refer to Appendix C for an example of integration.

### **3.5. The principle of totality applicable to the child**

The principle of totality in this regard refers to the child as a whole person. A child is often viewed mainly as a body, a sexual being. Hurleck (Van Rooyen, 1997, p. 75) stated, "In the pattern of development, there is a marked correlation between physical, mental, social and emotional development". In the presentation of a lesson the teacher should never deal with only one aspect of the child, but should treat the child as a total being who learns, reacts and behaves holistically and who has to be addressed and educated as such. When the important relation between emotional and sexual functioning during puberty, adolescence, adulthood and marriage is considered, it becomes clear how important it is to educate the child as a total being if we expect him or her to have a well-balanced and integrated personality as an adult. According to Howell (Harilal, 1993, p. 52) "sexuality suggests that sex is firmly embedded in one's total personality as a male or

female, it concerns itself with the total self-development of the person.” Research (Kruger, in Van Rooyen, 1997) has indicated that, although teenagers often lack knowledge of their own sexuality, it is mainly their emotional problems related to their sexuality that trouble them most (Van Rooyen, 1997). Every educative task in school aimed at guiding the child towards adulthood should, by implication, also be aimed at educating the child to fulfil a male or female role in adulthood. The ultimate aims of family and sexuality education will be achieved if every teacher by way of his or her example and behaviour, is a true and worthy example of being a man or woman (Van Rooyen & Louw, 1994).

The Minister of Education, Prof. Kader Asmal, further stressed the importance of whole school policy when he said:

Every sub-sector within education, and every educator, from village teacher to university professor, must become aware that they have a role to play in creating a cycle of preventive education and care that goes out from learning institutions to communities and back again to the institutions. And in making this happen, the involvement of women – mothers, wives, daughters and sisters – along with boys and men is crucial. Within this framework, we must commit ourselves to supporting and developing our teachers, without whom the education system could not work. (Asmal, 2002, p. 12).

The Planned Parenthood Association of Southern Africa agreed that sexuality education should enable adolescents to adopt lifeskills that will assist them in developing healthy attitudes, values, communication skills and decision-making skills with regard to their sexual development (Sex Education Update, in Seydel, 1992).

### **3.6. Who should be involved in sexuality education and what are their roles?**

Whole school policy, put simply, involves everybody who interacts with the child in the course of sexuality education, that is, the whole school community.



The principal and his management team should support the provision and development of sexuality education by providing leadership and adequate resourcing. The designated sexuality education facilitator should maintain an overview of sexuality education and have overall responsibility for its development. All teachers are involved in the school's sexuality education provision. Some teach sexuality through the Life Orientation programme and some through science and other curriculum areas. Non-teaching staff can be involved in a supportive role in some sexuality education lessons and also play an important, informal pastoral support role with learners. The school governing body have responsibilities for school policies. They should be consulted about the school's sexuality education provision and policy and have regular reports at their meetings. According to Rosenberg (Cassell & Wilson, 1989) parents must be involved at every stage of school sexuality education, from the initial planning through course implementation and evaluation. The school should seek and take account of parents' views and endeavour to adopt a partnership approach with parents. This will periodically include information/education workshops for parents. The school nurse plays a key role in sexuality education both in terms of input into lessons and provision of pastoral support for learners. The school should work in ongoing consultation and partnership with the school nurse. Outside agencies and speakers are also involved as important intervention to sexuality education lessons and as points of referral as support services for learners. Lastly, learners themselves, according to age and circumstance have an entitlement to appropriate sexuality education and to pastoral support.

The Minister of Education was very emphatic about the implementation of whole school policy in the teaching of sexuality education in schools. He said:

One of the things we are becoming aware of is that communities and the schools need to be speaking the same language, if learners are to adopt positive and responsible lifestyles. Otherwise what goes on in the community runs counter to what is communicated in the school. Thus, the HIV/AIDS and sexuality education programme needs to be supplemented by much broader community and social mobilisation strategies that will help to bring about the necessary changes. (Asmal, 2002, p. 13).

The Western Cape Education Department reacted immediately, encouraging schools

- to become what the World Health Organisation has termed "Health-Promoting Schools" - where "all members of the school community work together to provide students with integrated and positive experiences and structures which promote and protect their health". This is viewed as being complementary to the Department's Whole School approach, and may be incorporated into Schools' Development Plans (Fenton, 2002).

### **3.7. Conclusion**

It should be kept in mind that the principle of totality forms the basis of education work. A person is a multiple unity, a life in totality; an individual's development needs to happen as a whole. In the same way the entire education endeavour should form a totality (Van Rooyen, 1997). Sexuality education is far more involved than sex education and deals with the physical, social and emotional development of a person thus dealing with the person as a whole. It explores relationships and behaviour within the context of the family, societal, cultural and religious values. For sexuality education to take place successfully within the school environment, it is imperative that all relevant stakeholders be involved.

Based on the principles of the Gestalt theory and the conceptual model of whole school policy one would expect learners to be exposed to an all round education in school. This encompasses not only factual knowledge but also skills, attitudes and values. Likewise, sexuality education should focus on developing the learner in totality, not just arming the learner with facts about sexuality. This study focused on one of the areas that needed attention, namely, developing and strengthening learners' relationships with others, which would enable them to communicate more effectively with others on matters pertaining to sexuality. The whole school policy approach to sexuality education is expected to enable learners to become more empowered and confident in dealing with problematic issues like teenage pregnancies, child rape and HIV/AIDS. As the ultimate

aim of education in schools is to prepare the learner for adulthood, the way forward is to provide learners with a holistic education. The results of the study will be analysed against this background, that is, the strength of learners' relationships with significant others will indicate to what extent they are receiving holistic education regarding sexuality.

The next chapter deals with the methodology adopted to undertake the study of the influence of sexuality education in schools on learners' relationships.

## **CHAPTER FOUR**

### **METHODOLOGY**

#### **4.1. Introduction**

This chapter concentrates on the research procedure that was adopted to undertake this study. The technique employed in the assimilation of data was done mainly by the use of two instruments: questionnaires and semi-structured interviews. This technique provided answers to each of the three critical questions outlined earlier. The instruments selected enabled the data to be analysed both quantitatively and qualitatively.

#### **4.2. Selection of the sample population**

The geographical location of the study-field was Tongaat, which is a small town, situated on the north coast of KwaZulu-Natal. For this study, geographical proximity and convenience had been the main factors influencing the selection of location. The town's population consists of a large number of Indians and Blacks with a scattering of Whites and Coloureds among them. There are 18 primary schools and 6 secondary schools serving the educational needs of the community. The 18 primary schools had a total enrolment of 1092 Grade 7 learners. Some schools were predominantly Indians, some predominantly Blacks and others had a fair mixture of Indians and Blacks. Only one of the primary schools had White learners.

Cluster sampling (Gay, 1989) was used to identify the number of schools that needed to be used to obtain the sample. Within the geographic location of Tongaat there were 18 primary schools with approximately 1092 Grade 7 learners. According to cluster sampling, 10% of the learners should constitute the sample population. This translated to two clusters of learners being selected for the study. At this point, purposive sampling was done. To facilitate careful selection in this study, the principles of purposive

sampling were observed, whereby the researcher selected a particular group based on certain criteria (Wilson in Makanya, 1993). The criteria used for selection were:

- learners had to be exposed to sexuality education in schools.
- schools had to be representative of the different race groups.

By the process of elimination, two schools were targeted with the size of the sample population being 95 Grade 7 learners. The final sample chosen consisted of a fairly even distribution of Indian and Black learners. White learners were not included in the sample, as the school they attended had not as yet introduced sexuality education.

#### **4.3. The instruments**

##### **The questionnaire as a data-gathering instrument**

The questionnaire is a data-gathering device that elicits from respondents the answers to printed questions, either open-ended; close-ended or a combination of both, presented in a specific order (Adams & Schvaneveldt, 1985). In this study, the questionnaire was found to be a useful instrument in obtaining descriptive data about learners' relationships with others.

A self-constructed questionnaire (Refer to Appendix B2) was designed to elicit answers on how sexuality education in schools is influencing Grade 7 learner's relationships. The questions revolved around the issues of learner's relationships with parents, teachers and peers. Section A concentrated on biographical information. Participants were not asked for their names to ensure confidentiality and anonymity. Section B comprised closed ended questions and Section C, open-ended questions. The questions were coded to enable easier analysis of the data. It was administered once in the third term of the school year because it was expected that by that time Grade 7 learners would have been sufficiently exposed to sexuality education.

The questionnaires were self-administered for several reasons:

- Technical problems could be attended to on the spot.
- It was less time consuming, as it required only one trip to the selected school to complete.
- It ensured a one hundred percent return rate.
- It also ensured that the questionnaires were properly administered and saved time on lengthy explanations to the class teacher.

#### **Selected semi-structured interviews**

Selected semi-structured interviews (Refer to Appendix B3) were used to make in-depth exploration of responses to some of the items in the questionnaire.

#### **4.4. Pilot testing of questionnaires and selected interviews**

According to Polit and Hungler (Makanya, 1993, p. 46) a pilot study is a “trial run done in preparation for the major study”, using informants who have similar characteristics as those to be used in the major study. Pilot case study helps the investigators to refine their data collection plan with respect to both content of data and the procedures to be followed. The results of the pilot study do not form part of the results from the main study. According to Tshiki (1994) the pilot study is described as a test in which a group of respondents may be used, which is part of the intended test population but will not be used in the final analysis.

In the opinion of the researcher, it is important to give some attention to the validity of a questionnaire. The questionnaire should measure what it is intended to measure. The content of the questionnaire and how questions are structured have some effect on its validity. Hence, the draft questionnaire was initially given to three experts namely, an educational psychologist who has an interest in sexuality education; a university lecturer who is responsible for Life Orientation lectures to trainee teachers and a Grade 7 teacher of Life Orientation who is teaching in a school not included in this study. This was done

to ensure face-validity of the questionnaire. The Life Orientation Teacher pointed out that filling in parental income would be problematic because parents in the Black cultural community seldom revealed their income status to their children.

The draft questionnaire was piloted to a group of 35 Grade 7 learners. One of the problems experienced was that not all learners were competent enough to read and comprehend on their own or follow instructions independently. To eliminate this problem, the administrator planned to explain the necessary instructions and read the items one by one to the sample group to facilitate a smooth flow in the administration. Another problem encountered was that most Black learners lacked knowledge of parental income, level of education and occupation. With regard to parental income, as pointed out by the Grade 7 teacher of Life Orientation, Black parents do not reveal their income to their children. As a mark of respect, children do not question parents about their income. To overcome the problem of not knowing parents' occupation and level of education, (this was due to ignorance and not cultural reasons), the school was contacted in advance and the principal was requested to ask the Grade 7 learners to obtain the necessary information from their parents a day before the information questionnaire was to be administered.

Four learners were selected randomly for the semi-structured interviews: two boys and two girls, one from each of the race groups – Indians and Blacks respectively. No problems were encountered during the pilot interviews.

#### **4.5. Revision of the instruments**

The issue of income was problematic for half of the sample population chosen; therefore it was decided to omit this question in the final questionnaire. As income is closely linked to occupation and level of education, the socio-economic status of the family could still be established.

An analysis of the data from the draft questionnaire was discussed with the supervisor. It was decided that scores be assigned for each type of response namely, 3 for Most of the time; 2 for Sometimes and 1 for Not at all, to facilitate analyses of the data obtained. Furthermore, a category score was included to obtain a global overview of the responses received. Question five from each category was removed and relocated to Section C. It was changed to open-ended questions as it was felt that these responses would best be addressed qualitatively.

After making the relevant changes the final questionnaire was compiled for administration to the sample population. (Refer to Appendix B 2).

#### **4.6. Administering of instruments and gathering of data**

On the appointed day, the questionnaire was administered to the selected sample population. As indicated earlier, the instructions were explained and the items read one by one to facilitate answering them. Upon completion, the questionnaires were collected and the data was transferred to the specially prepared spreadsheet for analysis. The coded questionnaire items were analysed using a computer software programme called Statistical Package for the Social Sciences (SPSS). Statistics regarding frequencies, patterns and strengths of relationships were established from this data.

The selected semi-structured interviews were conducted on the same day after the completion of the questionnaires. A total of eight learners (four from each of the two schools) comprising four males and four females from each of the race groups – Indians and Blacks respectively were interviewed. The interviews were tape recorded to prevent interruption in the fluidity of answers and for the sake of privacy. The transcripts were written out and thereafter qualitatively analysed to deduce what influence sexuality education in schools was having on Grade 7 learners' relationships.



The data assimilated was then subjected to statistical analysis. Chapter Five will incorporate a statement of the results, followed by a detailed discussion of the findings that emanated from the study.

## **CHAPTER FIVE**

### **STATEMENT OF RESULTS AND DISCUSSION OF FINDINGS**

#### **5.1. Introduction**

This chapter aims at contextualising the methodology described in Chapter Four; thereafter it focuses on the results of the data gathered from the research. The research process described in the previous chapter involved mainly questionnaires and semi-structured interviews to elicit information on how sexuality education in schools was influencing Grade 7 learners' relationships. Chapter Five thus presents the results of all the data collected from the questionnaires and semi-structured interviews which the respondents completed in the form of statistics, tables and graphs. This information is summarised, and the findings are followed by an in-depth analysis and postulations.

#### **5.2. Return rate of questionnaires for analysis**

Of the 95 Grade 7 learners selected for the study, questionnaires were administered to 83 learners, as 12 learners did not consent to participation. Of the 83 questionnaires received, 19 were incomplete and could not be used for analysis. Most of the incomplete questionnaires came from the Black population. Because of language barriers (English being their second language) they could not comprehend words like "occupation" and "employed". Furthermore, some of them only responded to the first part of the open-ended questions in Section C of the questionnaire and omitted to state their reasons. This resulted in 64 completed questionnaires being used for analysis - a return rate of 67,4%.

#### **5.3. Description of the sample**

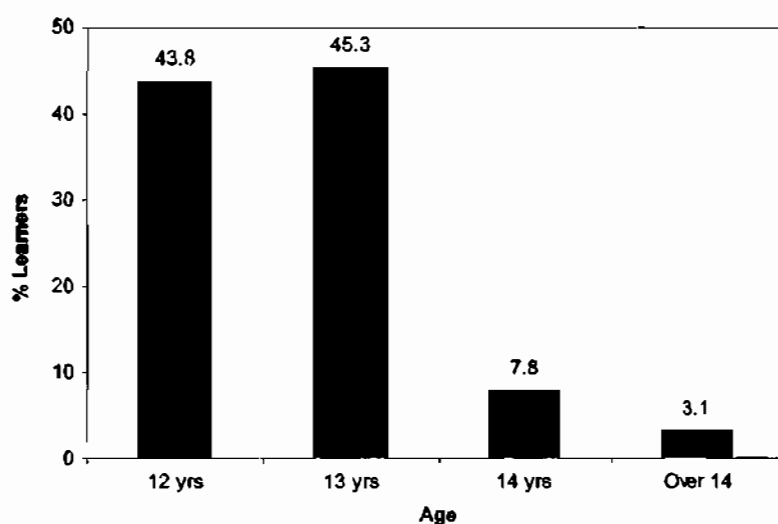
Using cluster sampling and purposive sampling a sample size of 95 Grade 7 learners was selected for the study. Indian and Black Grade 7 learners in schools from the Tongaat area were chosen for the study. The ages ranged from 12 to 14 years. Most of the learners

came from a semi-urban settlement. Seventy two comma nine percent of their fathers had an educational level of Std.10 and over while 62,5% of their mothers had an educational level of Std. 10 and over. Ten learners lived with their guardians, nine of whom had an educational level of Std. 10 and over. The parents' occupations ranged from professionals to semi-skilled workers with 23,4% fathers being unemployed and 40,6% mothers being either unemployed or housewives (Refer to Appendix D for detailed statistics).

### Age

The age group targeted for the study was 12 years to 14 years being the expected age range of learners in Grade 7. Forty three comma eight percent of the learners were from the 12 year age group; 45,3% were from the 13 year age group; 7,8% were from the 14 year age group and 3,1% were from the over 14 year age group. The majority of the learners (89,1%) from the sample group were 12 to 13 years old. Figure 5.1 illustrates this graphically.

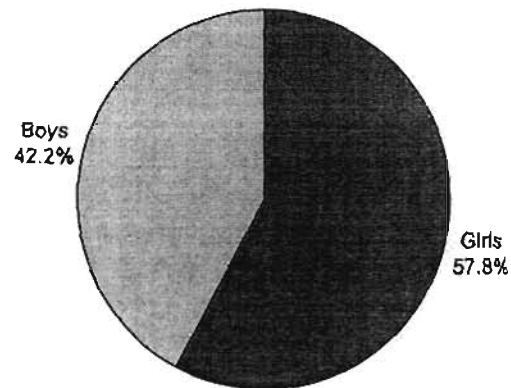
**Figure 5. 1.** Percentage of respondents' ages.



## Gender

One of the critical questions focused on the issue of gender. The final sample comprised 57,8% females and 42,2% males giving a difference of 15,6%.

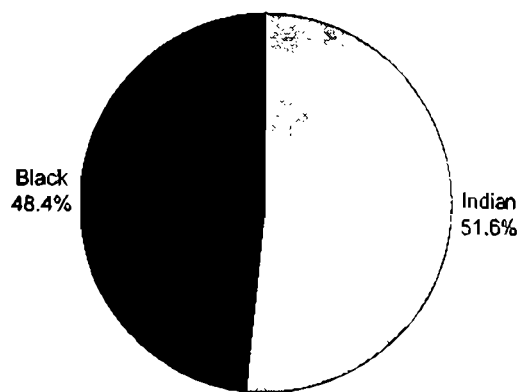
Figure 5. 2. Percentage of respondents' gender.



## **Race**

Although Indians were predominant in the locality chosen, there was a good representation of Blacks in the sample population, with an approximately 3% difference between the race groups.

**Figure 5. 3.** Percentage of respondents' race.



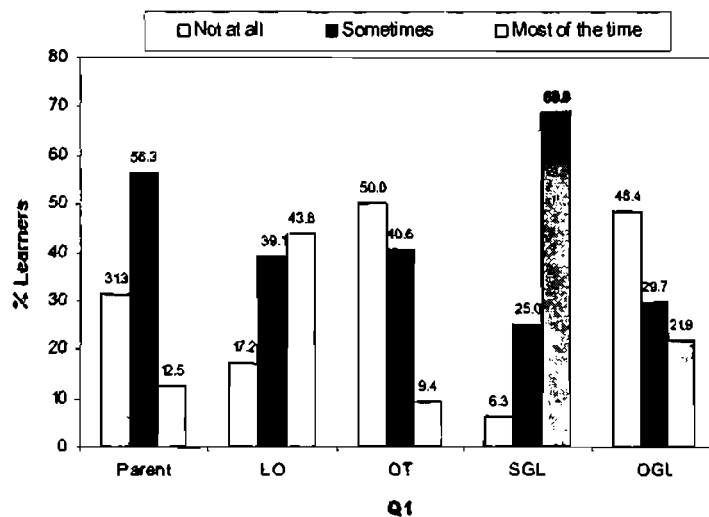
### **5.4. Statement of results**

The results of the questionnaire were analysed in terms of the four common questions directed at the learners' relationships with parents, teachers and other learners. This was followed by a comparison of boys' and girls' responses to parent and teacher gender and the age category of other learners. The gender, race and age of respondents were used to compare their relationships with significant others.

**5.4.1. Question one: Do you find it easier to talk to your parents, Life Orientation teacher, other teachers, same gender learners or opposite gender learners about sexuality?**

To form a close relationship one needs to be able to talk easily to the other person in the relationship. Thus, learners were asked if they found it easier to talk to others about sexuality after sexuality education was introduced in schools (Refer to Appendix D, pp. 3-7). Their responses indicated the strength of their relationship with their parents, Life Orientation teachers, other teachers, same gender learners and opposite gender learners.

**Figure 5. 4.** Percentage of learners' responses as to whether they found it easier to talk to others about sexuality.



**Note.** LO = Life Orientation Teacher; OT = Other Teacher; SGL = Same Gender Learner; OGL = Opposite Gender Learner.

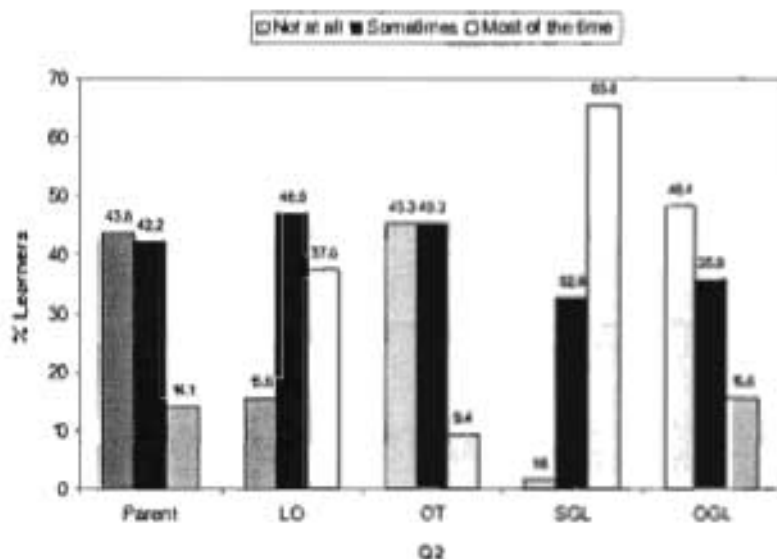
Figure 5. 4 shows that with regard to finding it easier to talk to parents about sexuality 12,5% responded: most of the time; 56,3% responded: sometimes and 31,3% responded: not at all. The responses for the Life Orientation Teacher indicated that 43,8% responded: most of the time; 39,1% responded: sometimes and 17,2% responded: not at all. The responses for other teachers were as follows: 9,4% responded: most of the time; 40,6%

responded: sometimes and 50,0% responded: not at all. The responses for same gender learners were 68,8% responded: most of the time; 25,0% responded: sometimes and 6,3% responded: not at all. The responses for opposite gender learners were 21,9% responded: most of the time; 29,7% responded: sometimes and 48,4% responded: not at all.

**5.4.2. Question two: Are you comfortable when you talk to your parents, Life Orientation teacher, other teachers, same gender learners or opposite gender learners about sexuality?**

In previous studies (Bailie, 1991; Etsane, 1997; Hlalele, 1998; Matthews, 1995) learners expressed that they felt uncomfortable, shy and embarrassed when talking to others, especially parents and teachers, about sexuality. One of the aims of introducing sexuality education in schools was to help learners overcome these feelings of embarrassment. Hence, learners were asked whether they were comfortable when they spoke to others about sexuality (Refer to Appendix D, pp. 3-7). Their responses helped to establish whether learners' relationships with others were improving with regard to their level of comfort when talking about sexuality.

Figure 5. 5. Percentage of learners' responses as to whether they were comfortable talking to others about sexuality.



Note. LO = Life Orientation Teacher; OT = Other Teacher; SGL = Same Gender Learner; OGL = Opposite Gender Learner

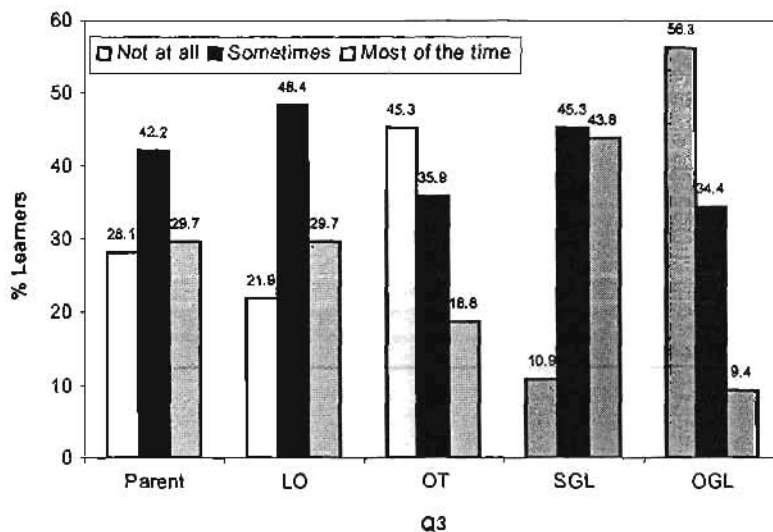
Figure 5. 5 indicates that with regard to being comfortable when talking about sexuality with parents it was found that 14,1% responded: most of the time; 42,2% responded: sometimes and 43,8% responded: not at all. The responses for Life Orientation Teacher were as follows: 37,5% responded: most of the time; 46,9% responded: sometimes and 15,6% responded: not at all. The responses for other teachers were: 9,4% responded: most of the time; 45,3% responded: sometimes and 45,3% responded: not at all. The responses for same-gender learners were: 65,6% responded: most of the time; 32,8% responded: sometimes and 1,6% responded: not at all. The responses for opposite-gender learners were: 15,6% responded: most of the time; 35,9% responded: sometimes and 48,4% responded: not at all.



**5.4.3. Question three: Can you approach your parents, Life Orientation teacher, other teachers, same gender learners or opposite gender learners when you have a problem about sexuality?**

Approaching another person with a problem about sexuality is not easy, especially for adolescents. Yet another aim of introducing sexuality education in schools is to establish trust and rapport with significant others to enable learners to go to them with their problems on sexuality. Therefore learners were asked whether they were able to approach others when they had a problem relating to sexuality (Refer to Appendix D, pp. 3-7). Their responses indicated the degree to which they were able to approach others with their problems on sexuality.

**Figure 5. 6.** Percentage of learners' responses as to whether they could approach others with problems about sexuality.



Note. LO = Life Orientation Teacher; OT = Other Teacher; SGL = Same Gender learner; OGL = Opposite Gender Learner.

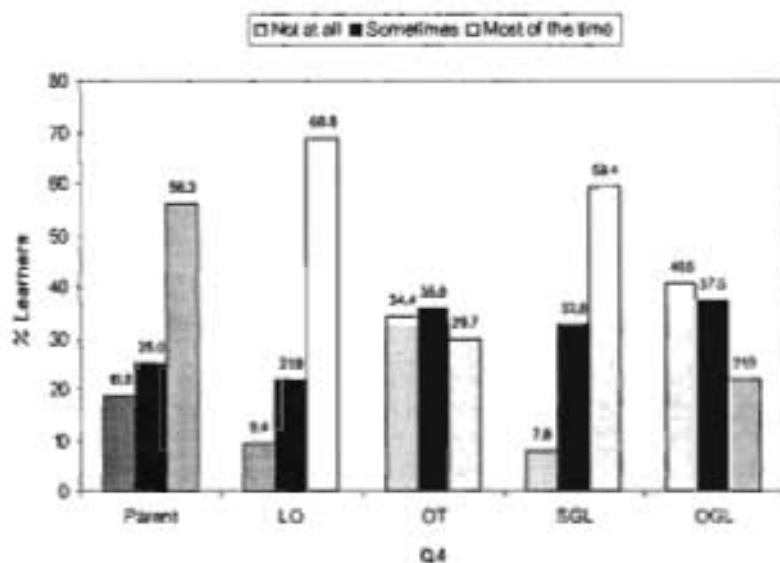
Figure 5. 6 reflects the percentage of learners' responses to question three. It was found that with regard to approaching parents 29,7% responded: most of the time; 42,2%

responded: sometimes and 28,1% responded: not at all. The responses for Life Orientation Teachers were: 29,7% responded: most of the time; 42,2% responded: sometimes and 28,1% responded: not at all. The responses for other teachers were: 18,8% responded: most of the time; 35,9% responded: sometimes and 45,3% responded: not at all. The responses for same-gender learners were: 43,8% responded: most of the time; 45,3% responded: sometimes and 10,9% responded: not at all. The responses for opposite-gender learners were: 9,4% responded: most of the time; 34,4% responded: sometimes and 56,3% responded: not at all.

**5.4.4. Question four: Do your parents, Life Orientation teacher, other teachers, same gender learners or opposite gender learners listen to your problems on sexuality?**

Communication is a two-way process. Studies done by (Bailie, 1991; Etsane, 1997; Hlalele, 1998; Matthews, 1995; Papalia & Olds, 1982; Wattleton in Seydel, 1992) have shown that learners regarded parents and teachers as not very receptive to their problems on sexuality, therefore they turned to their peers and the media for solutions. Another aim of sexuality education in schools is to open up communication channels between learners and parents, and learners and teachers. In the process, learners are given the perception that parents and teachers will listen to their problems on sexuality and offer appropriate assistance with solutions. Thus, in this study, learners were asked whether others listened to their problems on sexuality (Refer to Appendix D, pp. 3-7). Their responses indicated the level to which others listened to their problems on sexuality.

**Figure 5. 7.** Percentage of learners' responses as to whether others listened to their problems on sexuality.



**Note.** LO = Life Orientation Teacher; OT = Other Teacher; SGL = Same Gender Learner; OGL = Opposite Gender Learner.

Figure 5. 7 shows the percentage of learners' responses to question four. It was found that 56,3% responded: most of the time; 25,0% responded: sometimes and 18,8% responded: not at all. The responses for Life Orientation Teachers were: 68,8% responded: most of the time; 21,9% responded: sometimes and 9,4% responded: not at all. The responses for other teachers were: 29,7% responded: most of the time; 35,9% responded: sometimes and 34,4% responded: not at all. The responses for same-gender learners were: 59,4% responded: most of the time; 32,8% responded: sometimes and 7,8% responded: not at all. The responses for opposite-gender learners were: 21,9% responded: most of the time; 37,5% responded: sometimes and 40,6% responded: not at all.

#### **5.4.5. Gender of parents and teachers**

Sexuality is a very personal and sensitive topic, especially amongst adolescents. In order to establish whether they related equally well to both sexes on matters pertaining to

sexuality, learners were asked which gender parents and teachers they preferred to discuss sexuality with.

**Table 5.1.** Frequency and percentage of learners' preferences for parents.

	Mother		Father	
	Girls	Boys	Girls	Boys
Frequency	36	22	1	5
%	56.25	34.38	1.56	7.81

Table 5.1 contains the frequency and percentage of learners' preferences for parents. From all the girls studied 56,25 % of girls preferred talking about sexuality to their mothers and 1,56% to their fathers. Thirty four comma three eight percent of boys spoke to their mothers while 7,81% of boys confided in their fathers.

**Table 5.2.** Frequency and Percentage of learners' preferences for male/female teachers.

	LO Teacher				Other Teacher			
	Female		Male		Female		Male	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Frequency	37	16	0	11	35	17	2	10
%	57.8	25.0	0.0	17.2	54.7	26.6	3.1	15.6

**Note.** LO = Life Orientation

Table 5.2 shows that 25% of boys and 57,8% of girls favoured female Life Orientation Teachers while 17,2% of boys and 0,00% of girls favoured male Life Orientation Teachers. Twenty six comma six percent of boys and 54,7% of girls approached female teachers (excluding Life Orientation Teachers) to talk to about sexuality while 15,6% of boys and 3,1% of girls turned to male teachers.

#### 5.4.6. Age group of peers

Learners appear to relate readily with their peers on matters pertaining to sexuality. To test this fact, learners were asked with which age group of peers they preferred to discuss sexuality.

**Table 5.3.** Frequency and percentage of learners' preferences for peers of different age groups.

	Same Gender Learners						Opposite Gender Learners					
	Younger than you		Same age as you		Older than you		Younger than you		Same age as you		Older than you	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Frequency	1	3	21	18	15	6	0	3	27	19	10	5
%	1.6	4.7	32.8	28.1	23.4	9.4	0.0	4.7	42.2	29.7	15.6	7.8

The frequency and percentage of learners' preferences for peers of different age groups is shown in Table 5.3. The results show that in general learners would prefer to relate with same age learners on matters of sexuality, irrespective of whether or not they are of the same gender. More girls than boys would prefer to relate with older learners, with more girls preferring to talk with opposite gender learners than boys.

#### 5.4.7. Relationships with others

To obtain a global overview of learners' relationship with others mean and standard deviation scores were calculated using the total scores obtained for parents, Life Orientation teachers, other teachers, same gender learners and opposite gender learners (Refer to Appendix D, pp. 3-7).

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**Table 5.4.** Mean and standard deviation scores indicating the strength of learners' relationships with others.

	N	Minimum	Maximum	Mean	Std. Deviation
Parents	64	4.00	12.00	7.91	2.28
Life Orientation teacher	64	4.00	12.00	9.16	2.07
Other Teachers	64	4.00	12.00	6.92	2.26
Same Gender	64	4.00	12.00	10.11	1.81
Opposite Gender	64	4.00	12.00	6.75	2.49
Valid N (listwise)	64				

In Table 5.4 mean scores and standard deviations were used to establish the strength of learners' relationships with others. Scores ranged from a minimum of four (a low score indicating a poor relationship) to a maximum of twelve (a high score indicating a good relationship). A mean score of eight indicated that, in general, learners had an inclination towards a strong relationship. The lower the standard deviation the lesser the difference there is in the learners' responses whereas the higher the standard deviation the greater the difference there is in the learners' responses. The mean score of 7,91 for parents indicates that the strength of the relationship with parents differed from learner to learner. However, the mean score of 9,16 for Life Orientation teachers and 10,11 for same-gender learners, indicates that a strong relationship exists between learners and Life Orientation teachers, and learners and same-gender learners respectively. The mean score of 6,92 for other teachers and 6,75 for opposite-gender learners indicates that a poor relationship exists between learners and other teachers, and between learners and opposite-gender learners, respectively.

#### **5.4.8. Differences between boys' and girls' relationships with others regarding sexuality education**

One of the aims of this study was to examine whether differences existed between boys' and girls' relationship with others. Mean and standard deviation scores were calculated and an analysis of variance (T-test) was done to establish whether sexuality education in schools was influencing boys' and girls' relationships with others differently.

**Table 5.5.** Mean and standard deviation scores showing differences between boys' and girls' relationships with others.

	GENDER	N	Mean	Std. Deviation
Parents	Female	37	9.00	1.73
	Male	27	6.41	2.10
Life Orientation teacher	Female	37	9.24	2.01
	Male	27	9.04	2.19
Other Teachers	Female	37	7.54	2.06
	Male	27	6.07	2.29
Same Gender	Female	37	10.32	1.58
	Male	27	9.81	2.08
Opposite Gender	Female	37	6.22	2.21
	Male	27	7.48	2.69

In Table 5.5 it can be seen that girls showed a stronger inclination towards confiding in parents and other teachers whereas boys showed a stronger leaning towards confiding in opposite-gender learners.

**Table 5.6.** T-Test showing differences between boys' and girls' relationships with others using independent samples test.

		t-test for Equality of Means		
		t	df	p
Parents	Equal variances assumed	5.41	62	.00*
Life Orientation teacher	Equal variances assumed	.39	62	.70
Other Teachers	Equal variances assumed	2.68	62	.01*
Same Gender	Equal variances assumed	1.11	62	.27
Opposite Gender	Equal variances assumed	-2.06	62	.04*

Note.  $p < 0,05$

Table 5.6 shows a significant difference between boys' and girls' relationships with parents [ $t(0,00) = 5,41, p < 0,05$ ], other teachers [ $t(0,01) = 2,68, p < 0,05$ ] and opposite gender learners [ $t(0,04) = - 2,06, p < 0,05$ ].

#### **5.4.9. Additional information**

Further analyses of variance (ANOVA) were done to examine the effect of race and age on learners' relationships.

**Table 5.7.** Analysis of variance between the race groups.

		N	Mean	Std. Deviation
Parents	Indian	33	8.33	2.37
	Black	31	7.45	2.13
	Total	64	7.91	2.28
Life Orientation teacher	Indian	33	8.48	2.02
	Black	31	9.87	1.91
	Total	64	9.16	2.07
Other Teachers	Indian	33	7.55	2.44
	Black	31	6.26	1.88
	Total	64	6.92	2.26
Same Gender	Indian	33	9.70	2.05
	Black	31	10.55	1.41
	Total	64	10.11	1.81
Opposite Gender	Indian	33	5.58	1.79
	Black	31	8.00	2.54
	Total	64	6.75	2.49

In Table 5.7 it can be seen that Black learners shared a stronger relationship with Life Orientation teachers and opposite-gender learners while Indian learners showed a stronger preference to other teachers.



**Table 5.8. F-Test showing variance between the race groups.**

		F	p
Parents	Between Groups	2.45	.12
Life Orientation teacher	Between Groups	7.94	.00*
Other Teachers	Between Groups	5.55	.02*
Same Gender	Between Groups	3.69	.06
Opposite Gender	Between Groups	19.67	.00*

Note.  $p < 0,05$

In Table 5.8 the following relationships showed a significant difference between Indian and Black learners: relationship with Life Orientation Teachers [ $F(0,00) = 7,94$ ,  $p < 0,05$ ], relationships with other teachers [ $F(0,02) = 5,55$ ,  $p < 0,05$ ], relationships with opposite gender learners [ $F(0,00) = 19,67$ ,  $p < 0,05$ ].

**Table 5.9. Analysis of variance for the different age groups.**

		F	p
Parents	Between Groups	2.17	.10
Life Orientation teacher	Between Groups	.42	.74
Other Teachers	Between Groups	.79	.51
Same Gender	Between Groups	.18	.91
Opposite Gender	Between Groups	1.23	.31

Note.  $p < 0,05$

In Table 5.9 no significant differences were found between the age groups regarding relationships with parents, teachers and learners. Whether this was because of clustering for educational purposes or whether they were undergoing puberty at around the same time, still needs to be investigated.

## **5.5. Discussion of results**

The results will be analysed with a clear focus on the purpose of this study: to investigate the influence of sexuality education in schools on Grade 7 learners' relationships with others. Data will also be discussed in terms of the critical questions, which have prompted this research. A discussion of the influence of sexuality education in schools on learners' relationships and how it was influencing their relationships with others will be followed by a discussion of the differences between boys' and girls' relationships with others. Sexuality education was made compulsory in schools in 2002. The topic had to be included in the Life Orientation curriculum as well as integrated into the other learning areas wherever appropriate. The discussion will first focus on what the influence of sexuality education in schools was and how it was influencing Grade 7 learners' relationships with others followed by the differences that existed between boys' and girls' relationships with others.

### **5.5.1. Relationship with teachers**

Only a teacher with an exuberant personality, warmth and intuition can really succeed in meeting the specific requirements of sexuality education in the classroom. Van Rooyen (1997) concurs with this, saying that the teacher's contribution to the sexual shaping of the child is of priceless value and should not be underestimated in the total education of the child.

In this study, Life Orientation teachers were separated from the other teachers, as Life Orientation teachers were the key people involved in teaching sexuality education in schools. It was found that there was a strong relationship between learners and their Life Orientation teachers as opposed to a non-confiding relationship between learners and other teachers in the school. The following responses reflect these findings: "Life Orientation teachers teach us about sexuality and listen to our problems. Other teachers concentrate on their subjects only." "Life Orientation teachers understand my problem."

“I feel more comfortable with my Life Orientation teacher.” “Life Orientation teachers are more approachable and they listen.” “I can ask any kind of questions.”

This study found that learners were finding it easier to approach their Life Orientation teacher with their problems relating to sexuality as opposed to the findings of Bailie (1991); Hlalele (1998) and Matthews (1995). It can thus be confirmed that sexuality education in schools is having a positive influence on learners’ relationships with their Life Orientation teachers.

It was also found that learners’ preference for female Life Orientation teachers was 82,8% while their preference for female other teachers was 81,3%. The following are examples of responses given by learners: “Female teachers listen to our problems.” “I can ask female teachers questions on sexuality.” There is thus a trend for Grade 7 learners to gravitate towards female teachers on issues regarding sexuality. These findings led to the conclusion that Grade 7 learners preferred female teachers to male teachers to teach them about sexuality. Learners felt more comfortable with female teachers and were thus able to form a stronger relationship with them.

Overall, one can see that the child will, either in the group or individually, most probably approach the Life Orientation teacher about intimate problems without any inhibitions because of the close interaction between the Life Orientation teacher and the child. In addition Van Rooyen and Louw (1994) stated that experience had indicated that the child not only consulted the teacher in regard to domestic problems, but also would quite often take the liberty of talking to the teacher about personal and sensitive problems. One also needs to take heed of what Etsane (1997) said when she stated that the teacher who was present in the learning environment of the adolescent, would have either a positive or a negative impact on the youth, either as a source of sexuality information or as a role model.

### **5.5.2. Relationship with parents**

Bailie (1991, p. 60) found that:

- Parents should have prime responsibility for providing sexuality education for their children, but in most cases the pupils believed their parents were not meeting this responsibility.
- The pupils found it difficult to talk to their parents and saw them as having a poor attitude.
- Parents appeared not to understand the children's needs, did not give complete information, and may not respect their children's confidentiality.

His findings appear to be prevalent, as the results obtained in this study have not conclusively pointed to either a strong or a poor relationship between parents and learners regarding sexuality education. The results also point out that the whole school policy approach to sexuality education was not properly implemented. According to this policy, parents should form a partnership with the school thereby improving their relationships with their children. Wattleton (Seydel, 1992) felt that parent-child communication on issues dealing with sex and sexuality needed significant improvement. He pointed out that since sexuality education began at home, parents needed guidance in this field, and the school could facilitate this guidance by not only offering sexuality education programmes for its pupils, but also for the parents of the pupils.

Learners are still not finding it easier to talk to their parents about sexuality (only 12,5% said: most of the time) although in an earlier study (Etsane, 1997) found that children preferred their parents to be their primary source of information on sexuality. The study also showed that 56,3% of learners were able to occasionally talk to their parents when confronted with problems relating to sexuality but very few (14,1%) were comfortable in doing so. A close, warm relationship between parents and children will not only facilitate conversation considerably, but will also prevent children from seeking information from others who often step in too late or use the situation to their advantage. It should also be borne in mind that a warm and sincere relationship with parents can satisfy the child's

need for intimacy. It could prevent him from reaching out to others and in so doing, become involved in extra-marital affairs when grown up (Van Rooyen & Louw, 1994). Sapiro (Etsane, 1997) confirmed this further by stating that the best sex education was given in a home made secure by love and respect.

Finally, a large number of learners (90,63%) preferred to talk about sexuality to their mothers and a small number (9,37%) to their fathers. The following are some of the responses from learners: "My mother can listen better. It is easier to talk to a female than a male." "My mother knows about what is happening to me. She has given me books to look at." "My mother took care for me most of the time." "My mother is a lady and she will know more cause she is well experienced." "Most of the time mother are the ones who give me good advice." These responses indicated that a close relationship existed between learners and their mothers, regardless of the learners' gender.

### **5.5.3. Relationship with peers**

During adolescence, friendships (same sex and opposite sex) become increasingly important. Learners need to develop the skills of being able to make and keep good friends. Young people who know how to develop meaningful and enduring friendships are less likely to bow to peer pressure or engage in problematic sexual behaviour. Friendship brings with it status, companionship and support, a sense of acceptance, belonging and identity and the opportunity of sharing among young people of the same age (Vergnani & Frank, 1998).

This study has verified that a very strong relationship exists between learners and peers of the same gender. This was also confirmed in previous studies (Berns, 1985; Etsane, 1997; Halele, 1998; Makanya, 1993; Seydel, 1992). Sixty eight comma eight percent of the learners found it easier to talk to the same-gender learners about sexuality and 65,6% were comfortable with them. Furthermore 60,9% of learners preferred learners of the same age as themselves. Previous studies have also shown that children relate better to their peers (Banks & Wilson, 1993; Dusek, 1997; Halele, 1998; Kagan, 1992) and find it

more comfortable to talk to them. This is what learners in the study had to say: “We experience same changes and problems.” “They are also having changes.” “They understand what you are going through because its also happening to them.” “I am not shy with them.”

It is significant to note that generally, a poor relationship existed between learners and opposite-gender learners with the exception of male Black learners who showed a slightly stronger preference for relating with opposite-gender learners about sexuality.

Grade 7 learners are entering puberty and have to come to terms with the physical and emotional changes they are undergoing. At this stage, they are very conscious as well as confused by these changes. Adolescents form attitudes towards themselves on the basis of what they are told about themselves. For example, an adolescent who is told that he is weak or ugly may come to believe it, even if he is actually strong or attractive. A girl who is told she looks like her mother, and perceives her mother to be unattractive, is likely to conclude that she is also unattractive, even if the evidence is to the contrary (Mwamwenda, 1995).

Adolescents are very vulnerable and tend to seek comfort and share with others who are undergoing similar changes; hence they prefer to discuss sexuality issues with their own gender of the same age. This was confirmed in the selected semi-structured interviews, when learners stated that they preferred sexuality education to be taught separately with boys and girls. Most of them were afraid that the opposite gender learners “might laugh and make fun of them.” One learner said, “I feel more comfortable with same gender learners. They won’t laugh at me. They experience the same things.” Adolescents spend considerable time examining themselves psychologically and physically. The way they are treated by others, whether peers or persons outside the group, can contribute either positively or negatively to their adolescent self-concept (Mwamwenda, 1995).

#### **5.5.4. Differences between boys' and girls' relationships with others regarding sexuality education**

The study showed that there was a significant difference between boys and girls in their relationships with parents, other teachers and opposite gender learners (Tables 5.5 and 5.6). Girls had a stronger relationship with parents and other teachers than boys. Anecdotally it is known that puberty is a developmental stage where boys start exploring outside the home and girls tend to remain in the home helping their mothers with household chores. This gives rise to the general trend for girls to be closer to their mothers than boys, as found in this study.

Boys showed a stronger relationship with opposite gender learners than girls. Furthermore, it was found that male Black learners preferred relating to opposite gender learners on sexuality. This phenomenon would be worthwhile investigating further, as, to date no literature was found that could offer an explanation for this trend.

#### **5.6. Conclusion**

Overall, the study has found that some relationships were strengthened by the implementation of sexuality education in schools while others remained the same or showed no improvement. It was also found that there were differences between boys' and girls' relationships with others, regarding sexuality education. The purpose of whole school policy is to provide the child with an all-round education and to prepare the child ultimately for adulthood. This can only be done by getting all stakeholders involved in the child's education. A strong partnership amongst the different "educators" will allow for exchange of information, which will ultimately benefit the child. If whole school policy pertaining to sexuality education is properly implemented, there should be a corresponding strengthening of all categories of relationships. However, this study has found that whole school policy was not properly implemented as indicated by the variable responses to the influence of sexuality education in schools on learners' relationships with others.

The findings will be summarised in the next chapter. Thereafter, limitations of the study, recommendations and suggestions for follow-up research will be discussed.



## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1. Summary of findings and conclusions**

The purpose of this study was to investigate the influence of sexuality education in schools on learners' relationships with others. The research was guided by the following critical questions:

- What is the influence of sexuality education in schools on Grade 7 learners' relationships?
- How is sexuality education in schools influencing Grade 7 learners' relationships with parents, teachers and peers?
- Are boys' relationships influenced differently from girls' relationships by sexuality education in schools?

An analysis of the data revealed that sexuality education in schools had a positive influence on learners' relationships with Life Orientation teachers and same-gender learners, a neutral influence on learners' relationships with parents and hardly any impact on learners' relationships with other teachers and opposite-gender learners. A large number of learners preferred to talk to their mothers rather than their fathers on sexuality issues because they felt closer and more comfortable with their mothers. Female Life Orientation teachers were preferred over male Life Orientation teachers because learners felt that they understood their problems better. Learners were more comfortable talking to same age learners because they shared a common bond with each other. Boys and girls differed in their choice of relationships. Girls have a stronger relationship with parents and other teachers whereas boys cultivate a stronger relationship with opposite-gender learners.

A whole school policy approach to teaching sexuality is one way of providing the learner with a holistic education. One of the expectations of implementing sexuality education in schools using the whole school policy approach is to see an improvement in learners'

relationships with others regarding sexuality issues. The findings of this study do not concur with this expectation, with the exception of Life Orientation teachers and same gender learners. Results have shown that the whole school policy approach was not being effectively used in implementing sexuality education in schools especially where parents and other teachers were concerned. Further investigation is necessary to examine how the whole school policy approach to sexuality education can help to improve learners' relationships with others regarding sexuality matters.

## **6.2. Limitations of the study**

This study is not without limitations. Firstly, the sample chosen was not representative of the entire population of South Africa since it was limited to only two schools in Tongaat, which encompassed Grade 7 learners who had been exposed to sexuality education programmes in schools. The research was also racially limited in terms of Indian and Black learners. All adolescents, irrespective of race, colour or creed have the same need with regards to sexuality education. Hence, the generalisation of the findings in this investigation is limited.

Secondly, no matched control sample was used. This would have enhanced the credibility of the findings in the study. This was not possible because of time constraints and the assumption that all schools had engaged in teaching sexuality education programmes as it was made compulsory in 2002.

Thirdly, the main source of the data was limited to a questionnaire in which the respondents expressed the degree of their relationships to significant others. The credibility of the results of this research was dependent on the validity of the items in the questionnaire, as well as the feelings and general attitudes of the respondents.

However, the value of research is not diminished by limitations, but actually enhanced by reporting such limitations, since Anderson (1990, p. 110) stated that, "in the game of

conducting and reporting research, there is no harm in having limitations but it is a bad form not to admit them.”

### **6.3. Recommendations**

This research was undertaken to examine the influence of sexuality education in schools on learners’ relationships. Data-analysis of the study yielded very interesting concurrences and variables, and an insight into learners’ relationships in respect of sexuality education. Based on the results obtained, recommendations are provided to the Department of Education, Life Orientation teachers, other teachers and parents for consideration.

#### **6.3.1. Recommendations to the Department of Education**

Purposive sampling was done to select learners exposed to sexuality education in schools. This meant that not all schools had implemented sexuality education as mandated by the Minister of National Education, Prof. Kader Asmal, in 2002. Anecdotally, it was found that teachers were not sufficiently trained to implement sexuality education in schools and that there was a lack of resources. The Department of Education needs to ensure that all schools are staffed with suitably trained teachers in sexuality education as well as adequate resources. For those schools that implemented sexuality education, it was found that the learners have developed a strong, confiding relationship with Life Orientation teachers (Refer to Table 5.4). These results can serve as a motivation to schools, which have not as yet implemented sexuality education.

The study revealed that a poor relationship existed between learners and other teachers as far as sexuality education was concerned (Refer to Table 5.4). This does not augur well for the concept of whole school policy, which ideally, should involve all staff members. The Department of Education should review the situation and engage in more intensive workshops to promote the whole school policy approach to sexuality education, starting

with the Head of the school. Furthermore, devising a proper monitoring system will help in checking the progress of the implementation of sexuality education in schools.

The study also showed that Grade 7 learners preferred female Life Orientation teachers (See Table 5.2). At this age learners are close to female figures as revealed in their close relationships with their mothers (See Table 5.1). Anecdotally it was also found that male teachers were reluctant to implement sexuality education, despite receiving some training. Some even intended to implement it once off, as an isolated unit, in the fourth term of the school. Based on this observation, the Department of Education should consider engaging female Life Orientation teachers for more effective sexuality education teaching. This would not be very difficult. From personal observation it was noted that the majority of primary school teachers were females. Furthermore, a screening of teachers should be conducted to select those that have the necessary qualities to effectively teach sexuality education.

### **6.3.2. Recommendations to Life Orientation Teachers**

The semi-structured interviews revealed that learners preferred to be separated by gender when being taught sexuality education. They felt uncomfortable, shy and embarrassed to contribute to lessons, although they gained much knowledge about sexuality during these sessions. Life Orientation teachers should take heed of this. Timetables can be adjusted to accommodate learners separately. Where only one class unit exists, learners from two different grades can be combined to overcome this problem e.g. boys from Grade 6 and Grade 7 can be taught in one class and girls from Grade 6 and Grade 7 can be taught in another class.

Life Orientation teachers should be the most dynamic instruments in delivering sexuality education in schools. They should be instrumental in ensuring that whole school policy is implemented for effective sexuality education. By playing an active role as a facilitator in the school, the Life Orientation teacher can get all the relevant stakeholders, from principals and staff to parents and the community, actively involved. Life Orientation

teachers should assume leadership in the planning of phase organisers and programmes, using this as a stage to ensure integration of sexuality education across the curriculum. Inviting parents to schools to participate in policy building and workshops on sexuality education will serve to cement the partnership between parents and schools. This platform should also be used to invite relevant personnel involved in sexuality education to address not only learners but parents as well. This will serve to strengthen the learners' relationships with other teacher and parents.

### **6.3.3. Recommendations to Other Teachers**

The study has shown that a poor relationship exists between learners and other teachers regarding sexuality education in schools (See Table 5.4). This relationship can improve by other teachers trying to integrate sexuality education into their learning areas. (Refer to Appendix C for an example).

Furthermore, an effort should be made to develop trust, rapport, confidentiality and empathy with learners not only in respect of other learning areas but also to the overall development of the learner. This will make it easier for learners to approach other teachers on matters regarding sexuality. It will also strengthen learners' relationships with other teachers.

### **6.3.4. Recommendations to Parents**

It is important for parents to note that, as primary educators, they cannot shift their responsibility as sexuality educators to someone else. According to Etsane (1997), an effective sexuality education programme needs the support of parents and of the community.

Parents form an integral part of sexuality education in schools. Forming a partnership with schools will serve to strengthen parents' relationships with learners. This will assure learners that their parents are showing an active interest in their well-being. Parents need

to attend workshops on sexuality education, make contributions towards developing the school policy on sexuality education, and provide learners with adequate resource materials (not necessarily expensive material items).

It must be noted that in previous studies (Etsane, 1997), learners preferred parents to be their primary source of information on sexuality. Parents should capitalise on this and create opportunities to stimulate discussions on sexuality with their children. This study has also proven that learners found it difficult to talk to parents about sexuality, as many felt uncomfortable, shy and embarrassed. Parents should take the opportunity of creating a warm, loving relationship wherein the child feels secure, trusted and confident, whenever matters of sexuality are being discussed. Having discussions, even if the child does not bring up an issue of sexuality, can serve to strengthen the relationship between learner and parent. The parent should use every available opportunity to talk about sexuality, for example, when an advert on Tampons is shown while watching television. This would be an ideal time to talk about menstruation in girls to both boys and girls.

#### **6.4. Follow-up research**

As follow-up research the following investigations can be carried out:

- An investigation into why relationships between learners and other teachers are poor, regarding sexuality education.
- The effectiveness of whole school policy in implementing sexuality education in schools.
- Why a poor relationship exists between opposite gender learners on matters pertaining to sexuality?
- The impact of race and socio-economic status on learners' relationships regarding sexuality education in schools.

### **6.5. Conclusion**

This study found that sexuality education was having the desired effect of positively influencing learners' relationship with their Life Orientation teachers and same gender learners. There was evidence of learners forging a positive relationship with their parents but it was noted that there is scope for improvement in communicating with each other more openly. Of significance was that learners were finding it difficult to communicate with other teachers and opposite gender learners about issues relating to sexuality.

Sexuality education is not only of benefit to people of all ages, but especially so to adolescents who are experiencing such significant changes, emotionally, physically, sexually and socially. Sexuality education offers marvellous opportunities in providing vital information, life skills, insight and perspectives which will impact greatly on how learners feel about themselves, relate to others and approach day-to-day experiences and make decisions.

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## **APPENDIX A**

A1: Letter requesting permission from the Department of Education

A2: Letter from the Department of Education granting permission

A3: Letter requesting permission from the principal of the school

A4: Learner consent

A 1

MRS. M. NAIDOO  
18 VICTORIA APARTMENT  
CHURCH STREET  
TONGAAT

16 MARCH 2003

MR. J. B. ZWANE  
SEM  
TONGAAT CIRCUIT  
NORTH DURBAN REGION  
DEPARTMENT OF EDUCATION  
KWAZULU NATAL

SIR

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I hereby request permission to conduct research in three selected schools in the Tongaat Circuit for academic purposes.

I am currently completing a Masters Degree in Educational Psychology at the University of Durban Westville. I intend investigating how sexuality education in schools is influencing Grade 7 learners' relationships.

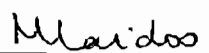
The information received will be treated anonymously and confidentially. The final copy of my research will be submitted to the Department of Education for perusal.

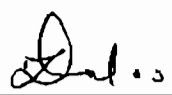
Attached please find a copy of my proposal and the draft questionnaire.

For further information please contact me at the above address or at telephone no. 032 5333632(w) or 032 9452758(h).

Thank you

Yours sincerely

  
\_\_\_\_\_  
MRS. M. NAIDOO  
(STUDENT PSYCHOLOGIST)

  
\_\_\_\_\_  
DR. Z. NAIDOO  
(SUPERVISORY PSYCHOLOGIST)



PROVINCE OF KWAZULU-NATAL  
ISIFUNDAZWE SAKWAZULU-NATAL  
PROVINSIE KWAZULU-NATAL



DEPARTMENT OF EDUCATION AND CULTURE  
UMNYANGO WEMFUNDO NAMASIKO  
DEPARTEMENT VAN ONDERWYS EN KULTUUR

## NORTH DURBAN REGION

## ISIFUNDAZWE SENYAKATHO NETHEKU

## NOORD DURBAN STREEK

Address: Truro House  
Ikheli: 17 Victoria Embankment  
Adres: Esplanade

Private Bag: Private Bag X54323  
Isikhwama Seposi: Durban  
Privaatsak: 4000

Telephone: (031) 360-6265  
Ucingo: (Exams Help Desk)  
Telefoon: (031) 332-1126  
Fax: (031) 332-1126

Enquiries: Mr S.P. Govender  
Imibuzo: 360-6247  
Navrae:

Reference: 2/12/23  
Inkomba:  
Verwysing:

Date: 16 April 2003  
Usuku:  
Datum:

Mrs M. Naidoo  
18 Victoria Apartment  
Church Street  
Tongaat

Dear Mrs Naidoo

**PERMISSION TO CONDUCT RESEARCH : Masters Degree in Educational Psychology  
University of Durban Westville**

1. Your letter dated 16 March 2003, refers.
2. You are hereby granted permission to conduct research in the North Durban Region along the lines of your proposal, subject to the following conditions:
  - a. No school/person may be forced to participate in your study;
  - b. Access to the schools you wish to utilise is negotiated with the principal and Governing Body by yourself;
  - c. The normal teaching and learning programme of the schools is not to be disrupted;
  - d. The confidentiality of the participants is respected; and
  - e. A copy of the findings should be lodged with the Regional Senior Manager on completion of the studies.
3. This letter may be used to gain access to schools.
4. May I take this opportunity to wish you every success in your research.

Yours faithfully,

Mr S.P. Govender  
Regional Co-ordinator: Research  
for Regional Senior Manager

A 3

MRS. M. NAIDOO  
18 VICTORIA APARTMENT  
CHURCH STREET  
TONGAAT

19 AUGUST 2003

THE PRINCIPAL

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SIR

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I hereby request permission to conduct research at your school for academic purposes.

I am currently completing a Masters Degree in Educational Psychology at the University of Durban Westville. I intend investigating how sexuality education in schools is influencing Grade 7 learners' relationships.

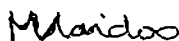
The information received will be treated anonymously and confidentially. The final copy of my research will be submitted to the Department of Education for perusal.


Attached please find a copy of the draft questionnaire to be administered to the pupils.

For further information please contact me at the above address or at telephone no. 032 5333632(w) or 032 9452758(h).

Thank you

Yours sincerely

  
\_\_\_\_\_  
MRS. M. NAIDOO  
(STUDENT PSYCHOLOGIST)

  
\_\_\_\_\_  
DR. Z. NAIDOO  
(SUPERVISORY PSYCHOLOGIST)



MRS. M. NAIDOO  
18 VICTORIA APARTMENT  
CHURCH STREET  
TONGAAT

19 AUGUST 2003-08-06

DEAR LEARNER .


I am currently completing a Masters Degree in Educational Psychology at the University of Durban Westville. I intend investigating how sexuality education in schools is influencing Grade 7 learners' relationships.


*Sexuality education is a lifelong process of acquiring information and forming attitudes, beliefs, and values about identity, relationships and intimacy. It encompasses sexual development, reproductive health, interpersonal relationships, affection, intimacy, body image, and gender roles. (SIECUS, 1991)*

You are now being exposed to Sexuality Education in schools. It would be greatly appreciated if you could assist in determining whether sexuality education in schools is influencing your relationships by answering the questionnaire below.

All information received will remain strictly confidential and you will remain anonymous. You are under no obligation to answer the questionnaire. Should you require further details please feel free to contact me at the above address or at telephone no. 032 5333632 (w) or 032 9452758 (h).

Thank you

  
\_\_\_\_\_  
MRS. M. NAIDOO  
(INTERN. PSYCHOLOGIST)

  
\_\_\_\_\_  
DR. Z. NAIDOO  
(SUPERVISORY PSYCHOLOGIST)

I \_\_\_\_\_ hereby give consent to participate in your research by answering the questionnaire.

\_\_\_\_\_  
SIGNATURE OF LEARNER

\_\_\_\_\_  
SIGNATURE OF PARENT

## **APPENDIX B**

B1: Pilot questionnaire

B2: Final questionnaire

B3: Semi – structured interview

Dear Learner

*Sexuality education is a lifelong process of acquiring information and forming attitudes, beliefs, and values about identity, relationships and intimacy. It encompasses sexual development, reproductive health, interpersonal relationships, affection, intimacy, body image, and gender roles. (SIECUS, 1991)*

You are now being exposed to Sexuality Education in schools. It would be greatly appreciated if you could assist in determining whether sexuality education in schools is influencing your relationships by answering the questionnaire below.

All information received will be strictly confidential and you will remain anonymous.

Thank you for showing such a keen interest in this research project.

**DRAFT QUESTIONNAIRE TO BE PILOTED TO GRADE 7 LEARNERS.**

**A. BIOGRAPHICAL DATA**

*PLACE A CROSS IN THE APPROPRIATE BLOCK*

1. Age:	12yrs	<input type="checkbox"/>	13yrs	<input type="checkbox"/>	14yrs	<input type="checkbox"/>	over 14	<input type="checkbox"/>
2. Gender:	male	<input type="checkbox"/>	female	<input type="checkbox"/>				
3. Race:	Indian	<input type="checkbox"/>	Black	<input type="checkbox"/>	White	<input type="checkbox"/>	Coloured	<input type="checkbox"/>
4. Total Income:	less than R700	<input type="checkbox"/>	R701 to R2500	<input type="checkbox"/>	R2501 to R5000	<input type="checkbox"/>	More than R5000	<input type="checkbox"/>
5. Level of Parental Education:		Below Std 10	Std. 10	Degree/Diploma				
Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Guardian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

## 6. Employment Details

	Employed	Unemployed	Type of Employment
Father			
Mother			
Guardian			

The following questions are about how sexuality education is influencing your relationships.

Place a cross in the box that applies to you. Only **ONE** answer is permitted per question.

E.g. Sexuality education is of great benefit to children.

Most of the time ☐ 1 ☒ 2 Sometimes ☐ 3 Not at all

**HONEST** answers will be greatly appreciated.

### KEY

☐ 1 Most of the time ☐ 2 Sometimes. ☐ 3 Not at all.

#### 1. PARENTS

1.1. Do you find it easier to talk to your parents about sexuality? ☐ 1 ☐ 2 ☐ 3

1.2. Are you comfortable when you talk to your parents about sexuality? ☐ 1 ☐ 2 ☐ 3

1.3. Can you approach your parents when you have a problem about sexuality? ☐ 1 ☐ 2 ☐ 3

1.4. Do your parents listen to your problems on sexuality? ☐ 1 ☐ 2 ☐ 3

1.5. Which parent is more approachable? Father ☐ Mother ☐

## 2. LIFE ORIENTATION TEACHER

- 2.1. Do you find it easier to talk to your life orientation teacher about sexuality?
- 2.2. Are you comfortable when you talk to your life orientation teacher about sexuality?
- 2.3. Can you approach your life orientation teacher when you have a problem about sexuality?
- 2.4. Does your life orientation teacher listen to your problems on sexuality?
- 2.5. Which type of life orientation teacher would you prefer? Male  Female

## 3. OTHER TEACHERS

- 3.1. Do you find it easier to talk to other teachers about sexuality?
- 3.2. Are you comfortable when you talk to other teachers about sexuality?
- 3.3. Can you approach other teachers when you have a problem about sexuality?
- 3.4. Do other teachers listen to your problems on sexuality?
- 3.5. Which type of teacher is more approachable? Male  Female

#### 4. SAME GENDER LEARNERS

- 4.1. Do you find it easier to talk to learners of the same gender about sexuality?
- 4.2. Are you comfortable when you talk to learners of the same gender about sexuality?
- 4.3. Can you approach learners of the same gender when you have a problem on sexuality?
- 4.4. Do learners of the same gender listen to your problems on sexuality?
- 4.5. Which type of same gender learners are more approachable?  
Younger than you  Same age as you  Older than you

#### 5. OPPOSITE GENDER LEARNERS

- 5.1. Do you find it easier to talk to learners of the opposite gender about sexuality?
- 5.2. Are you comfortable when you talk to learners of the opposite gender about sexuality?
- 5.3. Can you approach learners of the opposite gender when you have a problem about sexuality?
- 5.4. Do learners of the opposite gender listen to your problems on sexuality?
- 5.5. Which type of opposite gender learners are more approachable?  
Younger than you  Same age as you  Older than you

**THANK YOU FOR YOUR PARTICIPATION.**

**SEXUALITY EDUCATION QUESTIONNAIRE**

Dear Learner

*Sexuality education is a lifelong process of acquiring information and forming attitudes, beliefs, and values about identity, relationships and intimacy. It encompasses sexual development, reproductive health, interpersonal relationships, affection, intimacy, body image, and gender roles. (SIECUS, 1991)*

You are now being exposed to Sexuality Education in schools. It would be greatly appreciated if you could assist in determining whether sexuality education in schools is influencing your relationships by answering the questionnaire below.

All information received will remain strictly confidential and you will remain anonymous.

Thank you for showing such a keen interest in this research project.

**A. BIOGRAPHICAL DATA**

*PLACE A CROSS IN THE APPROPRIATE BLOCK*

1. Age:            12yrs ☐ 1    13 yrs ☐ 2    14yrs ☐ 3    over 14 ☐ 4

2. Gender:            male ☐    female ☐

3. Race:            Indian ☐ 1    Black ☐ 2    White ☐ 3    Coloured ☐ 4

4. Level of Parental Education	Below Std.10	Std.10	Degree/Diploma
Father	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Mother	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Guardian	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

**5. Employment Details**

	EMPLOYED	UNEMPLOYED	OCCUPATION
FATHER			
MOTHER			
GUARDIAN			

## **B. THE INFLUENCE OF SEXUALITY EDUCATION ON LEARNER RELATIONSHIPS**

The following questions are about how sexuality education is influencing your relationships.

Place a cross in the box that applies to you. Only **ONE** answer is permitted per question.

E.g. Sexuality education is of great benefit to children.

3
---

 Most of the time    

2
---

 Sometimes    

1
---

 Not at all

**HONEST** answers will be greatly appreciated.

### **KEY**

3
---

 Most of the time    

2
---

 Sometimes    

1
---

 Not at all

#### **1. PARENTS**

1.1. Do you find it easier to talk to your parents about sexuality?

3	2	1
---	---	---

1.2. Are you comfortable when you talk to your parents about sexuality?

3	2	1
---	---	---

1.3. Can you approach your parents when you have a problem about sexuality?

3	2	1
---	---	---

1.4. Do your parents listen to your problems on sexuality?

3	2	1
---	---	---

**TOTAL SCORE**

--	--	--

#### **2. LIFE ORIENTATION TEACHER**

2.1. Do you find it easier to talk to your life orientation teacher about sexuality?

3	2	1
---	---	---

2.2. Are you comfortable when you talk to your life orientation teacher about sexuality?

3	2	1
---	---	---

2.3. Can you approach your life orientation teacher when you have a problem about sexuality?

3	2	1
---	---	---

2.4. Does your life orientation teacher listen to your problems on sexuality?

3	2	1
---	---	---

**TOTAL SCORE**

--	--	--



### 3. OTHER TEACHERS

3.1. Do you find it easier to talk to other teachers about sexuality?

3

2

1

3.2. Are you comfortable when you talk to other teachers about sexuality?

3

2

1

3.3. Can you approach other teachers when you have a problem about sexuality?

3

2

1

3.4. Do other teachers listen to your problems on sexuality?

3

2

1

**TOTAL SCORE**

### 4. SAME GENDER

4.1. Do you find it easier to talk to your peers of the same gender about sexuality?

3

2

1

4.2. Are you comfortable when you talk to your peers of the same gender about sexuality?

3

2

1

4.3. Can you approach your peers of the same gender when you have a problem on sexuality?

3

2

1

4.4. Do your peers of the same gender listen to your problems on sexuality?

3

2

1

**TOTAL SCORE**

### 5. OPPOSITE GENDER

5.1. Do you find it easier to talk to your peers of the opposite gender about sexuality?

3

2

1

5.2. Are you comfortable when you talk to your peers of the opposite gender about sexuality?

3

2

1

5.3. Can you approach your peers of the opposite gender when you have a problem about sexuality?

3

2

1

5.4. Do your peers of the opposite gender listen to your problems on sexuality?

3

2

1

**TOTAL SCORE**

**C. GENERAL**

1. Which parent is more approachable - mother or father? Reason.

---

---

2. Which type of life orientation teacher would you prefer – male or female? Reason

---

---

3. Which type of teacher is more approachable – male or female? Reason.

---

---

4. Which type of same gender learners are more approachable – younger than you, same age as you, older than you? Reason.

---

---

5. Which type of opposite gender learners are more approachable – younger than you, same age as you, older than you? Reason.

---

---

**THANK YOU FOR YOUR PARTICIPATION.**

## **APPENDIX B3**

### **SEMI – STRUCTURED INTERVIEW**

1. How old are you?
2. What work does your father/mother/guardian do?
3. Who have you found it easiest to talk to about your problems on sexuality –
  - a). parents – mother/father/guardian
  - b). teachers – life orientation/other
  - c). peers – same/opposite gender

Why?

4. Who have you found it most difficult to talk to about your problems on sexuality
  - a). parents – mother/father/guardian
  - b). teachers – life orientation/other
  - c). peers – same/opposite gender

Why?

5. Describe some of your feelings when discussing the issue of sexuality with another person.
6. List some of the ways sexuality education in schools has helped you in building confidence in yourself.
7. List the things you would like to change regarding sexuality education in schools.

THANK YOU FOR YOUR PARTICIPATION.

## **APPENDIX C**

Example of an integration lesson

## APPENDIX C

### **Sexuality education as part of different areas of learning**

It is often going to be difficult to find enough time on the timetable to teach sexuality education. One of the ways to make sure that it is taught is to try and ensure that it is integrated into

other areas of learning. The most obvious areas are language, literacy and communication, human and social sciences, natural sciences and life orientation.

Let us look at some examples of how this can be done. Imagine that you decide to teach about AIDS in Grade 7. You decide that you will allocate a block of four periods in your life orientation classes to AIDS. You also decide, however, that you will use this opportunity to reinforce the messages you want to get across by making AIDS a topic that you will try to introduce into a number of different areas of learning. Thus, for example, the mathematics teacher asks the learners to try and calculate how many people are infected by HIV in a week if 500 people get infected every day. In the language, literacy and communication class, learners have to write an essay on: 'If I was told that I had HIV, I would ...'. In natural sciences, the teacher talks about viruses and more specifically HIV. In art and culture, learners work in groups of three to design a poster to inform other young people about AIDS. These posters are then displayed in various places in the school. In music, you ask the learners (in pairs) to write a rap song about AIDS. Remember that languages always provide a wonderful opportunity to practise skills and talk about feelings and values!

Resources in my  
community that could be  
of help to my sexuality  
education programme:

.....
.....
.....
.....
.....

### **Using a team approach**

Your task will always be more difficult if you are the only teacher in the school who is interested in, or is actually teaching sexuality education. It is much better to have a team of enthusiastic teachers in your school as well as outside people who are interested in, and committed to, helping with the teaching of sexuality education. The team can consist of different teachers (preferably male and female), members of NGOs, interested parents, school nurses and even learners. It is not necessary for you to teach everything on your own.

You should also try and get outside organisations or individuals to visit your classes or help you with resources and workshops. Find out what resources are available in your area.

# LEARNING AREAS

The vehicles which will be used to attain these outcomes are the learning areas. Learning areas represent eight groups of related knowledge, skills, attitudes and values.

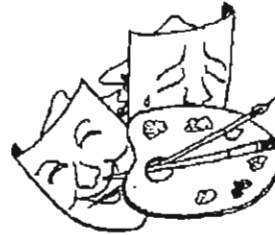
Life Orientation



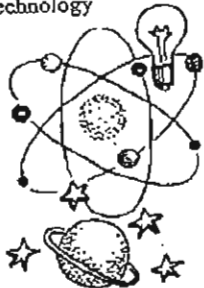
Language, Literacy and Communication



Arts and Culture



Technology



Economic and Management Sciences



Natural Sciences



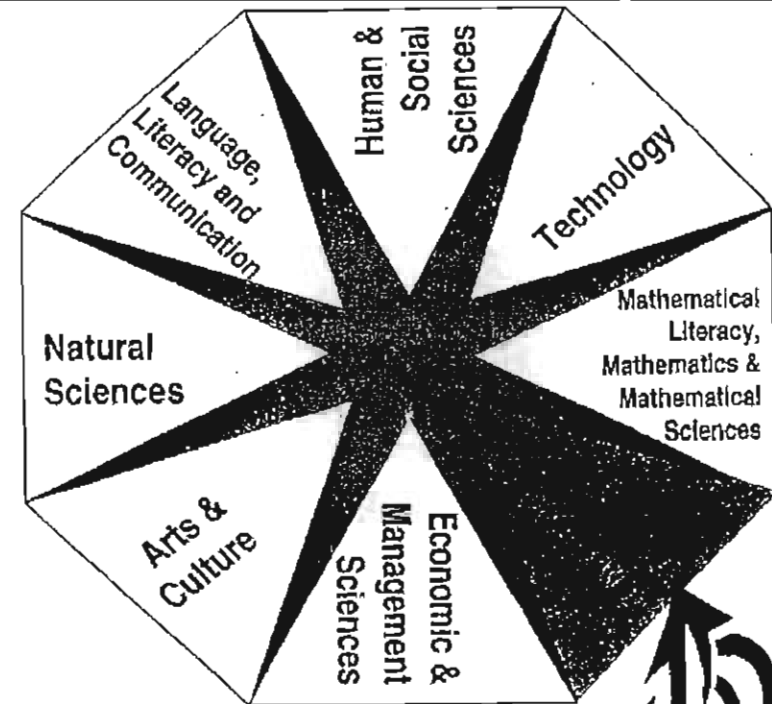
Mathematical Literacy, Mathematics And Mathematical Sciences



Human and Social Sciences

# LIFE ORIENTATION

Although Sexuality Education will be integrated into all the learning areas, it will find its core in Life Orientation. The rationale and specific outcomes for Life Orientation will therefore be relevant to such education.



## Sexuality Education

## **APPENDIX D**

Statistics

# Appendix D

R250-00

## Frequencies

### AGE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 12 yrs	28	43.8	43.8	43.8
13 yrs	29	45.3	45.3	89.1
14 yrs	5	7.8	7.8	96.9
Over 14	2	3.1	3.1	100.0
Total	64	100.0	100.0	

Average Age:

### GENDER

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Female	37	57.8	57.8	57.8
Male	27	42.2	42.2	100.0
Total	64	100.0	100.0	

### RACE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Indian	33	51.6	51.6	51.6
Black	31	48.4	48.4	100.0
Total	64	100.0	100.0	

### EDUC\_F ather

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below Std 10	13	20.3	22.0	22.0
Std 10	28	43.8	47.5	69.5
Degree / Diploma	18	28.1	30.5	100.0
Total	59	92.2	100.0	
Missing System	5	7.8		
Total	64	100.0		

### EDUC\_M other

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Below Std 10	22	34.4	35.5	35.5
Std 10	24	37.5	38.7	74.2
Degree / Diploma	16	25.0	25.8	100.0
Total	62	96.9	100.0	
Missing System	2	3.1		
Total	64	100.0		

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# EDUC\_G

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Std 10	1	1.6	10.0	10.0
	Std 10	5	7.8	50.0	60.0
	Degree / Diploma	4	6.3	40.0	100.0
	Total	10	15.6	100.0	
Missing	System	54	84.4		
Total		64	100.0		

# OCC\_F

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		15	23.4	23.4	23.4
	ANC officer	1	1.6	1.6	25.0
	branch manager	1	1.6	1.6	26.6
	builder	2	3.1	3.1	29.7
	business man	1	1.6	1.6	31.3
	centre manager	1	1.6	1.6	32.8
	chairperson	1	1.6	1.6	34.4
	clerk	1	1.6	1.6	35.9
	driver	5	7.8	7.8	43.8
	dye mixer	1	1.6	1.6	45.3
	engineer	2	3.1	3.1	48.4
	factory worker	6	9.4	9.4	57.8
	farmer	1	1.6	1.6	59.4
	fire fighter	1	1.6	1.6	60.9
	foreman	1	1.6	1.6	62.5
	inspector	1	1.6	1.6	64.1
	lab tech	1	1.6	1.6	65.6
	lifeguard	1	1.6	1.6	67.2
	machinist	1	1.6	1.6	68.8
	manager	1	1.6	1.6	70.3
	mechanic	1	1.6	1.6	71.9
	printer	3	4.7	4.7	76.6
	sales rep	1	1.6	1.6	78.1
	self employed	1	1.6	1.6	79.7
	supervisor	2	3.1	3.1	82.8
	teacher	3	4.7	4.7	87.5
	technician	1	1.6	1.6	89.1
	telkom	1	1.6	1.6	90.6
	tiler	1	1.6	1.6	92.2
	tractor driver	1	1.6	1.6	93.8
	truck driver	2	3.1	3.1	96.9
	wood machinist	1	1.6	1.6	98.4
	x teacher	1	1.6	1.6	100.0
Total		64	100.0	100.0	

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26	40.6	40.6	40.6
business	1	1.6	1.6	42.2
buyer	1	1.6	1.6	43.8
cashier	1	1.6	1.6	45.3
catering assistant	1	1.6	1.6	46.9
dental receptionist	1	1.6	1.6	48.4
educator	1	1.6	1.6	50.0
factory worker	7	10.9	10.9	60.9
grant	1	1.6	1.6	62.5
health worker	1	1.6	1.6	64.1
IT	1	1.6	1.6	65.6
KFC	1	1.6	1.6	67.2
labourer	1	1.6	1.6	68.8
machinist	5	7.8	7.8	76.6
maid	3	4.7	4.7	81.3
manager	1	1.6	1.6	82.8
nurse	1	1.6	1.6	84.4
phone worker	1	1.6	1.6	85.9
security	1	1.6	1.6	87.5
shipping clerk	1	1.6	1.6	89.1
shop cleaner	1	1.6	1.6	90.6
switch board	1	1.6	1.6	92.2
teacher	5	7.8	7.8	100.0
Total	64	100.0	100.0	

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	87.5	87.5	87.5
engineer	1	1.6	1.6	89.1
factory	3	4.7	4.7	93.8
grant	3	4.7	4.7	98.4
male nur	1	1.6	1.6	100.0
Total	64	100.0	100.0	

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Not at all	20	31.3	31.3	31.3
Sometimes	36	56.3	56.3	87.5
Most of the time	8	12.5	12.5	100.0
Total	64	100.0	100.0	

223

**P1.2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	28	43.8	43.8	43.8
	Sometimes	27	42.2	42.2	85.9
	Most of the time	9	14.1	14.1	100.0
	Total	64	100.0	100.0	

**P1.3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	18	28.1	28.1	28.1
	Sometimes	27	42.2	42.2	70.3
	Most of the time	19	29.7	29.7	100.0
	Total	64	100.0	100.0	

**P1.4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	12	18.8	18.8	18.8
	Sometimes	16	25.0	25.0	43.8
	Most of the time	36	56.3	56.3	100.0
	Total	64	100.0	100.0	

**L01.1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	11	17.2	17.2	17.2
	Sometimes	25	39.1	39.1	56.3
	Most of the time	28	43.8	43.8	100.0
	Total	64	100.0	100.0	

**L01.2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	10	15.6	15.6	15.6
	Sometimes	30	46.9	46.9	62.5
	Most of the time	24	37.5	37.5	100.0
	Total	64	100.0	100.0	

**L01.3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	14	21.9	21.9	21.9
	Sometimes	31	48.4	48.4	70.3
	Most of the time	19	29.7	29.7	100.0
	Total	64	100.0	100.0	

**L01.4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	6	9.4	9.4	9.4
	Sometimes	14	21.9	21.9	31.3
	Most of the time	44	68.8	68.8	100.0
	Total	64	100.0	100.0	

**OT1.1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	32	50.0	50.0	50.0
	Sometimes	26	40.6	40.6	90.6
	Most of the time	6	9.4	9.4	100.0
	Total	64	100.0	100.0	

**OT1.2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	29	45.3	45.3	45.3
	Sometimes	29	45.3	45.3	90.6
	Most of the time	6	9.4	9.4	100.0
	Total	64	100.0	100.0	

**OT1.3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	29	45.3	45.3	45.3
	Sometimes	23	35.9	35.9	81.3
	Most of the time	12	18.8	18.8	100.0
	Total	64	100.0	100.0	

**OT1.4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	22	34.4	34.4	34.4
	Sometimes	23	35.9	35.9	70.3
	Most of the time	19	29.7	29.7	100.0
	Total	64	100.0	100.0	

**SGL1.1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	4	6.3	6.3	6.3
	Sometimes	16	25.0	25.0	31.3
	Most of the time	44	68.8	68.8	100.0
	Total	64	100.0	100.0	

**SGL1.2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1	1.6	1.6	1.6
	Sometimes	21	32.8	32.8	34.4
	Most of the time	42	65.6	65.6	100.0
	Total	64	100.0	100.0	

**SGL1.3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	7	10.9	10.9	10.9
	Sometimes	29	45.3	45.3	56.3
	Most of the time	28	43.8	43.8	100.0
	Total	64	100.0	100.0	

**SGL1.4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	5	7.8	7.8	7.8
	Sometimes	21	32.8	32.8	40.6
	Most of the time	38	59.4	59.4	100.0
	Total	64	100.0	100.0	

OGL1.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	31	48.4	48.4	48.4
	Sometimes	19	29.7	29.7	78.1
	Most of the time	14	21.9	21.9	100.0
	Total	64	100.0	100.0	

OGL1.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	31	48.4	48.4	48.4
	Sometimes	23	35.9	35.9	84.4
	Most of the time	10	15.6	15.6	100.0
	Total	64	100.0	100.0	

OGL1.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	36	56.3	56.3	56.3
	Sometimes	22	34.4	34.4	90.6
	Most of the time	6	9.4	9.4	100.0
	Total	64	100.0	100.0	

OGL1.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	26	40.6	40.6	40.6
	Sometimes	24	37.5	37.5	78.1
	Most of the time	14	21.9	21.9	100.0
	Total	64	100.0	100.0	

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## Descriptives



### Descriptive Statistics

of learners' rel' ship

How to describe the  
results obtained

	N	Minimum	Maximum	Mean	Std. Deviation
Parents	64	4.00	12.00	7.9062	2.27979
Life Orientation teacher	64	4.00	12.00	9.1563	2.07187
Other Teachers	64	4.00	12.00	6.9219	2.26291
Same Gender	64	4.00	12.00	10.1094	1.80930
Opposite Gender	64	4.00	12.00	6.7500	2.48807
Valid N (listwise)	64				

1.1.

# T-Test

showing → Diff. bet. boys + girls.

Group Statistics

	GENDER	N	Mean	Std. Deviation
Parents	Female	37	9.0000	1.73205
	Male	27	6.4074	2.09870
Life Orientation teacher	Female	37	9.2432	2.00562
	Male	27	9.0370	2.19232
Other Teachers	Female	37	7.5405	2.06283
	Male	27	6.0741	2.28584
Same Gender	Female	37	10.3243	1.58209
	Male	27	9.8148	2.07618
Opposite Gender	Female	37	6.2162	2.21278
	Male	27	7.4815	2.69430

Independent Samples Test

		t-test for Equality of Means		
		t	df	p
Parents	Equal variances assumed	5.407	62	* .000
Life Orientation teacher	Equal variances assumed	.391	62	.697
Other Teachers	Equal variances assumed	2.683	62	* .009
Same Gender	Equal variances assumed	1.115	62	.269
Opposite Gender	Equal variances assumed	-2.060	62	* .044

Scores below 0.05 are sign at the 5% level

\* < 0.05 sig

\* < 0.05 sig

\* < 0.05 sig

\* sig at 5% level

The ffg relationships showed sign diff. at the 5% level between boys + girls! (0.000) relationship with parents, (0.009) other teachers and opp. gender cleaners (0.044)

Note.  $p < 0.05$  sign at 5% level.

Oneway analysis of variance bet race groups  
 ? not part of research purpose

#### Descriptives

		N	Mean	Std. Deviation
Parents	Indian	33	8.3333	2.36731
	Black	31	7.4516	2.12664
	Total	64	7.9063	2.27979
Life Orientation teacher	Indian	33	8.4848	2.01744
	Black	31	9.8710	1.91036
	Total	64	9.1563	2.07187
Other Teachers	Indian	33	7.5455	2.43786
	Black	31	6.2581	1.87914
	Total	64	6.9219	2.26291
Same Gender	Indian	33	9.6970	2.05373
	Black	31	10.5484	1.41041
	Total	64	10.1094	1.80930
Opposite Gender	Indian	33	5.5758	1.78589
	Black	31	8.0000	2.54296
	Total	64	6.7500	2.48807

#### ANOVA

		F	p
Parents	Between Groups	2.446	.123
Life Orientation teacher	Between Groups	7.943	.006
Other Teachers	Between Groups	5.547	.022
Same Gender	Between Groups	3.691	.059
Opposite Gender	Between Groups	19.672	.000

\* Sig at 5%



## Oneway

for age groups (X) Additional info.

### Descriptives

		N	Mean	Std. Deviation
Parents	12 yrs	28	8.6429	2.28058
	13 yrs	29	7.5172	2.23000
	14 yrs	5	6.6000	1.94936
	Over 14	2	6.5000	.70711
	Total	64	7.9063	2.27979
Life Orientation teacher	12 yrs	28	9.0714	1.92313
	13 yrs	29	9.0345	2.25963
	14 yrs	5	10.0000	2.34521
	Over 14	2	10.0000	.00000
	Total	64	9.1563	2.07187
Other Teachers	12 yrs	28	6.8214	2.51003
	13 yrs	29	7.2759	2.10266
	14 yrs	5	6.0000	2.00000
	Over 14	2	5.5000	.70711
	Total	64	6.9219	2.26291
Same Gender	12 yrs	28	10.2143	1.64107
	13 yrs	29	10.0000	2.08738
	14 yrs	5	10.4000	1.51658
	Over 14	2	9.5000	.70711
	Total	64	10.1094	1.80930
Opposite Gender	12 yrs	28	6.3214	2.63949
	13 yrs	29	6.8276	2.33099
	14 yrs	5	8.6000	2.50998
	Over 14	2	7.0000	1.41421
	Total	64	6.7500	2.48807

### ANOVA

		F	p
Parents	Between Groups	2.171	.101
Life Orientation teacher	Between Groups	.424	.736
Other Teachers	Between Groups	.787	.506
Same Gender	Between Groups	.178	.911
Opposite Gender	Between Groups	1.228	.308

no significant differences  
bet. the age groups regarding  
relationships with parents, to the  
OT, same gen. learners + opp. gen.  
learners.  
whether it was because they  
were clustered together for ed  
purposes or whether they were  
undergoing puberty at around  
the same time needs to be  
investigated.