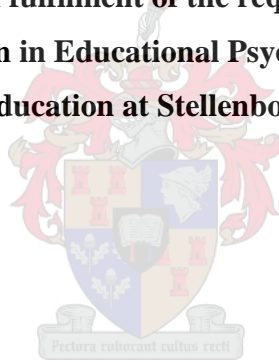


EXPLORING SEXUALITY EDUCATION IN GOVERNMENT HIGH SCHOOLS

Donovan Oscar Rudolph

**Thesis presented in partial fulfilment of the requirements for the degree of
Master of Education in Educational Psychology (Med Psych) in
the Faculty of Education at Stellenbosch University**



Supervisor: Mrs K Conradie

March 2020

DECLARATION

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

Date: March 2020

ABSTRACT

Talking about sex oriented topics, including sexuality is still, to this day regarded as taboo within some cultures and groups and could therefore be uncomfortable for certain learners and teachers when confronted with the sexuality education curriculum. The lesson may therefore often not be presented free from inherent judgment and prejudices and as such healthy discussions around the topic cannot take place.

The research goals and objectives of this study attempted to evaluate and shed some light on Life Orientation teachers' own beliefs, experience and attitudes concerning the topic of sexuality education, based on their own cultural upbringing. This provided an understanding on how cultural practices could have had a significant influence on the presentation of the topic. The research question therefore was: How does the cultural and value system of the Life Orientation teacher influence the presentation of sex oriented topics?

This study has adopted a qualitative approach, rooted within an interpretive paradigm. Data was gathered and analysed from semi structured interviews, observations and field notes. The participants were Grade 10 to 12 Life Orientation teachers in the areas of Mitchells Plain and Khayelitsha.

The findings revealed and justified previous research findings stating that embedded cultural and value systems do have an influence on the practice of teaching. Although the participants in this study acknowledged that they moved away from a conservative mind set, their cultural upbringing still influenced their approach to teaching sex oriented topics. Openly displayed discomfort while teaching, shying away from answering certain questions and struggling with verbalising some concepts were some of the indicators of teachers' uncertainty towards teaching sex and sexuality oriented topics. This study also makes recommendations that would attempt to improve the personal development of teachers. In the bigger scheme it would be regarded as a positive step towards the optimal education of learners free from prejudice or judgment.

OPSOMMING

Gesprekke oor seksgeoriënteerde onderwerpe of seksualiteit word steeds, tot vandag toe, binne sommige kulture en groepe as taboe beskou en kan dus ongemaklik wees vir sekere leerders en onderwysers, veral wanneer hulle gekonfronteer word met die seksonderrig-kurrikulum. Die gevolg is dat onderrig dikwels nie sonder inherente veroordeling of vooroordele plaasvind nie en dat gesonde klasbesprekings sodoende nie gestimuleer word nie.

Die navorsingsdoelwitte en doelstellings van hierdie studie is om te evalueer en om lig te werp op onderwysers se eie oortuigings, ervarings en houdings oor die onderwerp van seks- en seksualiteitsonderrig, gebaseer op hul eie sosio-kulturele opvoeding en oortuigings. Dit behoort meer lig te werp oor die wyse waarop sulke kulturele praktyke 'n impak kan hê op die aanbieding en onderrig van die onderwerp. Die navorsingsvraag is dus: Hoe het die kulturele en waardestelsel van die Lewensoriëntering-onderwyser 'n impak op die aanbieding van seks- en seksualiteitsgeoriënteerde onderwerpe?

Hierdie studie volg 'n kwalitatiewe benadering, gewortel in 'n interpretatiewe paradigma. Data is vanuit semi-gestruktureerde onderhoude, waarnemings en veldnotas versamel en ontleed. Die deelnemers was Graad 10 tot 12 Lewensoriënteringsonderwysers in die gebiede van Mitchells Plein en Khayelitsha.

Die bevindings het vorige navorsing wat daarop dui dat diepgewortelde kultuur- en waardesisteme 'n invloed op die onderrigpraktyk van onderwysers het, bevestig. Alhoewel die deelnemers aan hierdie studie erken het dat hulle wegbeweeg het van 'n konserwatiewe ingesteldheid, het hul kulturele opvoeding steeds hul benadering tot seks- en seksualiteitsgeoriënteerde onderrig beïnvloed. Sigbare ongemak tydens onderrig, die wegstroom van die beantwoording van sekere vrae en moeisamheid wat betref die verbalisering van onderwerpspesifieke konsepte, was van die aanduiders van onderwysers se onsekerheid rakende die onderrig van seks- en seksualiteitsgeoriënteerde onderwerpe. Hierdie studie maak ook 'n aantal aanbevelings wat betref die persoonlike ontwikkeling van onderwysers. In die geheel sou dit beskou kan word as 'n positiewe stap in die rigting van optimale onderrig sonder enige veroordeling en vooroordele.

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- Finally, all praise to the Almighty for making this journey possible. An opportunity created by God which I will forever be grateful for.

DEDICATION

This thesis is dedicated to my late father, James Adam Rudolph.

YOU HAVE ALWAYS BEEN MY HERO AND A TRUE INSPIRATION.

I WILL ALWAYS LOVE YOU.

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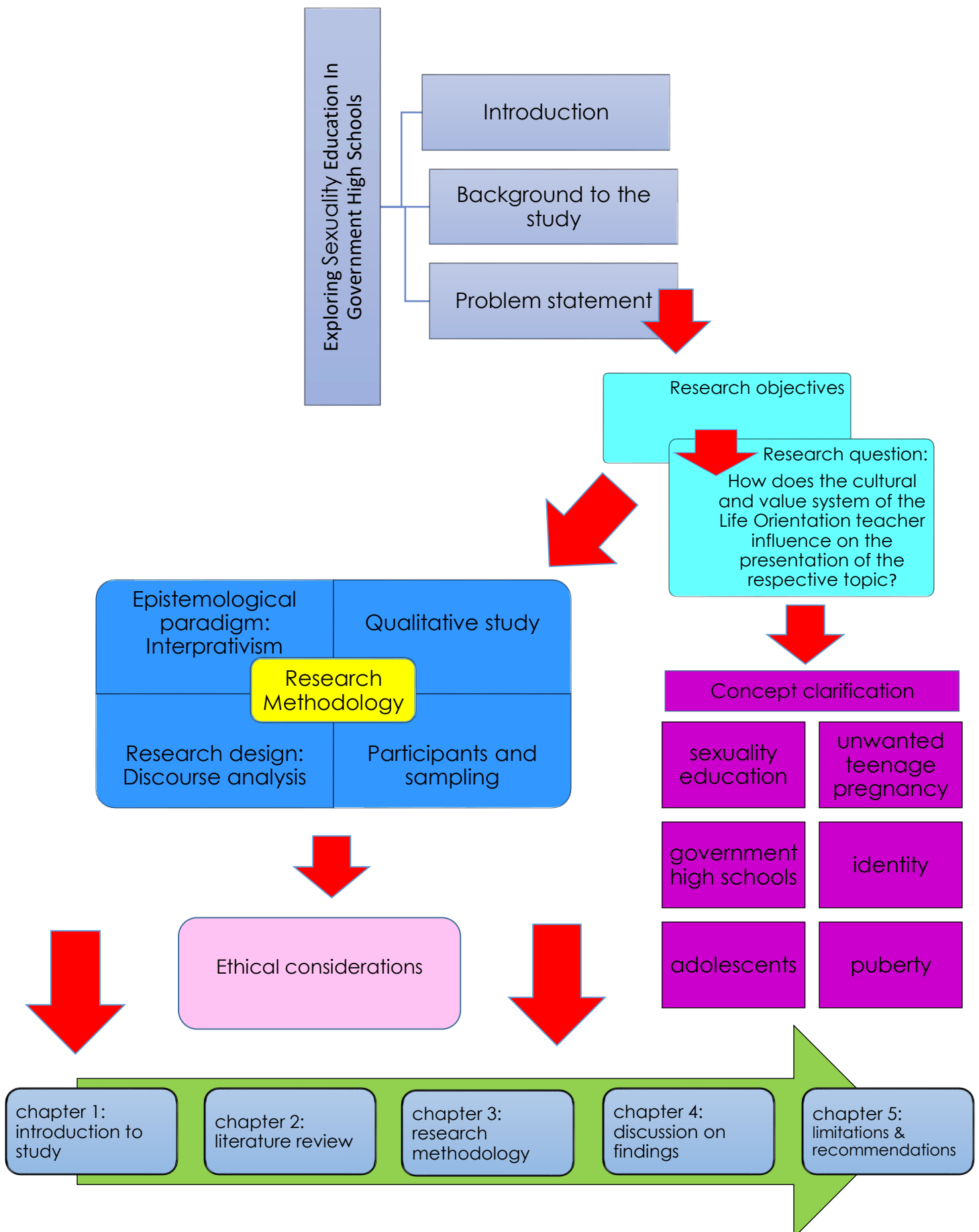
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CHAPTER ONE CONCEPTUALISATION



CHAPTER ONE

CONTEXT AND RATIONALE OF THE STUDY

1.1 INTRODUCTION

“Sexual and HIV& AIDS education must not entirely focus on factual information; it must be an active learning environment where students can engage with the material, think about what they are learning and develop skills that will help them to make healthy life choices with regards to their sexual behaviour” (Thaver & Leao, 2012, p.89). This finding ignited the curiosity to explore the concept of sexuality education in more depth. Macleod (2011, p.3) indicated that many young women miss school as a result of pregnancy. These women are therefore likely to become educationally and possibly economically challenged. Thus sparking the desire to embark on an investigation to explore how teachers’ value systems influence how they teach the topic of sexuality education especially at high schools’ level within the Western cape and focussing on previously disadvantaged communities. These communities are all situated on the Cape Flats. An expansive low lying, flat area situated southeast of the central business district of Cape Town. Consisting of informal settlements, townships and large housing projects, the Cape Flats came into existence after the introduction of the Group Areas Act, during Apartheid. Non-white people were forcefully relocated there as certain areas were reserved for whites.

At this point it is also important to gain a better understanding of what sexuality education is and according to the European Expert Group on Sexuality Education, 2016, p. 1, it “aims to develop and strengthen the ability of children and young people to make conscious, satisfying, healthy and respectful choices regarding relationships, sexuality and emotional and physical health”. Later in this chapter under the concept clarification section, a further explanation on sexuality education is provided.

1.2 BACKGROUND TO THE STUDY

The Department of Education’s annual school survey of 2015 revealed that a total of 15 000 school girls fell pregnant during that academic year. These findings are further highlighted by the findings of the South African Demographic and Health Survey of 2016 that indicated that

16% of women aged 15 – 19 years have begun childbearing. This alarming growth has sparked the Western Cape Provincial Government to develop policies on how to support pregnant girls while at school and ultimately complete school up until grade 12 level. These contributions can be regarded as a positive effort to addressing challenges associated with teenage pregnancy, however is their progression sufficient to significantly reduce the pregnancy rate? How do the Western Cape Education Department and the National Education Department thus deal with this conundrum called teenage pregnancy? “The consequences of teenage pregnancy are the disruption of schooling, the perpetuation of a cycle of disadvantage or poor socio-economic circumstances, poor child outcomes, health risks associated with early pregnancy, welfare dependency” (Macleod, 2011, p.57). Poor child outcomes can be best understood as the health and wellbeing of a child. In relation to health risks that associated with teenage pregnancy, Larson (2007) mentions that in some cases they include preterm birth, intrauterine growth restriction and neonatal or infant death.

Mchunu, Pelzer, Tuts Hana and Seutlwadi, 2012 indicated that in sub – Saharan Africa, one such risk in early child bearing is increased vulnerability to HIV/AIDS. While HIV is one of the unintended consequences of unprotected sexual intercourse, pregnancy is another indicator that young people are having unprotected sex. This concern is raised by Macleod, 2011 as well where she states that a more recent concern is the association of both HIV and ‘teenage pregnancy’.

As early as 2002 it became a pressing need for government to introduce measures that would assist in the regard of HIV/Aids, child rape and teenage pregnancy and thus the then minister of education mandated sex education as part of the curriculum (Amsalu, 2002a, p.5). Sexuality education became firmly rooted within the Life Orientation curriculum, a compulsory subject at school and within both the General Education and Training and Further Education and Training bands. Life Orientation can be defined as and deals with the holistic development of learners throughout his/her childhood and puberty. The central focus is on the development of self-in-society. It equips learners with the skills, knowledge and values to make informed decisions, demonstrate an understanding and a commitment to constitutional rights and responsibilities, apply acquired life skills to achieve and extend personal potential, to participate in physical movement and development and make informed decisions about further studies and future career choices (Curriculum 2005 and later Revised National Curriculum Statement).

The National Curriculum provided a breakdown on how the sexuality education should be covered and provided details for age appropriate coverage. There were specific components in life skills introduced at foundation phase level. Within the intermediate, senior and FET phase, the curriculum dealt with reproductive health and sexuality education.

1.3 PROBLEM STATEMENT

“The Life Orientation sexuality education curriculum in South African schools has been viewed as a potentially valuable space to work with young people on issues of reproductive health, gender and sexual norms and relations” (Shefer, Kruger, Macleod, Baxen & Vincent, 2015). Teachers therefore play an important role in using this space productively. The focus of this study is therefore to explore how teachers engage with learners around different topics especially how their cultural and value systems influence how they present these topics. The theme that will be scrutinised within this exploratory process will include how cultural systems will ultimately influence the presentation of the sexuality education curriculum by life orientation teachers. Giami, Ohlrichs, Quilliam, Wellings, Pacey & Wylie, 2006 identifies the needs of adolescents as sound information, sexually positive role models, emotional support, relationship support and opportunities to develop as individuals and independent sexual decision – makers.

“Teachers may lack the knowledge or skill to facilitate sexual themes in a safe and supportive way; they may be struggling with their own sexual issues, greatly reducing the chances of their discussing sex in an informed, relaxed and confident way with their pupils” (Giami., et al., 2006). This statement is further motivated by Beyers (2011) who conducted a sociocultural study and found that “black Life Orientation teachers who teach sexuality education ... shy away from teaching crucial information regarding sexuality because of their own sociocultural values and moral beliefs could contradict or differ from programmes that they are expected to teach” (p. 192). Based on the research conducted, it becomes apparent that any topic to be presented by a teacher will be influenced by their own values and belief systems and thus poses the risk of the information being misinterpreted. This ultimately leads to the lesson not being presented in an entirely accurate way that would stimulate a healthy discussion around the topic. Instead the lesson is presented in a way that would instil fear and only focussing on the dangers and negative effects of becoming sexually active. “To a great extent, culture influences

what and how sexual health issues can be discussed between members of the communities, especially between children and adults” (Lebese, 2010, p. 238). The notion that talking about issues relating to sexual intercourse and sexuality is still, to this day, regarded as taboo within some cultures could therefore make it very uncomfortable for certain learners and teachers to be confronted with this topic within the curriculum. The interpretation and reception of the information received during the lesson becomes questionable and unreliable. These observation as referred to by Lebese (2010), therefore becomes the motivation to investigate and explore what might be happening in or perhaps does not happen in the classroom during the presentation of a sexuality lesson.

1.4 RESEARCH OBJECTIVES

The research goals and objectives of this study will attempt to evaluate the teachers’ own beliefs, experience and attitudes to the topic based on his or her, own cultural upbringing and how those cultural practices could have a significant influence on the presentation of the topic. The findings would then provide the necessary role players like curriculum developers, teacher training institutions and teachers with insight into whether or not aspects of the curriculum or training methods should be reviewed based on the practices within the classroom. These findings would thus speak to desirable teaching practices where teachers are encouraged to create a positive learning environment and provide learners with unbiased accurate information. “As the whole issue of sexuality education is often sensitive and controversial, the teacher should take care to create a relaxed atmosphere of closeness and trust with learners. The learners should feel safe and comfortable about raising sensitive matters or questions” (Jordaan, 2014).

An opportunity would therefore be created for adolescents to become armed with skills and effective strategies that would help them identify, delay and avoid risk behaviour in their daily lives outside of school. Beyers (2011, p.200) highlights that “adolescents are considered a high-risk group to engage in unsafe sexual practices because of their developmental stage”. This developmental stage according to DiCenso, Guyatt, Willan, & Griffith, (2002, p.1426) can be referred to as the period between adulthood and childhood and be regarded as a time of profound biological, social and psychological changes accompanied by increased interest in sexual activities.

1.4.1 RESEARCH QUESTION

The central theme that will be scrutinised within this exploratory process will be centered around one questions and that is: How does the cultural and value system of the Life Orientation teacher influence their teaching practice, especially the teaching of sexuality education?

1.4.2 RESEARCH METHODOLOGY

This research study of exploring the influence that cultural and value systems have on Life Orientation teachers on the presentation of sexuality education currently utilised at government high schools, will adopt a qualitative approach, rooted within an interpretive paradigm. Critical theory will be the theoretical framework utilised when the analysis of data take place. This framework is concerned with making sense of the experiences of people within their respective realities and would shed light on the collected data in an attempt to address the research question. A further detailed discussion on this theoretical framework will take place in Chapter 4. An interpretive paradigm explores in detail how participants make sense of their world and thus how they make meaning of their experiences within their personal realities. In this study, the participants will be Life Orientation teachers teaching within the Further Education and Training phase which include grades 10 to grade 12 learners.

The fundamentals of the qualitative approach, nestled in an interpretive paradigm will incorporate a discourse analysis method of data analysis. This theoretical framework can be regarded as complimentary as a discourse analysis involves using language in particular situations and create certain meanings. A discourse analysis therefore attempts to uncover these meanings. “It looks at patterns of language texts and considers the relationship and the social and cultural contexts in which it is used. Discourse analysis also considers the way that the use of language presents different views of the world and different understandings” (Paltridge, 2006).

As this collaboration provides a multi-dimensional view of various meanings associated to language used, valuable insights into the relevance of the content of sexuality education within the curriculum may emerge, it might uncover the influence that cultural and value systems have on teachers in relation to teaching sexuality education. The researcher will therefore also play

a very important role within this process by becoming closely involved in the participant's world and thus experience a perspective as an insider.

1.4.3 PROCEDURE

The process of data gathering entailed multiple methods of obtaining information. These methods included semi structured interviews and unstructured observations. This multiple method approach is best known as triangulation. Flick (2007, p.43), explains the concept of triangulation as the use of more than one method of gathering data. He also adds that this method gathering data lends itself to ensure the quality of qualitative research. "... it is appropriate to build into the research design various devices to ensure the accuracy of your interpretation" (Silverman, 2005, p. 154).

Interviews will be recorded and transcribed verbatim. The process of transcription allows for the opportunity to reflect on what the interviewee has said and how it was said. This would not only be to determine accuracy but gain greater insights into the interviewee's experience. With reference to Silverman (2005, p154), "the most popular approach is to treat respondents' answers as describing some external reality (e.g. facts, events) or internal experiences (e.g. feelings, meaning)". This tool will therefore further compliment the methodology that this study will follow as part of the overall discourse analysis.

During the process of observations, the researcher would be given the opportunity to do observations where vocabulary, tone and body language used by the teachers participating will be crucial areas of focus. These observations might provide useful clues to understand how the language used by teachers in the particular situation of teaching and create certain meanings for them. Gibson and Brown, 2011 (p.21), highlights that observational research can be conducted for many reasons but it is very often a part of a general interest in understanding, for one reason or another, what people do and why. Throughout the data collection process, field notes were also taken. This allowed the researcher to constantly reflect on the process and it became useful when all data was scrutinised in order to address the research question.

PARTICIPANTS AND SAMPLING

Purposive sampling to select participants has two principle aims which tie in with selecting participants. One of the principles is to ensure that, within each of the key criteria, some

diversity is included so that the impact of the characteristics concerned are explored (Ritchie & Lewis, 2003). This means that the diversity of the sample will provide for adequate information to effectively explore the research and draw insightful meaning from their experiences. This method will assist in finding a diverse sample for which the research question will hold relevance. One Life Orientation teacher, from each of the schools identified and discussed below, will be selected for this study. The teachers will ideally teach learners within the Further Education and Training Band (Gr 10 – 12). Learners currently in the FET band are usually between the ages of 15 to 18 years old. This selection is motivated by the development theory as stated by Beyers (2010, p201): “...learners move through the stages of identity and they find themselves constantly at risk of being involved in negative behaviour such as experimenting with sex”. This age group also presents the highest percentage of teenage pregnancy incidents.

Participating schools were drawn from three randomly selected high schools within the Mitchell’s Plain and Khayelitsha areas. This type of sampling used to select schools is known as convenience sampling. Berg (2007, p.43) indicates that this category of sampling relies on available subjects – those who are close at hand or easily accessible. The two selected schools within the Mitchell’s Plain community would be government schools with a mixture of Cape Coloured Xhosa and Cape Malay learners and predominantly Cape Coloured teachers. The school within the Khayelitsha area have a demographic of overall Xhosa learners and teachers. Former model C schools will not be included in this study as the exploration will investigate common teaching practices within government high schools within the context as discussed in the concept clarification that is to follow.

1.4.5 ETHICAL CONSIDERATIONS

Procedural ethics ... suggest that research participants have a right to know the nature and potential consequences of the research—and understand that their participation is voluntary.” (Tracy, 2010).

Compliance with these ethical standards will therefore be maintained throughout the research process. With the rights of the participants in mind, consent to conduct research within the school environment will be obtained from the Western Cape Education Department (Addendum A) as well as the respective school principals (Addendum B). Participants will

then be informed on ethical considerations, informed consent requested (Addendum C) and they will also be informed about voluntary participation.

Confidentiality will be guaranteed at all times by using pseudonyms and participants' rights to withdraw from the study at any time will be explained to them as well. In the event of a participant wanting to withdraw from the study, none of the data collated from that participant will be considered and the participant would be excused from the overall study. "Discussion of confidentiality is part of the informed consent process. However, it is important that researchers are explicit about all the elements of the confidentiality promised" (Oliver, 2010, p.82). The principle of confidentiality and sensitivity will be maintained throughout the data collection process and all material handled will be safely stored away in a lockable cupboard with access to limited role-players only. Oliver (2010) advises that the initial researcher not only store the data collected but also anonymise the participants as effectively as possible. As the data will be collated electronically, all information will be stored on an external hard drive that will be kept in safely in the lockable cupboard with any other additional material. A designated flash drive will also be on hand to backup all information. These devices will be encrypted with passwords and will only be available limited individuals. These individuals will include myself as the researcher and my supervisor. This study will not engage in interviewing any learners to prevent any boundaries from being crossed, disrespecting the learner's right to privacy or behaving in an unethical manner.

Transcription of the interviews conducted will be done by myself and therefore no other individuals will need or have access to this information and the notes collated during interviews and observations will also be discarded once captured. This will be done by means of shredding to ensure that all documentation is disposed of in a manner that would be regarded as ethically compliant. The process of destroying the relevant documentation will only be destroyed after a five (5) year period.

1.5 CONCEPT CLARIFICATION

Various terminology used within this exploratory study cannot be viewed as apparent or self-explanatory and therefore it is crucial to provide an overview of some of the terms and concepts used as it would allow for clarification and insight at the onset of this voyage. Such terms or

concepts include sexuality education, unwanted teenage pregnancy, government high schools, identity, adolescents, puberty and adolescent development.

On gaining a greater understanding of these concepts, it is hoped that the central themes that will appear within this study would be highlighted and provide a solid foundation as this exploration commences.

1.5.1 SEXUALITY EDUCATION

De La Mare (2011), refers to sex education as the instruction on issues that relate to human sexuality and also includes emotional, relations and responsibility, human sexual anatomy, sexual activity, sexual reproduction, the age of consent, reproductive health, reproductive rights, safe sex, birth control and sexual abstinence. This investigation will reveal insights into the level that sexuality education in reality coincides with this comprehensive description mentioned.

1.5.2 UNWANTED TEENAGE PREGNANCY

Teenage pregnancy highlights a particular group of people within society, usually adolescent girls/ females. These females are usually between the ages 13 and 19 years of age. Sometimes they can be as young as 12 years old. Teenage pregnancy can be linked to various factors, ranging from the friends they associate with to lack of contraception. Factors could also include lack of knowledge and education on the subject. As a result of these factors, pregnancy could be viewed as unwanted. With reference to Macleod (2011), a pregnancy is unwanted because a woman is located within a particular set of norms, values and limited affordances such as resources within society and her culture. These therefore create possibilities for childbearing to be extremely difficult. Social interpersonal and contextual reasons therefore become the drivers for regarding teenage pregnancy as unwanted.

1.5.3 GOVERNMENT HIGH SCHOOLS

It is imperative to take South African history¹ into consideration when placing into context the concept of government schools as the country went through a lot of changes over the past 22

¹ The era of Apartheid established and embedded a legacy of inequality, segregation and separation. This included the schooling system, where the type of curriculum as well as the quality of education received was based on race.

years. Post-Apartheid and a democratic dispensation gave way to equal education and opportunity for all, however inequality still exists within the schooling system. Although one curriculum has been implemented across the board, schools still operate under the categories of public, former model C and private schools. The latter two enjoys smaller class sizes, fully resourced facilities and are usually located within affluent areas whereas public schools in comparison experience overcrowding, dilapidated facilities and are usually under resourced. These public schools are usually found in areas where crime is rife and socio economic conditions dire. Throughout this research exploration, public schools will be referred to as government schools. At this point it is also crucial to highlight that even though these former model C school now fall under the banner of government schools, this study does not imply that the research questions posed does not apply to them, the study however will be limited to government schools situated in mostly impoverished and low-income communities.

1.5.4 IDENTITY

Identity can be defined as the distinguishing character or personality of an individual. The unique qualities of a person that can be viewed as the traits that makes the person different from others. “In popular and academic discourse, the term identity is sometimes applied as a catch-all label for biological characteristics, psychological dispositions and/or socio-demographic positions” (Schwartz, Luyckx & Vignoles, 2011 p. 2).

1.5.5 ADOLESCENT

An adolescent refers to a teenage boy or girl usually between the ages of 12 to 24 who embarks on the transition between childhood and adulthood, during which they prepare themselves for life as an independent adult. This phase in their development is a time of physical, emotional and social change when they need to get to grips with their changing bodies and develop a sense of who they are. In each life phase one is expected to learn to adapt to new circumstances and during adolescence, these teenagers learn to take responsibility for their actions. The cognitive theorist Jean Piaget refers to this stage as the formal operational stage where adolescents’ ability to reflect on their own thoughts, combined with physical and psychological change they are undergoing means they think more about themselves.

1.5.6 PUBERTY

This is a maturation process that everyone goes through and is caused by hormones that are activated in the body. Due to individuals' genetic and environmental factors, it does not happen to everyone at the same time and in the same manner. Girls usually start with puberty earlier than boys. Some girls' bodies even start to change from the age of 8 -10 years. Other only beginning at a later age. Bodily changes have generally taken place by the time the person reaches the age of 19 years.

1.6 STRUCTURE OF THESIS

The research study will be divided into the following chapters:

Chapter 1 provides an introduction to the research study. The aims of the research are discussed and the problem statement as well as the objectives are presented. The research methodology together with the research design is outlined and clarification on various relevant concepts are explained.

Chapter 2 presents an in-depth discussion on existing literature pertaining to the research study including identity, themes and interpretations.

Chapter 3 introduces a discussion and layout about the research design and methodology adopted for this study.

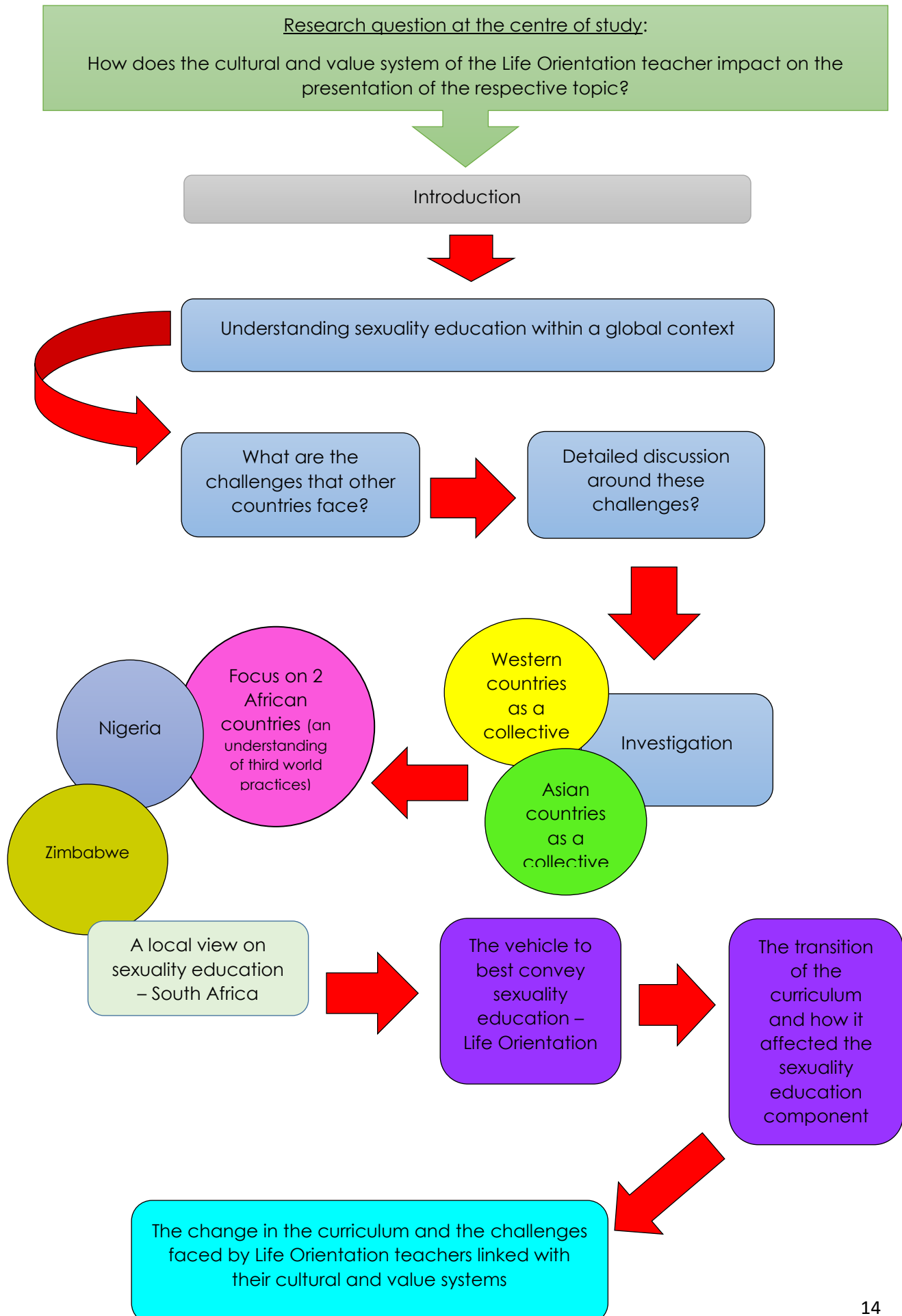
Chapter 4 will include the findings and interpretations based on data collected during the interviews, resources reviewed and data analysis.

Chapter 5 attempts to answer the research question, highlights the limitations of the study as well as recommendations for any future studies.

1.7 CONCLUSION

The exploration of sexuality education would provide for a firm foundation to establish the why (cultural influences) and how of teaching sexuality (teaching styles). Investigating sexuality education would therefore serve to provide insights to the greater school and surrounding community on what is taking place inside the classroom regarding the teaching of sexuality education. Teachers and learners alike would also have the opportunity to become more aware of their own value system and how their contribution could add significant value to their daily lives. This value could be regarded as a tool to influence their understanding and interpretation of the subject content. The Department of Education and other role players will also have the opportunity to critically evaluate their approach to existing material being utilised in schools and contemplate any amendments that could positively enhance the programme. Through this process of critical evaluation, a stepping stone is therefore created that would allow the relevant role players to build on and tackle the challenges of effectively addressing teenage pregnancy.

CHAPTER TWO CONCEPTUALISATION



CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

“... new research almost always has its origins in existing research” (Patten, 2009, p.31). This critical review of existing literature would allow for an opportunity to contextualise and build on the central discussion as presented in chapter one and shed light on any research gaps within the realm of current bodies of knowledge. “Without a literature review, you will not be able to identify what has already been researched and what remains to be explored” (Booth, Papaioannou & Sutton, 2012, p.1).

With this study’s central themes located within the fundamentals of a discourse analysis, the interpretive framework will also be at the forefront of this literature review where meaning attached to experiences and phenomena will be considered. This study will seek to explore the experiences of teachers from different cultures and the meanings they attach to sexuality education which will ultimately influence on the way this topic is taught in the classroom. “Interpretivists believe that reality is constructed by social actors and people’s perceptions of it. They recognise that individuals with their own varied backgrounds, assumptions and experiences contribute to the on-going construction of reality existing in their broader social context through social interaction” (Wahyuni, 2012, p.71).

As this paradigm focuses on the details of a situation and the possible realities behind it, it will create the building blocks to investigate and explore, Life Orientation as a subject and why it was regarded as a best opportunity to house sexuality education within South Africa. An opportunity is thus also created to gain an understanding on how sexuality education is viewed globally and locally. The challenges around this topic that might occur will also become clearer then. This investigation will be guided by the central research focus of this study, that being to gain insights into how the cultural and value system of the Life Orientation teacher influence on the presentation of the sexuality education lesson.

As starting point to this literature review, it will be useful to pause for a moment and consider the concept values. The businessdictionary.com (2019), defines it as ‘important and lasting beliefs or ideas shared by members of a culture about what is good or bad and desirable or

undesirable”. This definition also mentions that “values have major influence on a person’s behaviour and attitude and serves as broad guidelines in all situations”.

Sagiv, Roccas, Cieciuch and Schwartz (2017, p. 630) defines values as “a core aspect of people’s identity and they affect their attitudes and behaviours.”

The literature review will therefore be able to place into context whether cultural and value systems and the influence it might have on teaching sexuality education would only be restricted to South Africa or whether is a global phenomenon.

2.2 SEXUALITY EDUCATION – A GLOBAL PERSPECTIVE

“Adolescents in the United States and around the world faces significant reproductive health challenges including high rates of unintended pregnancy and sexually transmitted infections (STI’s). To address this issue, many countries have launched programmes to educate adolescents about sex and sexual health. However, despite extensive investments in these programmes, many researchers have noted that there is room for improvement, with some programmes performing well but others having little or no effect on behavioural or health outcomes” (Haberland, 2015, p. 1).

This finding highlights the importance to not view sexuality education in South African government schools in isolation, as teenagers across the globe are faced with very similar challenges that stretches beyond simplistic parameters of for example race, culture and age. The question therefore remains, what are the challenges faced in other countries that would result in them not seeing the preferred results any results of their efforts in teaching them about sexuality education?

With this finding and this overall study in mind, this chapter will proceed to look at a collection of Western countries with common themes of challenges that they face in relation to sexuality education and the execution therefore. The same focus will be used and applied in relation to Asian countries. The focus will then shift to the African continent featuring two countries and subsequently South Africa will be featured. During the local discussion, Life Orientation, which is currently used as the vessel to transmit the sexuality education curriculum, will also be featured to better gain insights to address the overarching research question that states: How

does the cultural and value system of the Life Orientation teacher influence on the presentation of the respective topic? The respective topic being that of sexuality education.

2.2.1 SEXUALITY EDUCATION IN WESTERN COUNTRIES

“The appropriate type of sex education that should be taught in United States of America (U.S.) public schools continues to be a major topic of debate, which is motivated by the high teen pregnancy and birth rate in the U.S. compared to other developed countries” (Stanger-Hall & Hall, 2011, p.1). Highlighting the U.S. as part of western countries, it becomes clear that although the type of challenges might be different, obstacles are still prevalent.

Based on legislature adopted in 1998 called the Social Security Act, over \$50 million (roughly R750 million) is provided annually for what is called abstinence – only education (Eisenberg, Bernat, Bearinger & Resnick, 2008). This act is very descriptive and emphasizes that schools can only teach abstinence and highlighting that it is the only way to prevent teenage pregnancy and any possible sexually transmitted infections. Eisenberg, et al (2008, p. 352) states “language in the act specifies that funds cannot be used to discuss contraceptives, except to describe and emphasize their failure rate”. They further state that although several avenues of federal funding for formal sex education programmes are available, all require adherence to abstinence-only messages. This sparked the debate on how effective such a programme really is to curb risky sexual behaviour which, according to Centers for Disease Control and Prevention (2010), can be defined as behaviour that increases one’s risk of contracting sexually transmitted infections and experiencing unintended pregnancies. Examples include having sex at an early age, having multiple sexual partners, having sex while under the influence of alcohol or drugs, and unprotected sexual behaviour.

Kirby, Laris and Roller (2006, p. 206) found that “in other developed countries, teen pregnancy rates are typically much lower than in the United States”. This finding raised the question about abstinence-only education versus a comprehensive sexuality education programme. Kohler, Manhart and Lafferty (2007, p.349) found that “This assessment of the impact of formal sex education programmes on teen sexual health using nationally representative data found that abstinence-only programmes had no significant effect in delaying the initiation of sexual activity or in reducing the risk for teenage pregnancy and STD”. Stanger-Hall and Hall (2011, p.6) revealed in its study on an appropriate sexuality education programme for schools in the United States of America that “the more strongly

abstinence is emphasized in state laws and policies, the higher the average teenage pregnancy and birth rate. States that taught comprehensive sex and/ or HIV education and covered abstinence along with contraception and condom use, tended to have lower teenage pregnancy rate, while states with abstinence-only sex education laws that stress abstinence until marriage were significantly less successful in preventing teen pregnancies". Taking this debate in the United States of America into account, it is a tug of war in relation to which programme is the better one. Although the argument for a comprehensive sexuality education programme seem to be more favourable, it is perhaps clear that adolescents within the schooling system are receiving some form of instruction on the topic thus addressing the need for adequate information and new knowledge to be able to make responsible lifestyle choices.

Significantly, Taylor and Francis (2015), reported that "in Europe, sexuality education as a school curriculum subject has a history of more than half a century. It began in Sweden in 1955, followed by many more Western European countries in the 1970's and 1980's". They also highlighted how this programme has transformed over the years to stay in line with educational and health needs of the time. According to Taylor and Francis "it started with the prevention from of unintended pregnancies (1960s-1970s), then moved on to prevention of HIV (1980s) and awareness about sexual abuse (1990s), finally embracing the prevention of sexism, homophobia and online bullying from 2000 onwards" (2015, p.1). Although sexuality education programmes in Europe have been implemented for years, some of these countries are attempting to align their programmes with the needs presented at the time. Vincent (2007) reported that they are not without their challenges. He mentioned that "conservative versus liberal debates that began in the 1970s, with one side arguing that sex education causes sexual health problems and others arguing that it is the solution to such problems" he further argues that "conservative middle England continues to resist attempts to provide young people with the sexual information, resources and knowledge they need to negotiate sexual relations and that this contributes to high teenage pregnancy rates" (Vincent 2007, p.20).

From a Western point of view and engaging with various literature, it becomes clear that these developed countries are not without their challenges in relation to sexuality education. The challenges however are not universal as countries are confronted with their own unique obstacles and figuring out ways to overcome them as ultimately the goal is a universal one, that being addressing the needs of adolescents and equipping them with knowledge to make responsible, informed decisions about their sexual lifestyles.

2.2.2 SEXUALITY EDUCATION IN ASIAN COUNTRIES

“... an estimated 4.9 million people are living with HIV in Asia and the adjacent Pacific, roughly the same” (Iyer, Clarke & Aggleton, 2014, p.120). This infection rate could be regarded as alarming and there would be an expectation for some form of intervention. There was ultimately intervention that took place. The Commission on AIDS in Asia was held in 2008 and recommendations were made on the prevention on HIV and on the treatment thereof. “The Commission urges Government to introduce high-quality HIV and sex education programmes as part of the curricula in all education establishments to equip young people with the information that can help them to avoid or reduce risky behaviour” (Commission on AIDS in Asia, 2008, p.207).

Implementation of this recommendation was surely not to happen without any challenges. Iyer et al., (2014) highlighted that various challenges presented itself across the Asian countries and they ranged from lack of political will, cultural and religious views to resource constraints as well as school level factors.

With further investigation it becomes clear that these challenges are all underpinned by cultural and religious views which will be discussed later in this chapter. This therefore set the tone for any governmental policy put in place relating to HIV and as indicated a multitude of countries across the Asian continent had HIV policies that lacked crucial detail that would serve as a strategy to address the increase in infections. “UNESCO, 2012a found that only nine out of 27 countries in the Asia – Pacific region had specific education sector strategies to address HIV and SRH²” (Iyer, et al, 2014, p.123).

At this point it will be beneficial to try and gain an understanding of the role that cultural and religious views play in creating various challenges to the smooth implementation and executing of the sexuality education programme. Shaw (2009) reported that in a country like Nepal, government family planning services are only available to married couples. She further finds that “SRH is directly related to ...and embroiled in complex community and societal taboos, based on fear, misinformation and a need to protect traditional norms without the recognition that they may be harmful” (p.132).

² SRH – sexual and reproductive health

Various research as highlighted by Iyers, et al (2014, p. 121), speaks of the belief that “talking to young people about sex will encourage earlier sexual activity forms the basis of much of the resistance”.

These cultural and religious views as mentioned in the study by Iyers et al (2014), become the common thread with the respect to the challenges experienced with the teaching of sexuality education. With reference to resource constraints as mentioned as one of the challenges faced, there are revelations that these constraints can be contributed to lack of funding, the very thing governments are responsible for. With governments being reluctant to implement effective strategies, it becomes apparent that they will very apprehensive to pump any funding in programmes that goes against their core beliefs. According to a finding by UNESCO (2007, p7), “Schools are viewed as key locations in which large numbers of young people can potentially be provided with HIV and sexuality education in ‘ways that are replicable and sustainable in resource – poor settings’”. Therein lies the problem as schools will be not able to develop and supply the necessary material to be regarded as effective in their quest to get an abundance of information into the public sphere and reach a multitude of young people.

This snowball effect continues when attention is shifted to school level factors that present an obstacle to implementation of an effective sexuality education programme. With reference to Thaweesit and Boonmongkon (2009, p. 10), “... in any given sex education curriculum, there are still people who teach sex education in a directive way or in ways that block the analytical thinking of their students”. This view is further emphasized by Iyer et al. (2014, p. 127), where they state that “teachers may feel under pressure from parental and community attitudes towards HIV and sexuality education, and while parents can view schools as responsible for HIV and sexuality education, they may want teachers to present information in a way that promotes particular (often conservative) messages”.

It becomes very clear that even on the Asian continent, there is still quite a journey they will need to embark on to overcome their challenges to reach a point where effective implementation of the sexuality education curriculum can occur.

2.2.3 SEXUALITY EDUCATION IN AFRICAN COUNTRIES

2.2.3.1 NIGERIA

A review by the World Bank in 2017 revealed that Nigeria has roughly 184 million inhabitants and it has one of the largest populations of youth in the world. This revelation can thus be

significant as this study explores how the education department attempts to address the needs of a very large group of adolescents through the vehicle of sexuality education. Shiffman, Kunnuji, Shawar and Robertson (2018, p.1) shares a similar sentiment, “Nigeria is a revealing case ... It has one of the largest populations of at-risk adolescents in the world”.

Shiffman et al (2018) found that as early as the 1970’s, sexuality education was included in the teacher training curricula, but teachers were just too embarrassed to implement it. This speaks to deeply rooted cultural values. Mukoro (2017, p.70), stated that according to scholars, teachers do not teach and are not willing to teach sex education because cultural and social norms forbid the open discussion of sex, particularly with young children. They indicated that fear of persecution by parents and guardians of their students, expulsion from their churches, losing their jobs and social ostracisation were constraints. These observations made by Mukoro (2017) clearly points to critical information being withheld from the youth in that country at a time where then they are clearly at risk.

With reference to the study done Oshi, Nakalema and Oshi (2005), teachers responsible for teaching sexuality education expressed their views. “They stated fear of persecution by the parents and guardians of their students, expulsion from their churches, losing their jobs and social ostracization as constraints, though they admitted that their students could possibly become infected with HIV through sexual intercourse” (p. 181).

A proposal to implement sexuality education in schools was accepted and a formally approved curriculum was introduced for use in all Nigerian schools. The Curriculum was hailed as very comprehensive and included topics such as contraceptives, sexual abuse, gender roles, female genital mutilation, sexual orientation, masturbation and abortion.

Although this curriculum was a very progressive, religious leaders delivered a very scathing condemnation of this implementation, citing it as a vehicle to promote immorality. This resulted in further opposition and objections, which resulted in a serious overhaul of the curriculum. Shiffman, Kunnuji, Shawar and Robertson (2018, p.7), reported that “eventually ministry officials and the commissioners reached a compromise but one that significantly diluted the content of the curriculum to abstinence-only. Mention of contraception, masturbation, abortion, sexual diversity and other contentious topics was removed, as was the word ‘sexuality’.” This also resulted in the various States in Nigeria being able to alter the content of the curriculum in order for the content to fit into and conform to local socio-cultural sensitivities. The final compromise to the curriculum came in the form of a complete name

change. It was no longer being referred to as the Sexuality Education Curriculum but the Family Life and HIV/AIDS education.

The biggest challenge faced by Nigerians is therefore their conservative social values and their overall cultural norms. This clearly serves as a challenge to effectively execute the sexuality curriculum and reaching many adolescents who could benefit from the information contained in this curriculum and further only research would determine if this can be regarded as a plausible solution.

2.2.3.2 ZIMBABWE

This is a country that has been grappling with political instability and economic catastrophe for years. At first glance, one would almost be tricked into believing or assuming that these profound difficulties faced by Zimbabweans are at the heart of challenges experienced within the education system and more so the execution of any sexuality education curriculum. Remez, Woog and Mhloyi (2014, p. 1) revealed that “Zimbabwe has been one of the countries’ most severely affected by the pandemic and until very recently HIV was involved in 30 – 40% of maternal deaths.” They continue by stating that “despite urbanisation, Zimbabwe remains a primarily rural nation – 67% of its population lives in rural areas. Much of the country remains entrenched in poverty”.

Further investigations are required to better understand the dynamics around sexuality education within the country. Chikovore, Nystrom, Lindmark and Ahlberg (2009) provided revelations that spoke of controversies involving HIV/AIDS education with Zimbabwe. Not only did these controversies have a negative impact on the implementation of policies designed to speak directly to adolescents, it became very descriptive in what could and couldn’t be said. This was especially visible with the AIDS Action programme (a programme launched in 1992, with strong emphasis on lifeskills, relationships, growing up and health). The topic of condom use was omitted from this programme and despite this, religious leaders, parents and community members alike felt that the programme was too explicit.

Teachers were also not spared from any controversy and this was point out by Chikovore, et al (2009, p.504), where they mention “...booklets on lifeskills had been produced for Zimbabwean schools by UNICEF, the teachers were not sure how to teach the subject, embarrassed by it and tended to emphasize the negative consequences of sex”.

The wider church in Zimbabwe and in particular the Catholic Church also had a very strong voice and influence on the extend of the controversy as reported by UNICEF in the study by Chikovore, et al (2009), where they state that “UNICEF (1996) earlier observed that the Catholic Church in Zimbabwe forbade its schools from using a government textbook on HIV/AIDS because the book supposedly ignored Christian values” (p. 504).

Chiweshe and Chiweshe (2017, p.122) reported that parents also played a critical role in providing opposition to any sexual topic with adolescents. “Parents and elders all seem to believe that sexual activity of adolescents is misbehaviour and immoral. They believe that sex is for adults and married people. Chiweshe and Chiweshe (2017) goes further to state that “this belief guides the practice of denying education to young children, both at school and at home. Parents believe that talking about sex with children will increase their chances of becoming sexually active” (p. 123). Parents and elders were so influential that they managed to overturn government legislature on a disciplinary code that would grant pregnant schoolgirls 3 months’ maternity leave. “They complained this would promote promiscuity in school” (Chiweshe and Chiweshe, 2017, p. 124)

Based on these revelations, it becomes very apparent that even though there are very strong cultural influences within the sphere of Zimbabwe, they have a multitude of challenges that does not only hinder the optimal development of adolescents but serves as stumbling blocks for the greater country, future generations and their wellbeing. Educational information is not reaching young people to be able to make responsible informed decisions. Because these challenges have been around for generations, this explains why parents, elders and communities, currently, still hold very strong beliefs and views on the topic matter. These beliefs and views coupled with the poverty experienced and the lack of urbanisation is contributing to a never-ending cycle of helplessness and repeated practices of indoctrination. The lack of urbanisation could be viewed as negative as it would result in lack of accessibility to basic services, there will be no increase in the economy. This could result in low job opportunities which will not maintain high unemployment rates. Adolescents are the ones who will find themselves at a loss in a world where education and information is key to sustainable development and social mobility.

2.2.3.3 SOUTH AFRICA

With reference to Francis (2013, p.71), “teachers perceive their role as being one of teaching values and morals. They choose to teach based on their own values and beliefs.” This finding

becomes more evident when one of the participants' in his study stated that "I was not brought up in a way to talk about sex so openly. It goes against the values I was brought up. It is hard sometimes when someone asks me something and I think to myself 'she is really brave as I would never have done that at her age'" (p.71). This view of upbringing and the values instilled, mentioned by various participants, depicts a common thread as they sighted that the information, they are required to teach stands in clear contrast to their own narratives underpinned by their belief system.

To fully comprehend the constant reference to belief systems, it is useful to pause for a moment and revisit the history of South Africa, a country that was battling against Apartheid for over forty years. It was a very religious state, with a strong emphasis on promoting Christianity and Christian values. Jewkes, Morrell and Christofides (2009, p. 677) states that "...Christian teachings that sex should be prohibited outside marriage and should not be a topic of discussion with children made it hard for parents and caregivers to fill the gap in sexual socialisation". Herein arose the big challenge, being subjected to this view of morality and the concealment of any discussion around sex or sexuality for so long made a post-Apartheid transition extremely discomforting. Although religions like Islam, Judaism and African Christianity were practiced in South Africa during apartheid as well, the government at the time strongly emphasized and promoted Christianity and Christian values. This tied in with the strong relationship between the church and the state. In 1948, the government introduced Christian National education. The Part of the Christian National Education curriculum was the implementation of religious instruction and this curriculum came into existence after consultation with the Dutch Reformed Church. It is also important to highlight that the National Education Policy Act 39 of 1967 laid the foundation for the creation for the Christian National Education where one of its principles emphasizes education having Christian and National character.

Steward (2049, p. 106) highlighted that "religion and education had to be used as instruments of mental and spiritual enslavement". This therefore highlighting the indoctrination that took place over the 48 years of Apartheid reign. Certain values were therefore promoted and a specific mind set therefore cultivated in the process.

South Africa as a country was liberated, Apartheid abolished and yet communities struggled to shake the doctrines of the past and therefore contributing to their prevailing belief systems.

With reference to a UNAIDS report published on the global AIDS epidemic in 2008 and referenced by Thaver and Leao (2012), a total of 5.7 million people in South Africa were living with HIV/AIDS in 2007. By this time, the South African government has already rolled out a National Policy on HIV and AIDS Education (Department of Education, 1999) which was aimed at addressing this alarming increase in HIV infections. This policy aimed to go beyond providing information about this epidemic that would attempt to reduce transmission, but it extended to life skills development to make healthy behavioural choices.

At implementation level, Thaver and Leoa (2012, p. 88), reveals the challenges presented where they stated that “The socioeconomic inequalities within the education sector have had a negative impact on the educators’ ability to implement the life skills programme in South African schools. In other words, schools and institutions located in poorer communities often lack the resources to provide adequate training for their teachers. In addition, these communities often have a more conservative method of educating, which is not compatible with the content and the goals of the life skills programme ...” This really speaks of a country with the best of intentions to equip learners with the skills to make informed decisions about their sexual behaviour but being confronted with significant challenges around the legacy of Apartheid. Some of these legacies include social and economic inequalities which speak of segregation; resulting in a clear social divide between rich and poor, an unequal education system and opportunities being made available to the minority. These challenges suggest that South African teachers, who form part of communities, are affected as well. Eccles and Francis (2013, p.219) mentions that “if a teacher has been socialised in a very conservative home where sexual education was not spoken or silenced, they may adopt a similar approach in their teaching”. They may for example prefer silence to any discussion of sexuality education or the teaching of abstinence. The main and community’s view on sexuality education will also influence the teacher’s teaching approach”. This view is shared by Lebesse (2010), who found that “cultural practices do impact, to a certain extent, on the degree to which information about sexual health is communicated to teenagers, especially in rural areas” (p. 239). The resistance provided by cultural norms and practices is also highlighted by Thaver and Leao (2012, p.88) who highlighted that “teachers find it challenging to implement the life skills curriculum while facing strong opposition among parents, religious groups and the community at large. In South Africa, it is still a common belief that sexual education belongs in the private sphere and should not be part of public education”. This means that there is a view that sexuality education should

be dealt with in the privacy of homes and not be a matter of public discussion especially in the school environment.

The Department of education remained optimistic though and introduced sexuality education in the school curriculum. Eccles and Francis (2013, p.216) strengthened this optimism where they stated that “... sex education and HIV/AIDS education programmes in schools are a promising type of intervention in respect of preventing sexually transmitted diseases, unplanned pregnancy and the spread of HIV and AIDS”. The aim therefore was to reach all learners and found an ideal vehicle, in the form of the newly created subject called Life Orientation. This would provide the platform to get across crucial information pertaining to responsible sexual behaviour across to adolescents.

2.3 WHAT IS LIFE ORIENTATION?

Introduced as a compulsory subject in schools with the implementation of Curriculum 2005, Life Orientation can be defined as the study of the self in relation to others and society (Department of Education, 2003). This definition expands into an explanation that entails how Life Orientation is central to the holistic development of learners and addresses skills, knowledge and values for the personal, social, intellectual, emotional and physical growth of learners and is concerned with the way in which the facets are all interrelated. The focus is the development of self-in-society and this encourages the development of a balanced and confident learner who will contribute to a just and democratic society, a productive economy and an improved quality of life for all. Life Orientation guides and prepare learners for life and its responsibilities and possibilities. The subject addresses knowledge, values, attitudes and skills about self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity as well as career choice. It equips them to live meaningfully and successfully in a continuously changing society.

Prinsloo (2007) defines Life Orientation in line with that of the Department of Education and states that as a learning area, it is as an excellent basis for equipping learners to respond positively to social demands, assume responsibilities and optimise their life chances.

Eccles and Francis (2013) describes Life Orientation as a subject that “draws on the core content of subjects previously known as Guidance, Family Guidance, Vocational Guidance, Religious/ Bible Education, Civic Education, Health Education and Physical education”. Their

description also include that Life Orientation is intended to guide and prepare learners for their roles and responsibilities in a world much different to that of their parents.

As a vehicle to addressing these developmental aims, four focus areas within the further education and training band has been designed. These focus areas were known as learning outcomes. They include Personal well-being, Citizenship education, Recreation and Physical Well-being and Careers and Career choices. Addendum L (Table 2.1) will provide a breakdown of the various topics that were covered for each of these learning areas. Based on the Department of Education's revised curriculum statement (2003, p.12-13), a brief summary about these learning areas mentioned below:

- Personal wellbeing – In this learning area, topics were covered that would contribute to the learners becoming aware of any risky behaviour that they might partake in and to be able to make responsible lifestyle choices.
- Citizenship education – This learning area covered topics that would contribute to learners becoming responsible citizens. They are made aware of their rights, the responsibilities associated to these rights and what constitutes human rights violations. In this learning area, learners are also made aware of the importance of the environment and how they can make a positive contribution towards sustaining a healthy environment especially within their own communities in order to uplift their communities.
- Physical education – Topics and activities covered in this learning area encourages learners to adopt healthier lifestyles and to increase their levels of fitness. Healthy eating habits and nutrition are topics discussed in this learning area as well.
- Career and career choice - Various topics relating to the world of work were covered. The aim of this learning area was to ensure that learners are equipped with information and knowledge that will assist them to think critically about their future after completing school.

The Department of Education went in pursuit of greater quality education and pass rates and in January 2012, adopted and implementing the National Curriculum and Assessment Policy

statement (CAPS). This process involved the changing of the content of some subjects and overhauling others.

Life Orientation was one subject that underwent some transformation. The learning areas as mentioned in Addendum L (Table 2.1) became respective topics within the subject. The number of topics within the Further Education and Training Band (FET) also increased to 6 in total. They are: Development of self in society, Social and environmental responsibility, Democracy and human rights, Career and Career choice, Study skills and Physical education.

Addendum M (Table 2.2) provides a detailed overview of the topics covered within the FET band.

Based on the attached overview provided even though Life Orientation underwent some transition with the curriculum changes, it is still a very intensive subject, covering a broad range of areas aimed at equipping learners with valuable skills and knowledge that will provide them with a good foundation to make healthy and informed decisions pertaining to their own as well as others' healthy development. It can therefore be regarded as the best possible vehicle to drive the sexuality education curriculum.

2.4 CONCLUSION

No matter where in the world one finds oneself, one thing that remains constant is the contentious nature of sexuality education. A mere mentioning of the topic stirs a level of unease. Glancing over the discussion that took place in this chapter, cultural norms seem to be the primary aspect, where it becomes enshrined within the fibre of communities and it becomes very influential in guiding their thought processes which will have a direct impact on the choices that they make and even how they view and evaluate various situations within their daily realities.

One significant observation is the shared experiences of developing countries and the challenges they face around this topic. As revealed during the discussion on Nigeria and Zimbabwe, it is discovered that parents, elders and religious leaders have strong cultural convictions around any discussion on sex and sexuality and there is a belief that it becomes a catalyst for promiscuity and early onset sexual activity.

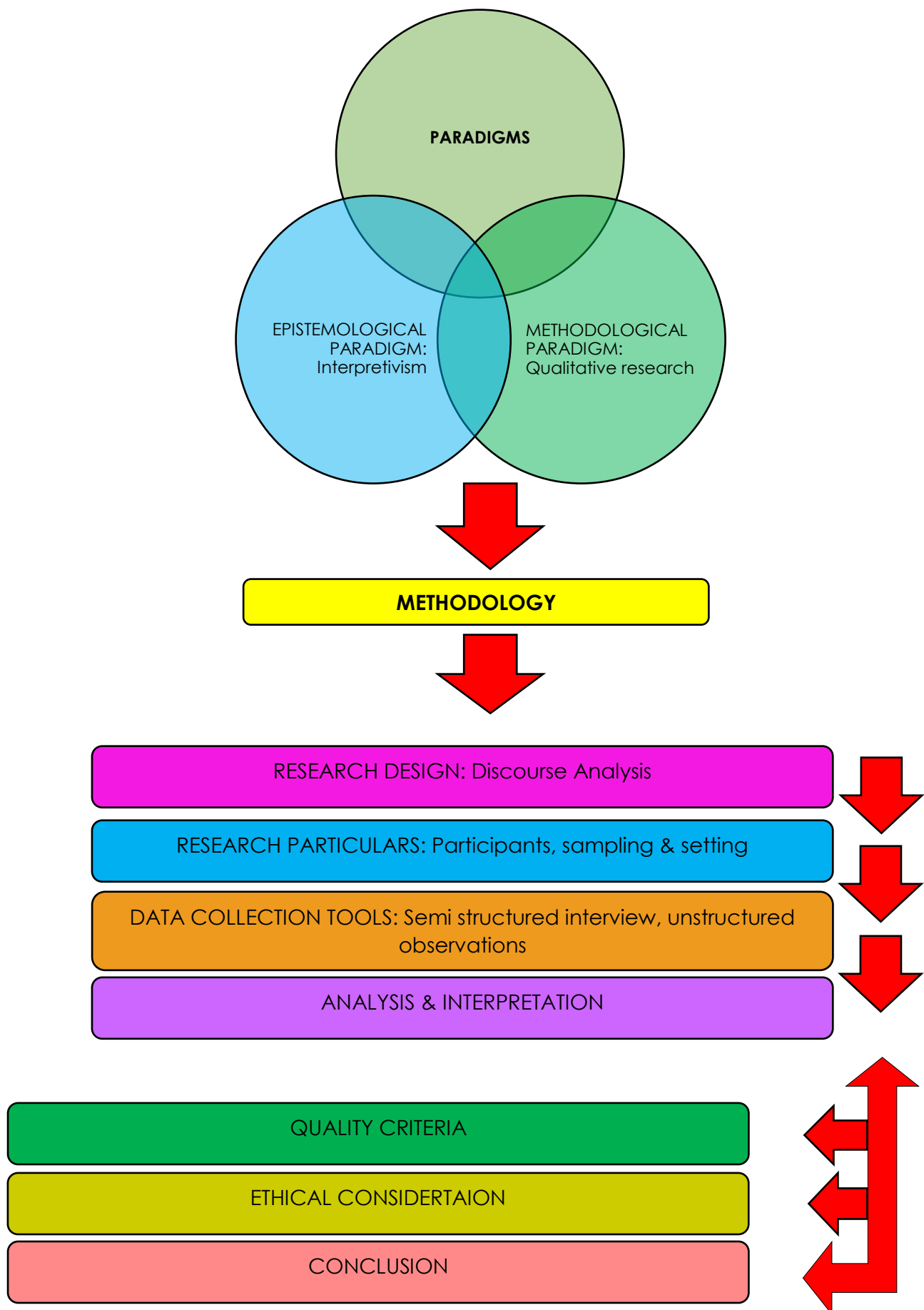
Although developed countries might argue that the challenges they have to overcome are entirely different in nature, the central factor of cultural and societal norms are still underlying. As Western countries flirt with the notion of both a liberal or conservative approach to the teaching of sexuality education within schools, one cannot help but to zoom into the core driving force and realise that social and cultural norms would be at the centre point.

Despite the geographical coordinates that links you to a specific country or area or the community we find ourselves in or even our religious convictions, the one constant is that we are most likely to be influenced in one way or the other by these entities and their view on various subject matter. These entities referred to tie in best with the process of socialisation where individuals are taught specific norms and customs of a society to ensure the smooth functioning of that society.

This literature review provided valuable insights into the global view on sexuality education and the teaching thereof. This discussion took place with the research question firmly taken into consideration. The questions ask, how the cultural and value system of the Life Orientation teacher influence on the presentation of the sexuality education curriculum. An opportunity was also created to explore whether the influence of cultural and social norms on individuals including teachers is globally phenomena or whether it is limited to the confines of South Africa.

The next chapter will present a comprehensive discussion around research methodology, the participants, the data collection tools, data analysis, ethical considerations and the credibility of this research study.

CHAPTER THREE CONCEPTUALISATION



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Chapter 1 introduced the overall research study with an aim to investigate sexuality education within government high schools. A particular focus was how the cultural and value system of the Life Orientation teacher influence on the presentation of the respective topic. In this chapter, there will be a detailed discussion around the research methodology as presented in chapter 1. This chapter will therefore provide the ideal platform to delve deeper into the areas of paradigm, qualitative research, methodology, data analysis, quality criteria and ethical consideration.

3.2 PARADIGMS

3.2.1 EPISTEMOLOGICAL PARADIGM

“Different paradigms inherently contain differing ontological and epistemological views; therefore, they have different assumptions of reality and knowledge which underpin their particular approach” (Scotland, 2012, p. 9). Ontology is defined by Scotland (2012, p. 9), as assumptions that “are concerned with what constitutes reality, in other words, what is. Researchers need to take a position regarding their perceptions of how things really are and how things really work”. It can therefore be regarded as a world-view or lens to evaluate reality. It links to the purpose of the research where the researcher might set out to prove something, to better understand something, to change something or merely might want to solve a practical problem.

Paradigms play a role in science and theory construction, in how the nature of knowledge is viewed (epistemology), views on being/existence (ontology). Having its origin in Greek, the word epistemology translates into knowledge. Scotland (2012, p. 9) also highlights that “epistemological assumptions are concerned with how knowledge can be created, acquired and communicated, in other words what it means to know”.

In order therefore, to best understand what the aim/purpose of a paradigm is within research is, it becomes a necessity to discuss and make sense of each of the three available theoretical frameworks. They are positivism, interpretivism and critical theory. This will create an opportunity to gain insights into how the selected paradigm fits into the rationale for this study.

Mackenzie and Knipe (2006, p. 2) states that “it is the choice of paradigm that sets down the intent, motivation and expectations for the research”. This overview therefore signals that the paradigm that is chosen becomes the blueprint to any research study. Rehman & Alharti (2016, p. 51), describes a paradigm as “our way of understanding the reality of the world and studying it”. This statement can therefore be viewed and interpreted as the collective understandings and meanings individuals attached to their daily lives within their respective societies. When conducting research, these thought processes will ultimately guide the approach to the study.

Before any discussion on the paradigm used in this study commences, it is important to provide a juxtaposed position on the three paradigms commonly utilised in a qualitative study. The positivist approach can be regarded as a scientific approach. “It forms the foundation for the natural sciences and for experimental research and qualitative studies in the social sciences” (Hennink, Hutter & Bailey, 2011, p. 14). Silverman (2014, p. 23), provides the following explanation for positivism where he states, “Positivism implies a realistic perspective because it assumes that there is a real world out there, independent of how the researcher studies it”.

In relation to a positivist approach, Rehman & Alharti (2016, p. 53), highlights that “researchers come in as objective observers to study phenomena that exist independently of them and they do not affect or disturb what is being observed”. They also point out “positivists believe that there are laws governing social phenomena and by applying scientific methods, it is possible to formulate these laws and present them through factual statements”.

Kivunji and Kuyini (2017, p. 30) provides a summary of the positivist approach where they mention that “research located in this paradigm relies on deductive logic, formulation of hypotheses, testing those hypotheses, offering operational definitions and mathematical equations, calculations, extrapolations and expressions, to derive conclusion”. This approach is therefore concerned with finding explanations for specific areas of study and they will be very clinical and backed up by pure scientific evidence. As a result, explanations will be without any ambiguity.

What makes interpretivism different from positivism? Kivunja and Kuyini (2017, p. 33) describes the interpretivist framework as “an approach that “makes an effort to get into the

heads of the subjects being studied so to speak and to understand and interpret what the subject is thinking or the meaning s/he is making of the context”. This view is shared by Thanh and Thanh (2015, p. 24) that explains that interpretivism is a paradigm that “allows researchers to view the world through the perceptions and experiences of the participants. In seeking the answers for research, the investigator who follows the interpretive paradigm uses those experiences to construct and interpret his understanding from gathering data”.

As summary to the interpretivist paradigm, Morgan (2007), mentions the following, firstly that the social world cannot be understood from the standpoint of an individual. It is believed that realities are multiple, and they are socially constructed. There is also an acceptance that context is vital for knowledge and knowing. Another acceptance is that interactions between the researcher and his/her participants are inevitable. Lastly, there is a clear push in the direction of understanding the individual rather than universal laws.

Scotland (2012, p. 12), identifies the critical theory paradigm as a paradigm that “exposes how political ideology is inextricably interwoven with knowledge but problems exist”. The description of this paradigm is further simplified by Rehman & Alharthi (2016, p. 57) where it is stated that “it is assumed that a reality exists, but it has been shaped by cultural, political, ethnic, gender and religious factors which interact with each other to create a social system”.

Shah & Al-Bargi (2013, p. 259) mention that “the critical paradigm research tries to emancipate people by changing their social and cultural settings”. Critical theory paradigm tends therefore to stand in opposition to both positivism and interpretivism. Ashgar (2013, p. 3123), suggests that “in order to achieve the emancipatory target, critical theorists have used various methodologies”. He further provides clarity on this statement by mentioning that “critical theory is flexible to adopt any methodology or technique which could help in suggesting betterment in the unbalanced social systems’ (p. 3124).

This study adopted the interpretivist paradigm where the focus is on the subjective realities of the participants and establishing how they make meaning of these realities based on their experiences and therefore your underpinning epistemological philosophy.

3.2.2 RESEARCH PARADIGM

Cresswell and Poth (2018) explain the concept of qualitative research as an approach to inquiry that begins with assumptions. They further state that qualitative research can be viewed as “the study of research problems, exploring the meaning individuals or groups ascribe to a social or

human problem”. This explanation is further simplified by Punch (2014, p. 3), where it states that “qualitative research is much more than just research which uses non-numerical data. It too is a way of thinking, or an approach, which similarly involves a collection or cluster of methods, as well as data in non-numerical or qualitative form”.

The following discussion on qualitative research became the driving force behind the selection of this methodology as a central core of this study. Hennik, Hutter and Bailey (2011, p. 9) highlights that “qualitative research, however, is much more than just the application of qualitative methods. Simply applying the methods does not automatically make you a qualitative researcher”. It becomes clear that the participant takes on a valuable role during the data collection process. The researcher is in the fortunate position to gather information from the perspective of the participants. This process of gathering information provides insights into how the participants view and interpret their realities. Cues that can be regarded as significant to the study.

These features of a qualitative research study mentioned, becomes a complementary asset to the study as it holds strong connections with an interpretive paradigm, the framework that was adopted for this study and as earlier discussed in this chapter. Hennik et al. (2011, p. 9), provides further elaboration on the distinctive features of qualitative research by mentioning that “qualitative research also studies people in their natural settings to identify how their experiences and behaviour are shaped by the context of their lives, such as social, economic, cultural or physical context in which they live”.

Creswell and Poth (2018, p. 43), concurs with this feature where they mention that “qualitative researchers often collect data in the field at the site where participants experience the issue or problem under study. They do not bring individuals into a lab (a contrived situation), nor do they typically send out instruments for individuals to complete, such as survey research. Instead qualitative researchers gather up-close information by talking directly to people and seeing them behave within their context”. The contrived situation mentioned therefore refers to a controlled environment created by the researcher in order to conduct the study where outside influences can also be managed and controlled and possibly avoided. In contrast qualitative research is concerned with studying their subjects in an organic, natural habitat or environment.

Creswell and Poth (2018) highlighted further characteristics of qualitative research. Firstly, with reference to the participants’ multiple perspectives and meanings. These writers state that “in the entire qualitative research process, the researchers keep a focus on learning the meaning

that the participants hold about the problem or issue, not the meaning that the researchers bring to the research or writers from the literature” (p. 44).

Secondly Creswell and Poth (2018, p. 44), indicate that “the research is situated within the context or setting of participants or sites. In order to report the setting in which the problem is being studied, the researcher must seek an understanding of contextual features and their influence on participants’ experiences (e.g. social, political and historical)”.

Another characteristic, as discussed by Creswell and Poth (2018, p. 44), that can be highlighted, is the notion of presenting holistic findings. Here they explain that “qualitative researchers try to develop a complex picture of the problem or issue under study. This involves reporting multiple perspectives, identifying the many factors involved in a situation and generally sketching the larger, more complex picture that emerges”. This implies that when reporting, qualitative researchers take into consideration any external influences that the participant may be exposed to. They would also contextualise the participant’s setting and provide an in depth representation of the findings that emerge

3.3 METHODOLOGY

3.3.1 RESEARCH DESIGN

The research design utilised in this study was a discourse analysis. Figure 1 below depicts the core fundamentals of the discourse analysis:

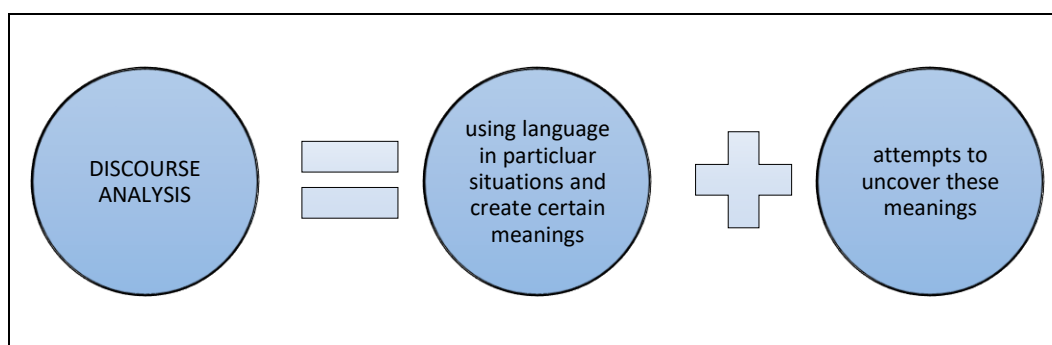


Figure 3.1 – Basic overview of discourse analysis (Adapted from Cheek, 2004)

Cheek (2004) provides the following explanation “Discourse analysis involves more than analysing the content of texts for the ways in which they have been structured in terms of syntax, semantics and so forth. Rather, discourse analysis is concerned with the way in which texts themselves have been constructed in terms of their social and historical ‘situatedness’”, which relates to the construction of texts within various cultural settings and contextual environments.

Cheek (2004, p.1144), further explains that “an important assumption that underpins discourse analysis as a form of inquiry informed by post-structural and postmodern understandings is that language cannot be considered to be transparent or value free. Even the language we take to be the most natural, that is the spoken word or talk, does not have universal meaning but is assigned particular meaning by both speaker and listener according to the situation in which language is used”.

These explanations made it very suitable for this study as it attempted to understand how the cultural and value system of Life Orientation teachers affected them when teaching sexuality education. Here, it is the general assumption that their experiences and views of the world would drive their language use and once confronted with the of topic sexuality education, the language used during the lesson would have been rooted in their respective social realities. These social realities refer to how an individual’s social interactions, decision making and day to day functioning is impacted by cultural -, belief - and value systems. With reference to Cheek (2004), “there is dynamic relationship between the text and the context in which the text is produced. Texts are both constructive of and, in turn, constructed by their context”. This view further emphasized by Mogashoa (2014, p. 105) that states “language can be used to represent speakers’ beliefs, positions and ideas in terms of spoken text like conversation”. Mogashoa (2014) further mentions that spoken words and documented information carry meaning. These meanings become clearer once these words and its meanings are further investigated and scrutinised. This form of investigation can therefore shed some light on some of the challenges faced by teachers.

By implication the author highlights that an investigation into the meaning of words can provide insights and a better understanding based on the situations of others. The literature provided affirmation that it was an appropriate research design to incorporate into this study as it allowed for the unfolding of valuable clues such as whether the information made available during the interview translates into action while teaching. It will also provide insights into

whether emphasis is placed on their cultural or belief system and whether they live by these systems. Lastly it would also create an opportunity to gauge their levels of comfort when dealing with sexuality education. These clues presented themselves through the data collection process where the information given during the interview could be linked to the meaningful discoveries uncovered during the unstructured observation process that took place in the participants' classrooms.

3.3.2 RESEARCH PARTICULARS

3.3.2.1 PARTICIPANTS & SAMPLING

Holding firm to the research question and exploring how the cultural and value system of the Life Orientation teacher influence on the presentation of the respective topic, it was imperative to find a diverse sample for which this study held relevant. This was done through a process of purposive sampling. Ritchie and Lewis (2003) highlight that purposive sampling has two principal aims, “the first is to ensure that all the key constituencies of relevance to the subject matter are covered. The second is to ensure that within each of the key criteria, some diversity is included so that the impact of the characteristics concerned can be explored”.

In this study these aims hold very close relevance as the more diverse the sample, the better overview of experiences shared and gaining insights into the meaning they attached to these experiences.

With purposive sampling in mind, one (1) life orientation teacher from each of the three (3) selected high schools in the Mitchell's Plain and Khayelitsha areas were selected as participants. These teachers are different ages, hold different religious and cultural views and all hold different years of work experiences. *Table 3.1* provides an overview of the diversity within the sample selected.

Table 3.1: Details of participants

Participant	Age	Gender	Race	Religious Views	Overall years teaching experience
1 – MG	28	Female	Coloured	Christian	3
2 – AH	49	Female	Coloured	Muslim	18
3 – AQ	34	Male	Black	Christian	4

3.3.2.2 SETTING

Three schools were selected as research sites through a process called convenience sampling. Etikan, Musa and Alkassim (2016, p.2) refers to this type of sampling as “a type of nonprobability or non-random sampling where members of the target population that meet practical criteria, such as easy accessibility, geographical proximity, availability at a given time or the willingness to participate are included for the purpose of the study”. These school selected also represented a variety of ethnicities within the Cape Flats. Two of the schools are located within the Mitchell’s Plain community. These government schools consist of with a mixture of Cape Coloured, Xhosa and Cape Malay learners and predominantly Cape coloured teachers. Their religious views are equally varied as they are predominantly of Christian and Islamic faiths. The school within the Khayelitsha area have a demographic of overall Xhosa learners and teachers.

Interviews took place at the respective schools and office space was allocated. This was to ensure that there were no interruptions during the interview process, and it created the opportunity for participants to feel comfortable during the process. Below, *Table 3.2* depicts the participants within the selected setting.

Table 3.2: Setting

Participant	Ethnic affiliation	School	Location
1	Cape Coloured	School 1	Mitchell’s Plain
2	Cape Malayan	School 2	Mitchell’s Plain
3	Xhosa	School 3	Khayelitsha

3.3.3 DATA COLLECTION TOOLS

The data collection tools utilised for this study entailed multiple methods of obtaining information. These are semi-structured interviews, unstructured observations and field notes. *Table 3.3* depicts these tools used.

Table 3.3: Data collection tools and methods

Data collection tool	Data collating techniques	Time allocation
Semi- structured interviews	Audio recordings and notes Verbatim translation	Approximately 45 -60 minutes per interview
Unstructured observations	Reflective notes on the behaviour of the participant while teaching during an observation.	Approximately 45 – 50 minutes was set aside dependent on the length of the period.
Field notes	Jotting down of specific incidents that can be regarded as significant. Reflection on the experience and more detailed notes.	No specific time allocation as detailed notes were recorded in the evening after the initial observation period.

3.3.3.1 SEMI-STRUCTURED INTERVIEWS

With reference to (Cohen & Crabtree, 2006, p. 1) “many researchers like to use semi-structured interviews because questions can be prepared ahead of time. This allows the interviewer to be prepared and appear competent during the interview. Semi-structured interviews also allow informants the freedom to express their views in their own terms. Semi structured interviews can provide reliable, comparable qualitative data”. This tool was a useful one as insights could be gained into the participants’ use of language as it revealed clues that can be viewed as valuable in an attempt to answer the research question.

Barbour (2008, p. 113), refers to interviews as “virtually the ‘gold standard’ of qualitative research”. This favourable view on a data collection tool does not make up some of the negative aspects it contains. This is a concern revealed by Harding (2013, p. 22) where he states that “Interviews require a researcher to spend a substantial amount of time with each respondent, so are resource intense”.

With this in mind, a set time during was allocated to each participant. This concern also contributed to the decision to select a limited amount of participants for interviews. A maximum of 45 minutes per interview was allocated to ensure that the participant did not experience any unreasonable fatigue and still had sufficient time to engage actively during the interview. This time allocation also ensured that the interview process was not rushed and secured that valuable information is not missed in the process.

Each interview was recorded in audio format. The aim was to ensure accuracy when transcribing but logically, it would be almost impossible to take down comprehensive notes

while the interview is in progress. This is a view shared by Harding (2013, p. 49), “The disadvantage of making notes are also substantial when conducting interviews: the interviewee may become distracted by the note taking and the researcher is unlikely to be able to make a sufficiently detailed record to use quotations”. Through a process of transcription, the information was transferred from audio to written form. This process of transcription therefore made it convenient to ensure accuracy and accessible to analyse the information.

The participants selected for interviews were all qualified Life Orientation teachers, teaching high school learners ranging in age from 15 – 18 years, currently in Gr 10 – 12. In total three (3) teachers, one from each of the selected research sites, were interviewed.

3.3.3.2 UNSTRUCTURED OBSERVATIONS

As mentioned early, the topic of sexuality can be viewed as a very contentious one. This level of controversy contributed to the selection of observations as one of the data collection tools. Conducting interviews were not going to be sufficient to uncover how culture and value systems affected the Life Orientation teacher when presenting the topic in the classroom.

Hence a multiple method approach to collecting data was adopted. Coupled with the semi-structured interviews, observations were decided on to ensure quality in collecting data. This multi method approach is also better known as triangulation. Bryman (2018, p. 379) provides a definition that states “Triangulation means checking the findings against the result produced by another method”. With reference to Flick (2007, p. 54), “the basic idea here is that using more than one method will open up several perspectives for promoting quality in qualitative research compared to a single method study”. Flick (2007, p. 37), contributes to the discussion on triangulation where he states that “triangulation means extending the activities of the researcher in the process beyond what is normally done, for example by using more than one method”.

Observations therefore created an opportunity to be submerged into the participants’ worlds and gain first hand exposure to how the language they used is driven by their underlying value systems. This process also created an opportunity to observe the body language of these participants. This can be regarded as unspoken words and always holds a plethora of clues.

Harding (2013, p. 21) highlights that “the researcher records as much as possible of what they see in order to develop a narrative account of the behaviour observed”. Participating teachers

together with the researcher decided on a day, time and class period most suitable for the observation to take place. Staying within the participants' term planner and in line with the CAPS curriculum, a sexuality education lesson was presented. The classes taught by the participants during these observations were two (2) grade 10 classes and one (1) grade 11 class. A front seat in one of the side rows was made available to ensure that the researcher has an unobstructed view of the participant in action and to create a less prominent presence within the classroom. On arrival, the participant introduced the researcher to the class. Learners were informed that the purpose of the researcher's visit was to observe the participant while teaching and learners were very welcoming to the researcher and it seemed that they did not in any way feel threatened or intimidated in any way during the lesson.

The unstructured interview guide was utilised throughout the observation period. This unstructured interview guide will be attached as an addendum. This served as a compass and allowed the researcher to pay particular attention to certain eventualities within the classroom. Notes were taken to clarify and compared to the information obtained during the interview process.

3.3.3.3 FIELD NOTES

Philli and Lauderdale (2018, p. 381) suggests that "field notes are widely recommended in qualitative research as a means of documenting needed contextual information". The information obtained during the observation period was used as a guide when the detailed field notes were compiled. In so doing, it provided assistance to make sense of and gain insights into the nonverbal clues revealed during the observation of the participants.

Central to the data collection process was the research question. The aim therefore was to obtain sufficient information to best address and answer this question. Hence, it was vital to use multiple methods to obtain information. Phillipi and Lauderdale (2018, p. 381) also mentions that field notes "... aid in constructing thick, rich descriptions of the study context ..." Jotting was the mechanism utilised during the observation period and served to be very useful. Any significant revelations or specific incidents that occurred could be noted by means of writing down brief phrases and words that could serve as information of interest later. Jotting also created the opportunity to reflect on the observation process and allowed for detailed notes that could be regarded as useful in an attempt to answer the research question.

3.3.4 DATA ANALYSIS AND INTERPRETATION

In an attempt to unpack and engage with the data collected, a process called qualitative content analysis was used. This form of analysis allowed the researcher the opportunity to become familiar with the thought processes and point of views of the participants. With reference to Hennink, et al. (2011, p. 205), “essentially qualitative data analysis involves a process of immersion in data, through which you can identify and interpret the experiences of your study participants”. Hennink, et al. (2011, p. 205) further elaborate on the concept of qualitative analysis by stating “it is through immersion in your data that you are able to identify the unique perspectives of your study participants, understand social and cultural meanings attached to behaviour and begin to explain and develop theory about people’s actions or beliefs”. This approach was ideal for the study where the aim of a discourse analysis was to make sense of how language was used and meanings created and ultimately attempt to uncover these meanings. These uncovered meanings allow this research study to move closer to understand whether the cultural and value system of the Life Orientation teacher influence on the presentation of a sexuality education lesson.

As mentioned early, interviews were conducted and audio recorded with the selected participants. These audio recorded interviews were then transcribed verbatim. This process was Fundamental to the analysis and interpretation process as it allowed the researcher to ensure accuracy. The researcher also had the opportunity to make sense of the information and investigate for any underlying messages. Hennink, et al. (2011, p. 214), also makes a contribution to the advantages of transcribing, “Transcription during data collection enables you to check on the quality of the data”. Meticulous cross checking of the information received therefore provided the researcher with the opportunity to ensure that the data collected is of a standard worthy for a reliable, meaningful study.

On completion of the transcription process, coding as implored by means of inductive coding (A type of coding used with qualitative data in which the research starts the process of data analysis without any predetermined idea about which codes you will use in the process. Addenda examples (G, H & I) are attached. Punch (2014, p. 176) refers to coding as “the concrete activity of labelling data, which gets the data analysis under way and which continues throughout the analysis.”

A starting point to the coding process was to read through the transcribed interviews several times. Using highlighted markers and coloured pens, the data was then coded according

specific colours. This process was then repeated a few times as new insights emerged. While identifying various codes, the research question remained the focal point. This ensured that the identified codes were centred within the parameters of the research study. Stuckey (2015, p. 7), agrees with this process, “Remembering the research question or storyline, while coding will help keep the qualitative researcher focussed on relevant codes”.

This approach also allowed for a narrative on the part of the participant to unfold. As these narrative unfolded, information gathered during the observation process as well as the field notes compiled, were introduced. This became a useful collaboration as it allowed the procedure of categorising codes and identifying themes to transpire.

Revisiting the data allowed for the identified themes to evolve, it was then revised until the final themes and subthemes were established. This process also falls in line with that of Stuckey (2015)’s description of Coding as well as that of Clarke and Braun (2013)’s discussion on thematic analysis. The illustration below depicts a summary of the 6 phases of thematic analysis as set out by Clark and Braun (2013):

SIX PHASES OF THEMATIC ANALYSIS

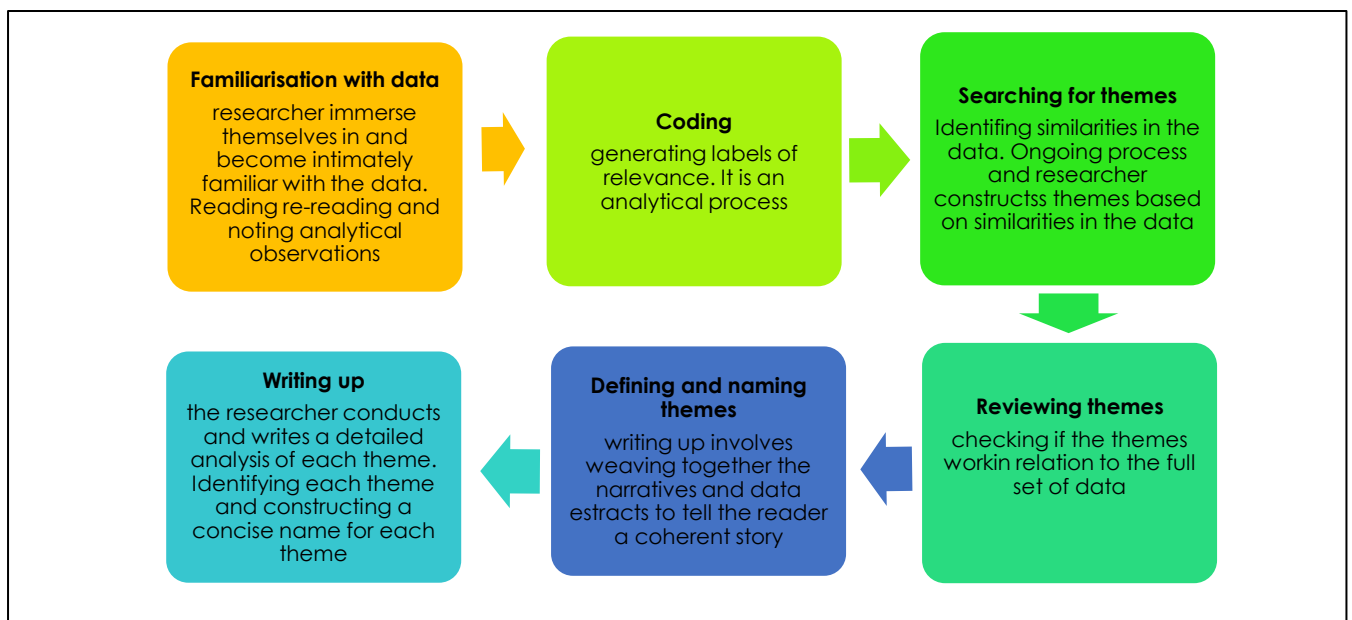


Figure: 3.2 – Thematic analysis process – Adapted from Clark and Braun (2013)

Harding (2013, p. 104), views coding as “an important tool for qualitative research which can assist in the identification of commonalities and differences in datasets”.

The different themes and subthemes that were established then named and as depicted in the coding illusion below, will be discussed in Chapter 4.

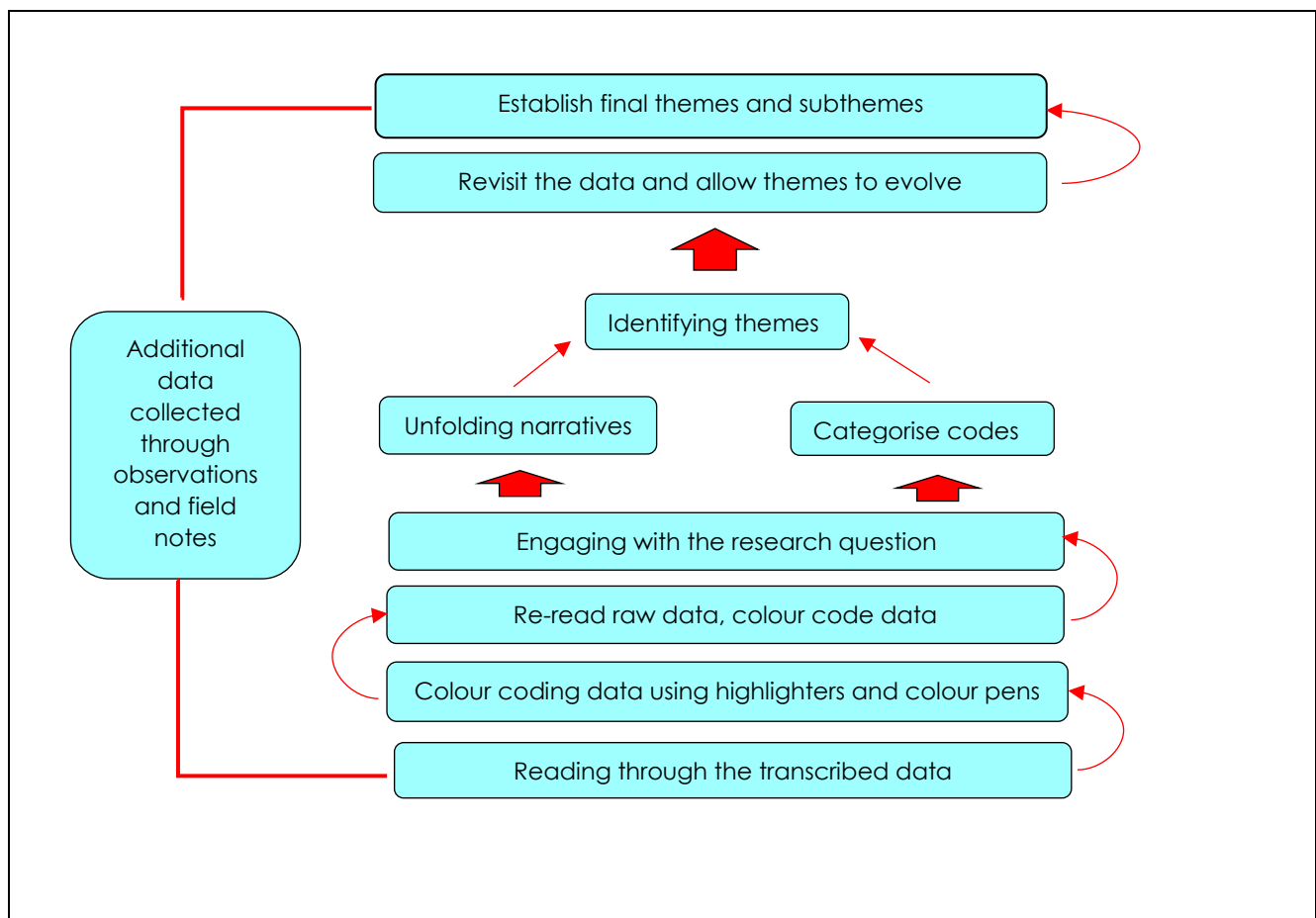


Figure 3.3 – Coding process – Adapted from Stuckey (2015)

3.4 QUALITY CRITERIA

Finlay (2016, p. 319), points out that “one of the biggest challenges confronting qualitative researchers is how to assure the quality and trustworthiness of their research?” This question is further elaborated on when she asks “how, then, can we demonstrate the value and integrity of our qualitative research? How can we build a case that will convince sceptical audiences,

funding bodies and ethical panels? If the criteria that qualitative researchers use to evaluate their research differ from those applied to quantitative research what should those criteria be?”.

This section will explore the quality criteria for qualitative research and the concepts further scrutinised include credibility, dependability, transferability, confirmability and authenticity.

3.4.1 Credibility

The concept of credibility within qualitative research can be regarded as similar to internal validity as used in quantitative research, where researchers would aim to establish internal consistency within the study. Punch (2014, p. 323), describes it as "all the parts of the research fit together (...) and whether the findings themselves have internal consistency and coherence". With reference to the Oxford Dictionary, credibility is defined as the quality of being trusted and believed. Ensuring therefore that the findings presented in this study can be viewed as trustworthy. It was important to corroborate all the findings. Cameron (2011, p. 6), refers to Credibility as “one of the most important factors in establishing trustworthiness and is about determining how congruent the findings are with reality”.

The corroboration process entailed the process of triangulation, as discussed earlier under the unstructured observations heading (3.3.3.2). Silverman (2014, p. 91) describes triangulation as “comparing different kinds of data (..) and different methods (e.g. observations and interviews) to see whether they corroborate one another”. Alternative strategies for the researcher to consider in order to promote credibility would include prolonged engagement with participants, negative case analysis, member checking and peer debriefing (Treharne & Riggs, 2015, p. 57).

3.4.2 Dependability

According to Moon, Brewer, Januchowski-Hartley, Adams & Blackman (2016, p.2), “dependability refers to the consistency and reliability of the research findings and the degree to which research procedures are documented, allowing someone outside the research to follow, audit and critic the research process”.

Dependability can be compared to **reliability** in quantitative studies. In other words, dependability is an evaluation of the quality of the integrated processes of data collection, data analysis, and theory generation.

Dependability can thus be viewed as way to scrutinise how effectively the researcher engaged with the various data in an interchangeable and collaborative manner.

Rigorous strategies including an audit trail were followed to ensure the dependability of this study. Carcary (2014, p. 15) refers to an audit trail as a process that “... document the course of development of the completed analysis. She elaborates further by stating that “in developing an audit trail, a researcher provides an account of all decisions and activities throughout the study” (p. 15). An audit trail can therefore be viewed as the record keeping process throughout the research study. Descriptions are given about the steps followed to collect data and then proceeds with a discussing on the findings usually takes place. Chapters 1, 3 and 4 provides a detailed description of the aim of the study, the data collection process employed and a discussion on the findings and can therefore be viewed as the audit trail to this study.

More ways to enhance dependability would include a Code-recode Procedure. A researcher should conduct a code-recode procedure on his data throughout the analysis phase of the study. After coding a section of data, the investigator needs to wait at least two weeks and then return and recode the same data and evaluate the results. There was constant engagement that took place with all the collected data. This ensured that there was continuous revision of the themes and subthemes as new information came to light and greater understanding were gained. This process also strengthened the dependability of this study.

Dependability could also be improved by means of triangulation to make sure that the weak points of one approach to data collection are reimbursed by the use of alternate data-gathering methods. As previously discussed under the heading Data collection tools (3.3.3), semi structured interviews, observations and field notes were the instruments utilised to collect data. The use of multiple methods assisted in ensuring the quality of the study. It also allowed for a more accurate interpretation of the data collected.

3.4.3 Transferability

Regarded as equivalent to external validity, Anney (2014, p. 277), describes transferability as “the degree to which the results of qualitative research can be transferred to other contexts with

other respondents. Finally (2006, p. 231), points out that the aim of transferability is “to give readers enough information for them to judge the applicability of the findings to other settings”. Data collected during this study was detailed, in-depth and descriptive to ensure that there is adequate information for the reader to be able to comfortably follow the investigation quest ascertain whether the cultural and value system of the Life Orientation teacher influence on the presentation of a sexuality education lesson.

3.4.4 Confirmability

“Concerned with establishing that data and interpretations of the findings are not figments of the inquirer’s imagination but clearly derived the data” (Korstjan & Moser, 2018, p. 121). Shenton (2004, p. 72), describes the concept of confirmability as “the qualitative investigator’s comparable concern to objectivity. Here steps must be taken to ensure as far as possible that the work’s findings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher”. An audit trail, triangulation and independent coding were methods implored to ensure that objectivity was maintained. Discussions with my supervisor also took place. These were centred round concerning themes, categories and the initial assumptions and findings.

3.5 ETHICAL CONSIDERATIONS

“Research in the social science is often concerned with collecting data from people. Almost inevitably this raises questions about the way in which people who provide data should be treated by researchers and such questions are often ethical in nature” (Oliver, 2010, p. 3).

The following areas of concern were taken into consideration and underpinned the research process: ***Informed consent*** was obtained where the participants were given a detailed explanation of the nature of the study and how their participation would fit into the broader framework of the research study. This information therefore gave participants the opportunity to make an informed decision about their possible participation. The respective institutions (Western Cape Education Department and the 3 respective schools, where the participants teach were informed as well and consent was grant). This process of informed consent is underpinned by the principle of ethics as discussed by Allen (2008) where he states that

“competent people’s right to freely and voluntarily makes informed decisions pertaining to their lives...”

Confidentiality & Privacy was continuously emphasized and participants were reassured that the information collected by means of recordings and notes will be safeguarded at all times and only a limited number of role player would have access to the information. The role players in this research included the researcher and the designated supervisor to the study. The data collected was also stored on a password encrypted flash to keep the information safe and protect the participants’ identities. The space that was utilised for the interviews were secluded offices and there were absolutely no disturbances. This also helped the participants to feel comfortable and reassured. Richards & Schwartz (2002), mentions that “in most cases, qualitative health service research aims for anonymity and confidentiality and should use fool-

+proof strategies for the secure storage of tapes and transcripts”.

Anonymity was discussed with participants and they were informed that pseudonyms would be used to protect their identities and that their names will not be mentioned anywhere and the study. This is also highlighted by Richards & Schwartz (2002), “Pseudonyms or initials should be used in transcripts and where possible, other identifying details should be altered”.

Protection from harm, “The concept of non-maleficence focuses on avoiding harm. It centres on the fact that it is important to prevent any intentional harm or minimize any aspect of potential harm by refraining from injuring the respondent either physically or psychologically” (Akaranga & Makau, 2016, p. 6). This notion was highlighted and peace of mind extended to participants as the nature of the study emphasized. Participants were reassured that the study would draw on their expertise as teachers and they would share their experiences, which would not cause harm in any way.

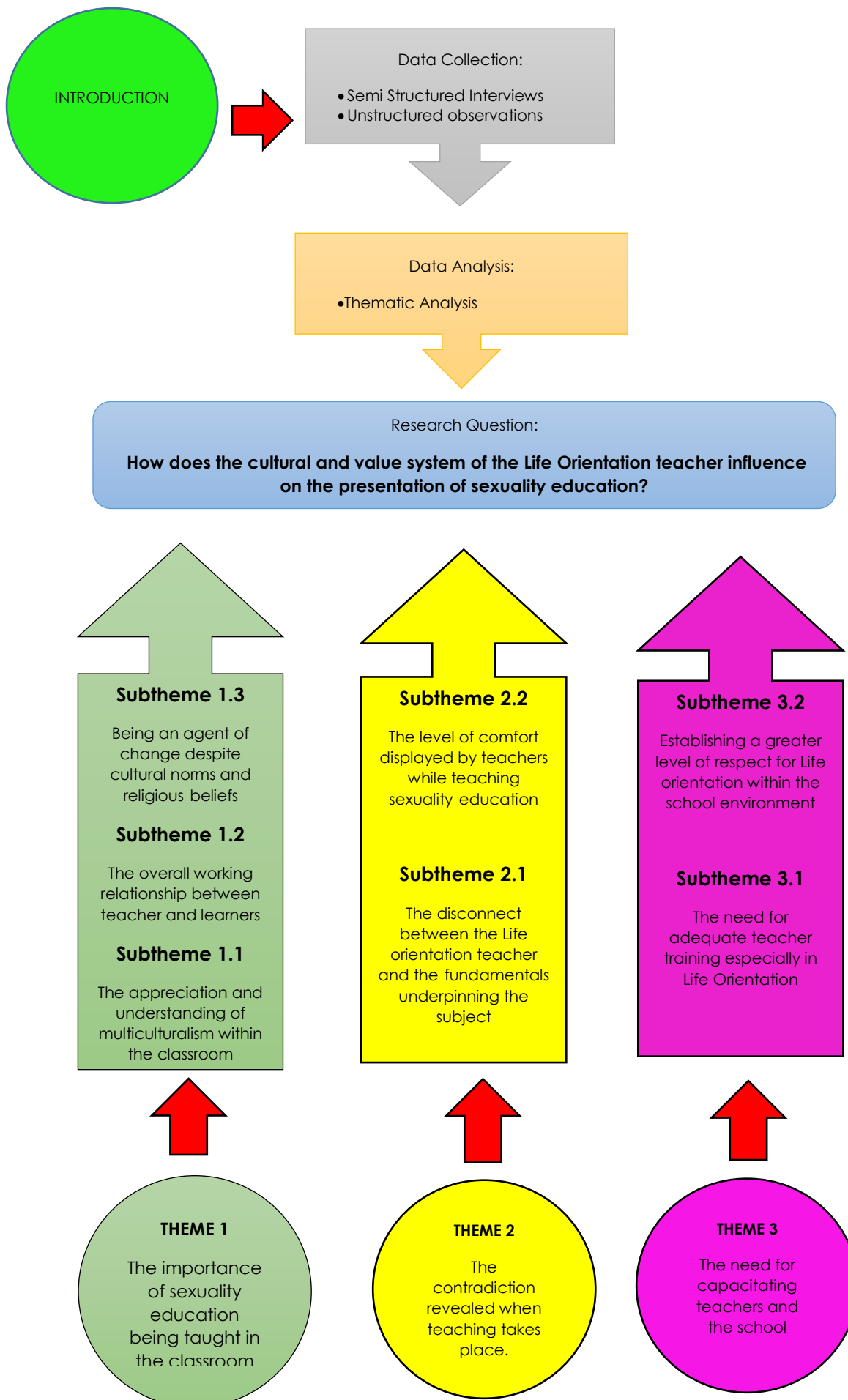
Voluntary participation was another component discussed with participants. All participants were reminded that their participation is strictly on a voluntary basis. It was also pointed out to them that they could withdraw from the study at any time and the information received from them up until then would not be utilised within the study. Due to the nature of the study, participants were also informed that there will be no financial compensation for participating in the study.

3.6 CONCLUSION

An opportunity was created to pause for a moment and glance through a magnifying glass to look at the inner workings and mechanics of this study, in other words the foundation of this study. These inner workings and mechanics of this study included the research paradigm this study was nestled in, the research methodology that was adopted and the research design that became the roadmap to the execution of the study, aspects and descriptions of participants, data collections tools, quality assurance and ethics were included as well as they form part of the mechanics of the study.

This multi-dimensional approach that was used as a foundation to this study made the uncovering of information easier. It helped to establish whether the cultural and value system of the Life Orientation teacher influence on the presentation of a sexuality education lesson. It really served as an introduction to the discussion of relevant patterns and themes that were uncovered, in the next chapter. Maguire & Delahunt (2017, p. 1) refers to themes as “patterns in the data that are important or interesting and use these themes to address the research or say something about an issue”. The descriptions of themes are further simplified by Clarke & Braun (2013, p. 122), “a theme is a coherent and meaningful pattern in the data relevant to the research question. Chapter 4 is therefore dedicated to the findings and the themes revealed during the data analysis process and linked to the overall research study.

CHAPTER FOUR CONCEPTUALISATION



CHAPTER FOUR

RESEARCH FINDINGS

4.1 INTRODUCTION

Chapter one (1) provided an outline of this research study. Central to this was the research question that asks: *How does the cultural and value system of the Life Orientation teacher influence on the presentation of sexuality education?* The insights gained during the review of existing literature in chapter (2) served as a useful tool when data was collected. Chapter three therefore provided exposure to the foundation on which this research study was build. An in-depth discussion then was centred around the paradigm and research methodology selected, the data analysis process, which also highlighted the tools and participants selected to collate data, the quality assurance criteria adhered to and the ethical considerations to ensure the credibility of this research study.

This chapter will now proceed to reveal the respective themes and sub themes that emerged from intensive scrutiny of the data collected through the transcription of the participants' verbatim interviews, the observation process and the notes compiled during those observations. These themes and subthemes will then be interpreted in attempt to address the research question, as mentioned at the start of this chapter.

4.2 CONTEXT OF THE STUDY

Nestled within the heart of the Cape Flats, Mitchell's Plain and Khayelitsha, were the schools selected to conduct research for this study. These communities have a prevalence of various socio-economic challenges. These include crime, unemployment, drug and alcohol abuse as well as poverty. There are various religious and cultural norms and beliefs within the community as well were the overwhelming majority of people living in Mitchell's Plain are Cape Coloured and are either of Christian or Muslim Faith. Two high schools within the Mitchell's Plain community were selected, where the teachers and learners are predominantly Cape Coloured.

Khayelitsha is a predominantly Xhosa township with similar socio-economic challenges. The majority of residents in this area identify themselves as Christian while the remaining follow traditional beliefs. The school selected as a research site, consisted of Xhosa teachers and learners. The different ethnicities of these areas and schools selected link well with the title of this research study which is exploring sexuality education within government schools.

4.2.1 THE PARTICIPANTS

A total of three (3) participants were selected for this research study, two (2) females and one (1) male, all of whom teach Life Orientation. The two females were currently teaching at the two (2) respective schools selected in Mitchell's Plain, while the male teacher teaches at the selected school in Khayelitsha. The number of years of teaching experience for the female teachers were three (3) years and eighteen (18) years respectively. The male teacher regards himself as a novice teacher as he currently has four (4) years teaching experience.

As discussed in chapter three (3), purposive sample was used to select participants for this research study. The selection of a small number of participants was to ensure more accurate reporting of the findings as well as maintain minimal negative effects on the participants which therefore enabled this study to be deemed a low risk study. This means that the participants were not exposed to processes that caused them any irrefutable distress or harm.

It is also important to point out the teacher training of all three participants are vastly different. Participant one (1) had no formal teacher training and is currently still gaining experience daily working as an unqualified teacher. She is currently studying part time to complete a recognised teacher's qualification.

Participant two (2) obtained a Social work qualification and completed a master's degree within the social work field as well. She then linked her passion for Social work and education and ventured into teaching and started teaching the Life Orientation. She is currently the Head of Department for Life Orientation. It is also important to mention that this school where she is currently teaching at is one of the few schools who have a fully functional Life Orientation Department. This is important for effective delivery of the curriculum. A fully functional department can probably be defined as a department where systems are put in place to ensure

the smooth operations of that department, there are sufficient teachers to teach that specific subject, the department is overseeing by a department head and the department receives complete support from school management. In 2001 the DoE introduced a national policy on whole school evaluation. This policy was introduced to measure the functionality of a school. It defines functionality as “the ability of the school to realise its educational and social goals. It focusses on establishing a disciplined and purposeful school environment...” (DoE, 2015, p. 2). Nine (9) criteria were set out for the purpose of evaluating schools. Two of these criteria that really speaks to functionality within the context of this study would be that of “Quality of teaching and learning, and educator development” these criteria emphasizes the ability to plan and manage the curriculum. There is also an emphasis on time management and creating a positive learning environment. The criteria guidelines also pay close attention to the teacher’s overall level of understanding of the subject matter.

Engaging with this information, a clearer understanding is created of what really constitutes a functional department.

Participant three (3) obtained his teaching qualification from university where he majored in Life Orientation and English. He also completed an Honours degree in Language and Literacy.

4.3 RESEARCH FINDINGS

Three (3) themes came to light during an intensive data collection and analysis process. Subsequently, various subthemes emerged as well, which will be linked to the respective themes during the discussion that will follow. The themes that will be discussed and interpreted are firstly the importance of sexuality education being taught in the classroom. The second theme is the contradiction revealed when teaching takes place. (The big elephant in the room). The third and final theme is the need for capacitating teachers and the school. Figure 4.1 below depicts these themes and the subthemes uncovered and the relationship that they hold.

4.3.1 APPLICATION OF THEORETICAL FRAMEOWRK WITHIN THE DATA ANALYSIS

Critical theory is the Theoretical lens through which data was collected and scrutinised. Thompson (2017, p. 1) refers to this theoretical framework as “a distinctive form of theory in that it posits a more comprehensive means to grasp social reality and diagnose social pathologies. This framework is therefore concerned with making sense of the experiences of people within their respective realities. This framework also creates an opportunity for the researcher and participants alike to gain insights and an understanding of the structures at play within society that contributes to the individual’s thinking patterns and subsequent behaviour.

Seiler (2012), mentions that critical theory latches on to some of the practices of interpretive theories. As mentioned earlier in Chapter one (1) and chapter three (3), this study used the interpretive paradigm as a foundation. This theoretical lens to investigate the data therefore allowed for a seamless flow between the methodologies driving this study and making sense of the data collected

4.3.1.1 THEMATIC ANALYSIS & CODING STEPS

Thematic analysis is explained by Clarke & Braun (2017, p. 297), as a “accessible and systematic procedure for generating codes and themes from qualitative data”. What this implies is that during the data analysis process of this study, meticulous studying of the data took place with continuous comparisons of the respective data. This created the opportunity for codes to emerge and evolve. This methodical process of scrutinising the data was implemented several times until the themes as discussed were identified.

As discussed in chapter 3 under the heading of data analysis and interpretation, the coding process was employed. The transcribed interviews were read through several times. Highlighted markers and coloured pens were used to mark the various codes. This process took place several times as new information and understandings surfaced.

The research question was the yard stick that aided the process of identifying various codes.

The field notes compiled and notes taken during the observations of the participants also played an integral part of the coding process. These notes coupled with the transcriptions, allowed for

a narrative to emerge with assisted in the formulation of themes. These themes and subthemes were also constantly reworked and restructured until the establishment of themes as presented in this chapter.

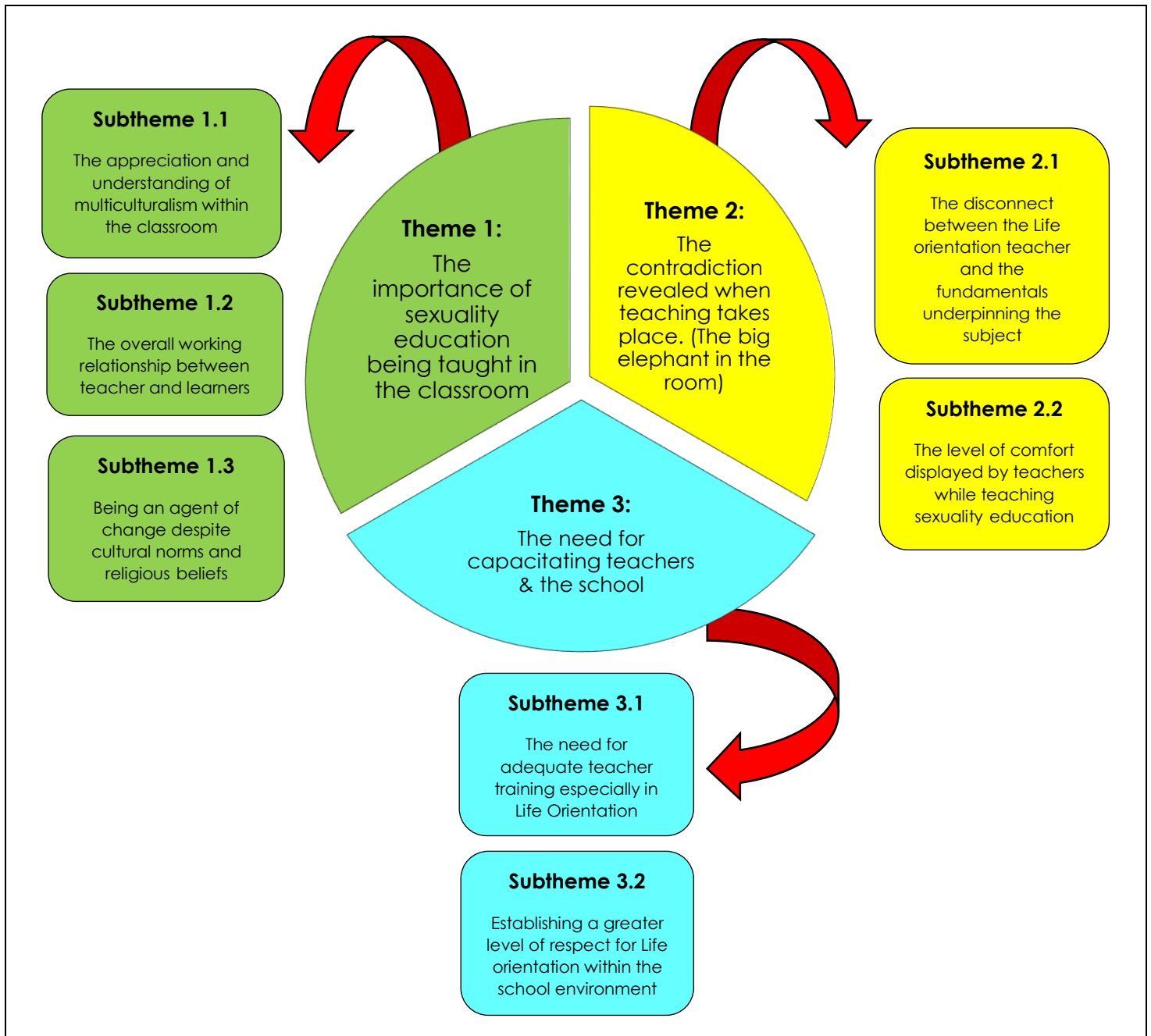


Figure 4.1: Themes and subthemes derived for the extracted data

4.3.2 THEME 1: *The importance of sexuality education being taught in the classroom.*

All the participants expressed a strong sentiment that the need to teach sexuality education is crucial. They mentioned that learners are afforded the opportunity to acquire life changing knowledge; learners have the chance to ask questions and dispel any misconceptions or falsehoods. Thus, becoming equipped to be able to make responsible lifestyle choice. This information was revealed when these participants were asked to share their views on sexuality education. Participant one (1) highlighted the importance of sexuality education on more than one occasion when responding to the questions during the interview.

"... I think it really tie into my question 4 in that, like I said it's just, It's, It's very, very important because it provides a platform for the child to express themselves but it also provides a platform for them to ask questions that when they ask their peers these questions they might get the wrong information, so if they ask it in the uhm the classroom or a safe environment, they get the right answers ..." (Appendix G – p.1, L44-48)

Participant two (2) elaborated on her response and alluded to the lack of resources and teacher's being ill equipped to teach the topic. In her view, these are factors that undermines the importance of the subject. *"Ok, my view is sexuality education is compulsory, it must be ... I feel not enough resources is being offered in that area, I don't also feel that many of our teachers are fully equip in dealing with the subject matter, uhm as important this subject I think it is for learners to try and understand themselves, I think many of our adults teaching the subject has conflict with it as well and that makes the learning as well as the sharing of information uhm a bit tricky, more difficult."* (Appendix H – p.1, L35, 43-49).

Participant three (3) recognised and acknowledged how sexuality education could be beneficial within the wider community where he states that *"Sexuality education in schools can have a positive impact towards the decrease of newly infected HIV and AIDS*

teenagers and teenage pregnancy. Those who came up with the idea of sexuality education were spot on’ (Appendix I – p. 1, L32-35).

This acknowledgement of the importance of the topic, holds strong links to the Department of Education’s desire and aim to guide and prepare learners for their roles and responsibilities in a world much different to that of their parents as previously mentioned in chapter 2. This can be regarded as a clear indicator that teachers and especially these participants are buying into the vision of the Department to equip learners with the necessary knowledge and skills to make responsible lifestyle decisions.

4.3.2.1 The appreciation and understanding of multiculturalism within the classroom

During the classroom observations, it was noticed that learners were included in the lesson and their differences became a central point during the lesson. They were encouraged to share their views based on their beliefs and cultural backgrounds. This information was then integrated into the existing material for sexuality education. As part of the classroom observation, it was very visible how no singular viewpoint was elevated above another. The participants used a very sensitive approach to blend the diversity within the classroom with the sexuality education curriculum. *“It was refreshing to see that culture does not matter in these classes. How encouraging that diversity is used to enhance the lesson. The diversity of learners is actually celebrated and clearly contributes to new insights gained.”* (Appendix J – p.127, field notes).

Participant two (2) also mentioned during her interview that *“... we need to understand their belief systems, their cultures, so we allow children to open up and say this is how we do it, this is how we think and your lesson should revolve around that, keeping in mind what the objective of (pause) what is supposed to be the ultimate goal of the lesson ...”* (Appendix H – p.3, L147-151).

The Department of Basic Education introduced a policy in 2011 called Guidelines for responding to learner diversity in the classroom through curriculum and assessment policy statements. This policy mentions that “as teachers we have an important responsibility in making sure that all learners from whatever background feel included and affirmed in the

classroom. We should monitor our own beliefs, attitudes and behaviour when responding to our learners” (DoBE, 2011, p.7). This policy also creates an understanding of what learner diversity is where it states that “having a diverse group of learners simply means recognising that people are unique in their own way. When we look into our classrooms we will observe that there are learners from different socio-economic, language, cultural, religion, ethnic, racial, sexual orientation, ability groups etc. All these learners come to school with different experiences. We therefore can see that we have rich diversity in the learner population”. (DoBE, 2011, p. 3)

A significant element during the observation period was how the participants stayed true to the notion of inclusivity. Despite their different teaching approaches and strategies, embracing diversity was the one common denominator. Coincidentally these different approaches and strategies are also mentioned in the guidelines for responding to diversity policy and labelled as differentiation. “Every teacher needs to understand that the most significant way to respond to learner diversity in the classroom is through the curriculum” (DoBE, 2011, p.7). Differentiation according to DoBE, 2011, p. 4, is “a key strategy for responding to the needs of learners with diverse learning styles and needs. It involves processes of modifying, changing, adapting, extending and varying teaching methodologies, teaching strategies, assessment strategies and the content of the curriculum”. It further states that “it takes into account learners’ ability levels, interests and background” (DoBE, 2011, p.4)

Although there is no evidence that the participants are familiar with this policy, it is reassuring to see that they are responding positively to learner diversity.

4.3.2.2 The overall working relationship between teacher and learners

The interactions between the participants and the learners is another aspect that stood out during the observation period. The approach that the participants had towards the learners clearly signalled that there is a common understanding, a mutual level of respect and a level of care and concern. They really worked well together. This level of interaction made the classroom environment a very comfortable and friendly space to be in. This really created a safe environment for learners to be in and allowed such a sensitive topic to be presented without any fear that someone might feel uncomfortable or excluded. A study conducted by, revealed that “...learning is greatly influenced by an environment where trustful and respectful

relationships create an atmosphere where students feel at ease, are encouraged to discuss concerns, free to ask questions, negotiate objectives, become more attentive and engage in discussion” (p. 170).

It is clear that this healthy working relationship and mutual understanding have been nurtured over time and whatever tactics or strategies these teachers implemented paid off as this mutual understanding and respect extended to learners knowing to not speak out of turn and raising their hands when they asked a question. These learners were so engaged that there were no disruptions or distracting chatting nor private conversations happening. It is clear that these participants are working very hard at moulding these learners to be the best versions of themselves with strong opinions and viewpoints.

Al Nasser, Renganathan, Al Nasser & Balushi (2014), concluded their study by stating that “...positive teacher-student relationships influence students’ learning. The essence emerged from a connected relationship (caring, support, trust and respect) which support students’ self-confidence, foster’s students’ self -trust and increases students’ motivation to learn, ...” (p.170). This view therefore highlights the importance of a positive working relationship between teachers and learners. This positive interaction between teachers and learners would also further extend to development of self-confidence within the teacher as well and this help greatly in the achieving teaching objectives.

4.3.2.3 Being an agent of change despite cultural norms and religious beliefs

All the participants acknowledged that although their cultural and religious beliefs are entrenched in their day-to-day lives, they held strong views on the need for learners to be equipped with information to be able to make responsible lifestyle choices. With this in mind, tow (2) of these participants had no problem to put their own beliefs and cultural norms aside to be able to focus on the tasks. Participant 1 revealed that *“So I am not conservative in the way I teach it anymore. I, when I teach sexuality, I now teach be happy (pause), in your own skin, be comfortable with who you are but find the right information to back you up”* (Appendix G – p.2, L86 – 89). Participant two’s (2) response to the question: How do you feel your own perceptions, experiences and beliefs are hampering your ability to teach the topic effectively? Provide valuable insights to the

importance of being an agent of change. She explains that *"I normally do this to take stock of myself before and after the lesson. It is important because I cannot sell a product that is going to cause uncertainty in the mind of a young child. So what I normally do is after I have taken of what my topic is, uhm, because look when you enter in a class with a topic like this you come in with principles, you come in with values, you come with a certain belief system, you come in with a certain attitude. Uhm, you just tone down, in terms of, I'm not saying get rid of it, by the door, it needs to be part of you because your human but it depends on how you bring it across and that is the important part. You dealing with a child of 13, you dealing with a child of 16, so I need to alter my methodology in accommodating the thinking and the emotional state of that child when I teach the lesson. Uhm my greatest battle would be looking at myself first as an individual"*

(Appendix H – p.3, L113 – 126). With reference to the term 'tone down' as mentioned by participant 2 it can best be understood as being able to acknowledge what your own views, opinions and beliefs around a certain topic is and when entering the classroom, not allowing those views, opinions and beliefs to dictate the lesson but approaching the topic objectively to ensure the correct information is passed on to learners and allowing learners to formulate their own views on the subject matter.

Reflecting on these responses, it becomes apparent that the participants understand that there is greater scheme and in order to make a valuable contribution to the development of learners, they need to move outside of their' conform zones and set belief systems. This conscience shift away from the norm for participants is clearly not an easy one but participants are more than willing which is commendable.

This therefore provides an indication that the participants are aware of the importance and necessity to influence the thought processes of learners in a way that can be beneficial to them without the influence of beliefs or cultural norms.

Swanepoel and Beyers (2015, p. 168), make reference to the concept of cultural intelligence which supports the theme of becoming agents of change where they state that "Cultural

intelligence is a construct that allows for optimal interaction during teaching sexuality and specifically emotive topics where information is ambiguous, such as homosexuality. The aim is not to eradicate the personal bias of teachers but to enhance the skillsets to optimally bridge personal prejudices and subsequently approach the topic at hand with a better understanding, a more truthful content-base, respect and acceptance”

Research conducted by Brislan, Worthley and Macnab (2006), defines cultural intelligence as “a set of skills, from basic to advance, that allow an individual to become effective at eventually transferring social skills from one cultural context to another. When well developed, the cultural intelligence set of skills allows for better cross-cultural respect, recognition and reconciliation or adaption” (p. 53).

Participants acknowledged that beliefs systems can provide a sense of bias, which might not be beneficial to the process of conveying crucial information pertaining to responsible sexual behaviour and responsible, healthy lifestyle choices to learners. “... *sometimes there are clashes with, uhm, with how I think, err with my value systems, uhm, my principles, uhm, and it does hamper the learning because how much do you share with the child and how much don't you ...*” (Appendix H – p.3, L110 – 113). The process of developing cultural intelligence could therefore be viewed as ideal mechanism to become agents of change. This in turn could strengthen the objectivity needed for teachers to deliver an effective sexuality education lesson.

4.3.3 THEME 2: *The contradiction revealed when teaching takes place.*

Words translated into practice is a process that can be viewed as second nature to teachers or this is usually the perception. The notion that teachers may struggle with conveying a message is mostly overlooked. This could be as a result of society forgetting that teachers are human beings with a specific cultural upbringing and associated to a certain belief system or religious conviction. There are also views that regard teachers as individuals removed from society and its challenges.

This research study revealed that no matter how brilliant the responses of the participants were, the process of teaching provided insights into a completely different approach to said

responses. What they revealed during the interview did not transition into practice which highlighted the contradiction. The subthemes to follow will prove a more detailed discussion on the various contradictions revealed during the data collection process and analysis.

4.3.3.1 The disconnect between the Life orientation teacher and the fundamentals underpinning the subject.

This subtheme introduces the notion of irony within the realm of Life Orientation. The subject requires that learners develop a sense of self, self-acceptance, confidence. This is highlighted in the Life Orientation CAPS³ document. The Department of Basic Education (2011, p. 8-9) highlights that the aim of the subject is “to guide and prepare learners to respond appropriately to life’s responsibilities and opportunities; equip learners to interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level; guide learners to make informed and responsible decisions about their own health and well-being and the health and well-being of others ...” The participants who presented themselves at the interview, seem to have faded into the distance. This was very noticeable during the observation conducted in the classroom. They did not display the same level of confidence or self-assurance when actively having to engage in the classroom.

Participant two (2) also highlighted that there are teachers in practice, who need to undergo personal growth and development in order to better understand themselves and become comfortable with themselves, develop the confidence to engage with learners on the topic without bias or prejudice and just be able to deliver justice to the subject of Life Orientation. *“I don’t also feel that many of our teachers are fully equipped in dealing with the subject matter... I think many of our adult teaching the subject has conflict with it as well and that makes the learning as well as the sharing of information uhm, a bit tricky and difficult”* (Appendix H, p. 1 – LL44-45, 46-49).

³ Curriculum and Assessment Policy Statement

4.3.3.2 *The level of comfort displayed by teachers while teaching sexuality education*

During the observation process, it became very evident that talking about sexuality education within the classroom was a real challenge for the participants. This revealed the contradiction as evidenced by the information received during the interview process. This information did not translate into practice. Whilst participants presented themselves as confident during the interview process, they really struggled to answer some of the learner's questions and even omitted a term or two while teaching. Terms that presented to be a real challenge would be "penis", "ejaculation" and even the discussion reproductive health and in particular the detailed explanation on the application of male condoms.

During the interview process, participants were asked how they felt their own perceptions, experiences and beliefs might be hampering their ability to teach the topic effectively? Participant one (1) revealed that her father was a pastor and that she had a very conservative upbringing rooted in Christian values. She also stated that *"... I now moved away from that conservative place. I'm no longer there, uhm, I have young people coming to me on a daily basis, speaking to me about, so there is no place to be conservative ..."* (Appendix G – p.2, L94-97).

Learners had the freedom to ask questions and they were posed at various intervals during this lesson. It was noted that during these times that the participant was left red faced, visibly uncomfortable. The underlying level of conservatism was further revealed where the participant moved in behind her table and paused for a while before answering the learner's question in the most basic way. *"It appears that the unconscious might be surfacing, without the participant even realising. This might explain why the participant reverted to the conservative nature of her upbringing and the behaviour displayed"* (Appendix J– p.128, field notes).

Participant two (2) felt so uncomfortable with the question posed that she chose not to answer the question and just responded *"I'll get back to you"*. *"Quite an interesting reaction to the question posed. I really hope she gets back to the learner at some point during the lesson"* (Appendix J – p.128, field notes). This behaviour stands in contrast to the information received during the interview process where when she was asked the question how do you feel your own

perceptions, experiences and beliefs might be hampering your ability to teach the topic effectively? Here participant two (2) revealed that she must literally divorce herself from her religious beliefs in order to teach the topic effectively and yet the observations revealed that it was not as simple as she indicated. Participant 2 is of Islamic faith and although she mentioned *“I need to be comfortable with who I am and how much I give and then deal with the topic ...”* (Appendix H – p.2, L103-104), it was evident that intra-conflict was still prevalent and a challenge for her. Fortunately, she was not oblivious to this internal struggle and by acknowledging her shortcomings in this regard, suggests true character on her part. She stated that *“Yes, uhm, there are clashes with, uhm, with how I think, err, with my values system, uhm, my principles uhm and it does hamper the learning because how much do you share with the child and how much don't you ...”* (Appendix H - p.3, L110-113).

It would appear that acknowledging the importance of this topic does not necessarily indicate the level of comfortability of participants when engaging with the topic. This was the case for participant three (3) as well where he acknowledged that he relies on his cultural background which is isiXhosa and his Christian religious convictions to guide him through the lesson. *“My upbringing which is characterised by the afore mentioned traditional beliefs and embedded to Christianity also come into play because they help me in terms of how to conduct the lesson”* (Appendix H – p.2, L70-73). This response came on the back of the same question posed to participants 1 and 2. This guided approach was very visible during the observation period as well. Participant 3 was very focussed on getting the message across and did not deviate from the curriculum. He was very rigid in his approach and very selective with his choice of words as well. Although the learners had the opportunity to ask questions, it was very noticeable how reluctant they were to ask them.

This behaviour and his earlier quoted response reveals a complete contrast to his response to the question: How would you say your cultural background plays a role in your approach to teaching the topic? Here participant 3 responded *“The biggest challenge that I used to face when I started was tradition vs. modernism. I used to find myself in spaces where I had to conform to what the system wanted ... I no longer have*

that challenge ... I had no choice but to break those boundaries in respect of my career. I had to turn a blind eye in my belief system to ensure that justice is done to the learners' (Appendix H – p.2, L56 – 60, 63-65).

It is evident that the intention of all these participants to do what is best for the learners are present but introspection and personal development is still required to ensure that they can relay the information of sexuality education without any prejudice or reservations. This would ensure that learners are provided with all the relevant information that would aid them in making responsible lifestyle choices. This would also provide teachers with peace of mind that they were effective in delivering the curriculum and equipping learners with valuable knowledge.

4.3.4 THEME 3: *The need for capacitating teachers*

Teachers in general and more specifically Life Orientation teachers are expected to fulfil more than just teacher. They are expected to take on the role of counsellor, mediator and informant. In some instances, they are also viewed as the parental figure in the lives of their learners. This is a mammoth task and a huge expectation. Continuous professional development is therefore crucial for teachers to be able to meet this gigantic demand and expectation. Apart from the standardised teacher training which will provide teachers teaching methodology and pedagogy, more is needed to develop the whole teacher. Hence the theme to capacitate teachers. This is something that became clear as well during the data analysis process.

The more equipped an individual becomes within a certain area, the more their level of confidence will grow and this will become evident in their day to day functioning. For teachers to be able to make a difference in the lives of their learners and live up to the various expectations within society, they would need to be capacitated holistically. This could result in teachers as a collective adopting a similar approach to that of the participants where they realised and acknowledged the need to become agents of change. An approach that can only be adopted once there is a shift in mind-set. This shift can only take effect once there is been a process of emancipation through continuous development.

4.3.4.1 The need for adequate teacher training especially in Life Orientation

Competencies are set out by job description for teachers. With reference to LO teachers more so, there is an expectation to teach and address any psychosocial challenges present by learners as well. With intensive teacher training offered at higher Institutions and additional support during an internship, prospective teachers will not only gain valuable experience but knowledge and insights which will build their confidence to be able to walk into a classroom situation and adhere to and meet the expectations of all role players involved.

Strydom (2011, p.78) reported that “a recurring pattern was that LO teachers need to be flexible and able to adapt the content of lessons to the particular group of learners being taught”. This statement is further elaborated on by (Strydom, 2011, p.78) where she states that “the implications of this is that the teacher needs to have sound subject knowledge and knowledge of different teaching methods which can be applied to individual class groups to have maximum impact”.

The aim should therefore be to broaden and expand the skill set of student teachers by focussing on subject knowledge, teaching strategies and methodologies as well as classroom management styles and skills, tailored to the role of the Life Orientation teacher. A generalised teaching programme will not necessarily address the professional competencies required to be an effective Life orientation teacher. It will therefore be crucial for Life Orientation teachers to place strong emphasis on continuous professional development to stay on top of an ever evolving society.

It should be noted that none the participants have a formal teaching qualification within the field of Life Orientation. They did however remark on how important teacher training is and the need thereof. Participant one (1) felt that the training is *“very limited, they don't provide all the, you know, everything you need to, to help the kids.”* (Appendix G – p.3, L104-105). She also mentioned that she would rather rely on her own life experiences instead of the teacher training to be able to convey information to the learners.

Participant two (2) indicated that *“I also don't feel that many of our teachers are fully equip in dealing with the topic”* (Appendix H – p.1, L44-45). She also pointed

out that “...we need, as a department, to go in and say train people who need training” (Appendix H – p.3, L135-136).

4.3.4.2 Establishing a greater level of respect and appreciation for Life orientation as a subject, within the school environment

Using participant one (1) as an example, it is a usual practice for high schools to employ an unqualified person or a teacher with no life orientation experience or qualified within a life orientation post. “*When I started teaching Life Orientation, I didn’t really have much experience or a formal teaching qualification in the subject but I had passion to do it and they were willing to give me, give me a chance*” (Appendix G – p.1, L22 – 25). This practice is highlighted by Van Deventer (2008, p. 135) as well where he mentioned that “By placing teachers in situations where they lack expertise or find themselves outside their league do not only create stressful situations for the teachers but raises a number of questions for the learners”.

Van Deventer (2008, p. 135) elaborates on the perceptions created amongst learners where he states that “Learners are able to sense the *incompetence* of unqualified teachers and will question the value attached LO when presented with unqualified teachers or shifted from one teacher to the next year after year”. This can be regarded as a major injustice, to learners and the subject as well. If the management of a school cannot give Life Orientation the recognition it deserves, then learners will have a nonchalant attitude towards the subject. This sentiment is further supported by Van Deventer (2008, p. 135) who further mentioned that “If learners do not or cannot experience the importance of LO because schools attach little value to it by appointing generalist teachers, how can learners add value to it and their lives?”

The core aims of the subject will therefore not be met, which will impact on the delivery of the sexuality education curriculum, thus leaving learners uninformed and more importantly misinformed. Although it can be regarded as a profound statement to make, teachers who are not properly trained or skilled in Life Orientation will not be in a position to effectively get crucial information across to learners and therefore learners would not be skilled to make informed responsible lifestyle choices.

This is a sentiment shared by all the participants as well. Participant 2 commented that *“I feel not enough resources is being offered in that area. I also don’t think that many of our teachers are fully equipped in detail with the subject matter ...”* (Appendix H – p.1, L43 – 45). Van Deventer (2008, p. 144) concludes his study by stating that “It is unfortunate to purport that the DoE does not have the capacity to deal with the situation regarding appropriately qualified teachers for LO in all the grades of the NCS alone”. This observation highlights the plight current experienced by schools across the country. It is however important to note that instead of perpetuating the problem, school are opting to rather fill these posts in an attempt to maintain productivity.

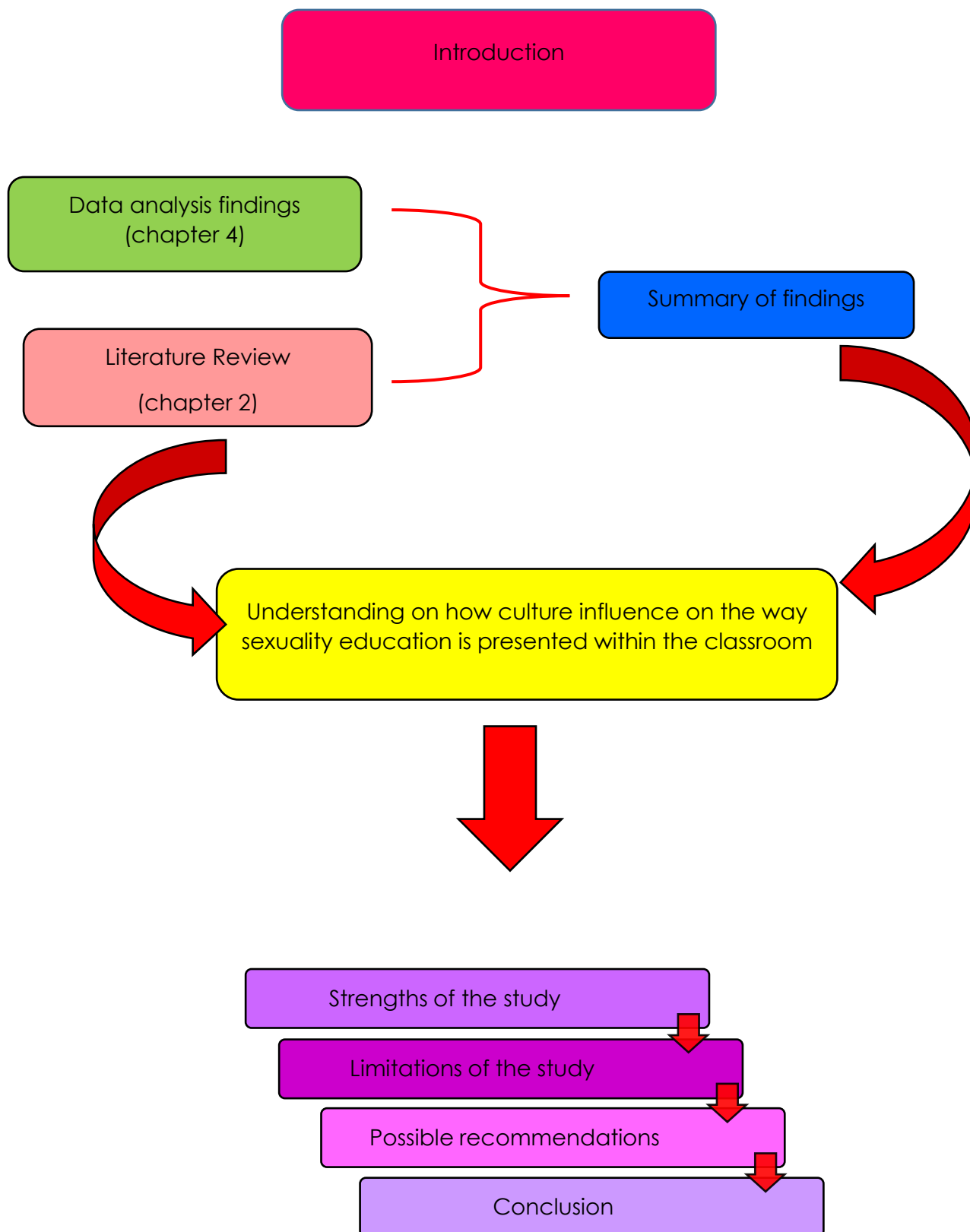
George, Tucker, Panday and Khumalo (2018, p. 54) states that “the extent to which other educators and senior staff were seen to support the LO programme and the status given to LO in the school had a direct influence on the LO educators’ enthusiasm, commitment and the ability to deliver the LO curriculum”. Herein lies the crux of the matter because irrespective who has been utilised to occupy the post of Life orientation teacher, the school managed to take leadership in the approach, attitude and views on the subject.

4.4 CONCLUSION

Taking into consideration the research question posed in chapter 1, it can be argued that Life Orientation teachers still face a mammoth task where they are not only having to battle various obstacles at school but constantly wrestle with their own personal convictions. Only once they can be supported with and overcome these battles can it be argued that they can deliver the sexuality education curriculum without possible bias and prejudice.

In the next chapter, which is the final chapter, there will be concluding remarks pertaining to the findings as well as recommendations made for further studies relating to how the culture and value system of the Life Orientation teacher influences the presentation of sexuality education. Chapter 5 will also highlight and discuss the limitations uncovered during this study.

CHAPTER FIVE CONCEPTUALISATION



CHAPTER FIVE

SUMMARY OF FINDINGS, STRENGTHS, LIMITATIONS, RECOMMENDATIONS, CONCLUDING REMARKS

5.1 INTRODUCTION

This chapter can be regarded as the pinnacle point of this research study. It will provide a summary of the data collected as discussed in chapter four (4), coupled with the literature reviewed in chapter two (2). There will also be a reflection on the strengths and limitations of this study and possible recommendations will also be listed. These recommendations will extend to any further studies that could be conducted on the topic as well.

5.2 SUMMARY OF FINDINGS

The aim of this research study was to explore sexuality education within government high schools and more specifically investigate how culture influence the way the Life Orientation teacher presents this topic in the classroom.

The participants of this study should be commended. Although they have their own prejudice and deeply rooted cultural values, they still emphasized the importance of the topic and the need for adolescents to be informed with sufficient information regarding sex and sexuality. This is clearly a step in the right direction. Although they are prepared to forgo these embedded values to ensure that they become effective Life Orientation teachers, it is clearly not the case as their values and cultural systems are still strongly entrenched in their genetic makeup thus making it challenging to be in a position to equip learners holistically.

The classroom is definitely a starting point for them as they are exposed to diverse group of learners on a daily basis and during the observation period it became evident that managing diversity very well, this is therefore very significant. Significant because they displayed that they appreciate and value the differentness of the various learners in the class.

On reflection, it can be argued that in the case of the participants at least, cultural norms, values and belief systems do impact on their teaching techniques, styles and approach. The significance here is that they are blissfully unaware. As mentioned early in this discussion there is an acknowledgement about the need for sexuality education within the classroom, however, the beliefs and values of these participants subconsciously still guide their actions.

This clearly speaks of a disconnect between where these participants find themselves on a personal level and their role as teacher. This can clearly be seen as a contrast which cannot be regarded as useful to equip learners with accurate information with the minimal level of discomfort and uneasiness. The disconnect mentioned, extends even further when their roles as Life Orientation teachers were investigated further. During the observation period it became clear that these participants displayed levels of insecurity, self-doubt and overall lack of confidence when having to interact with the sexuality education curriculum. These are characteristics that can be regarded as crucial to the character profile of a teacher and more specific, Life Orientation teacher. One topic within the Life Orientation curriculum is self-concept and it might become difficult to teach the topic if the teacher is struggling with their own notion of self.

Kitchen (2019) refers to five (5) areas in life that should receive attention as part of personal development. This is something that could be regarded as useful for the participants and others that might find themselves in a similar position. Kitchen (2019, p. 1) indicates that “these will make that the five primary areas of your life are seeing improvements as you go on your journey”. The diagram below is an adaptation of the five (5) aspects that develop when embarking on personal development as set out by Kitchen (2019).

THE FIVE ASPECTS OF PERSONAL DEVELOPMENT



Figure 5.1 – Steps in personal development (adapted from Kitchen, 2019, p. 1-3)

The development of self extends to professional development as well. The findings also revealed that the participants did not have any formal training in teaching Life Orientation. During the interview process, they revealed that there are other teachers who find themselves in similar positions where they mentioned that teachers lack the expertise to effectively teach. It could be argued that if you are a qualified teacher, you should be able to teach anything, however, this study investigated sexuality education and as identified in chapter 2, Life Orientation became the vehicle to convey the sexuality education curriculum. It is therefore critical to receive proper and sufficient training.

The need for professional development is therefore something that emerged during the scrutiny of the data. It can also be viewed as a process to eliminate the practise of schools employing unqualified individuals to fill the vacant Life Orientation posts. By employing properly qualified teachers in these posts might bring about a positive mental shift within the school community which could result in the change in attitude towards the subject, treating it and maintaining the same level of regard and respect as given to other subjects.

Enculturation is a term that can be introduced to best consolidate this discussion and respond directly to the research question. What is Enculturation? Kottak (2007) describes it as the process where the culture that is currently established, teaches an individual the accepted norms and values of the culture or society in which the individual lives. Enculturation therefore helps to mould a person into an acceptable member of society.

By introducing this the term of enculturation, it becomes clear why the participants displayed some level of discomfort while teaching sexuality education and even why they selected to omitted certain components of the curriculum. Although this behaviour can be explained as unconscious, it is clear that they are there and it can be argued that even though they are not fully aware of it, it is there. This process of enculturation was therefore very effective while growing up. As human beings, it is also important to display acceptable behaviour as it prevent being viewed as an outcast or outsider. Conforming therefore seems like a more logical option.

Considering a more generalised view, it can be argued that to an extent cultural beliefs and values can definitely have an influence on teaching sexuality education. As teacher however, it would be important to consider to what extent they will allow it to influence on their practice. If they refuse to reflect on this, it will definitely have an undesired effect on the how they approach this curriculum which could have a lot of negative implications when attempting to convey accurate information to learners.

One aspect to consider would be holding firm to their' believes but being able to separate their views from what can be regarded as crucial information that would help to shape the lives of adolescents and future generations. Although this might create a lot of intrapersonal conflict but if individuals are open to personal development as discussed earlier in this discussion, they should be able to master that level of separation.

5.3 STRENGTHS OF THE STUDY

This qualitative study employed various methods of collecting data. This can be regarded as strength of this study as it created an opportunity for the researcher to be extremely thorough when scrutinising the raw data. The researcher also had a plethora of opportunities to be directly exposed to the worlds of the participants.

The interview process also created an opportunity for the participants to express their views on sexuality education, acknowledge their own shortcomings on the topic and could come out in support of sexuality education. This is definitely a strength of this study because despite the participants own prejudice, cultural and religious convictions, they could acknowledge that the need to equip learners with knowledge on sex and sexuality is an enormous one.

Embarking on the study to explore sexuality education within government high schools, only three life orientation teachers from different schools and within different geographical areas were approached. Although it can be regarded as a very small sample size, it was still sufficient to collect significant and valuable information for the study. Qualitative research aims to gain deeper insights, which according to an interpretive paradigm is valuable. This small sample size therefore created the opportunity to uncover valuable insights, enhancing the study.

5.4 LIMITATIONS OF THE STUDY

Various limitations to this study can be highlighted. First and foremost the level of inexperience as a researcher could also be regarded as a limitation to this study. Not only was it important to regulate my own views and opinions on the topic being researched but my shortcomings as researcher were highlighted as well. My lack of or underdeveloped skillset could have had an impact on the data collection and interpretation process. It is therefore important to point out that the reporting on the findings was done very tentatively and by doing so, any generalisations were avoided.

Language can be viewed as a limitation as well. The interview process was conducted in English and for participant one (1) and three (3), this might have been a bit of a struggle as they are Afrikaans and isiXhosa mother tongue speakers. This means that even though they are fluent in the English language, they might have experienced difficulty in fully expressing himself during the interview process.

5.5 POSSIBLE RECOMMENDATIONS

Crucial to the process of equipping learners with knowledge to be able to make informed and responsible lifestyle choices, is the imparting of accurate information. As recommendation for a future study on the topic would be an investigation into the actual curriculum for sexuality

education. This will create an understanding as to whether it holds relevance and is relatable to learners. This will eliminate any misinformation and ensure relevant information is made to available to learners.

Another recommendation for future study would be the increase in sample size. The recommendation is to extend the sample size to a more inclusive racial demographic that is representative of the diversity of the country. The sample size should also be broadened to incorporate primary school teachers as well. This will also be beneficial especially if the proposed study is considering an evaluation of the curriculum for sexuality education. A more practical recommendation would be possible psycho education and capacitating of teachers and the school management as well. Workshops to highlight the importance of life orientation as a vehicle for sexuality education will challenge the negative attitude that might be present within the school. It will also encourage principals to fill any Life Orientation post with appropriately qualified individuals.

5.6 CONCLUSION

This research study attempted to gain a better understanding on how the cultural and value system of the Life Orientation teacher influence on the presentation of sexuality education lesson. After collecting data and scrutinising it and establishing themes, it becomes evident that there is definitely some influence. These cultural norms and values are deep rooted and although in the case of participants, there was an argument that they regard themselves as liberated from any conservative views, their behaviour in reality revealed something different.

It was definitely significant to be submerged into the worlds of the participants where first-hand information became possible and contradictions were revealed.

It is important to point out that the findings of this study cannot be viewed in isolation but to make sense of it all, the participants upbringing coupled with the political backdrop in which it took place, place a huge role as well.

This research study created a greater sense of appreciation for the work that teachers do. Despite all the expectations they face on a daily basis and the results they are supposed to

produce, they still have a constant internal battle between their upbringing and the realities they find themselves in.

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ADDENDUM A:
REC LETTER OF APPROVAL

**NOTICE OF APPROVAL****REC Humanities New Application Form**

30 November 2018

Project number: 8174

Project Title: Exploring sexuality education in government high schools

Dear Mr Donovan Rudolph

Your REC Humanities New Application Form submitted on **29 November 2018** was reviewed and approved by the REC: Humanities.

Please note the following for your approved submission:

Ethics approval period:

Protocol approval date (Humanities)	Protocol expiration date (Humanities)
30 November 2018	29 November 2021

Please take note of the General Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines.

If the researcher deviates in any way from the proposal approved by the REC: Humanities, the researcher must notify the REC of these changes.

Please use your SU project number (**8174**) on any documents or correspondence with the REC concerning your project.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

FOR CONTINUATION OF PROJECTS AFTER REC APPROVAL PERIOD

Please note that a progress report should be submitted to the Research Ethics Committee: Humanities before the approval period has expired if a continuation of ethics approval is required. The Committee will then consider the continuation of the project for a further year (if necessary)

Included Documents:

Document Type	File Name	Date	Version
Proof of permission	permission letters	17/08/2018	
Proof of permission	Research approval letter final WCED	01/09/2018	
Data collection tool	UNSTRUCTURED OBSERVATION GUIDE	01/09/2018	
Research Protocol/Proposal	chpt 1_ final	14/10/2018	
Data collection tool	SEMI STRUCTURED INTERVIEW SCHEDULE GUIDELINE (1)Revised)	07/11/2018	
Informed Consent Form	Final SU HUMANITIES Consent form	29/11/2018	

If you have any questions or need further help, please contact the REC office at cgraham@sun.ac.za.

Sincerely,

Clarissa Graham

REC Coordinator: Research Ethics Committee: Human Research (Humanities)

National Health Research Ethics Committee (NHREC) registration number: REC-050411-032.

The Research Ethics Committee: Humanities complies with the SA National Health Act No.61 2003 as it pertains to health research. In addition, this committee abides by the ethical norms and principles for research established by the Declaration of Helsinki (2013) and the Department of Health Guidelines for Ethical Research:

Principles Structures and Processes (2nd Ed.) 2015. Annually a number of projects may be selected randomly for an external audit.

Investigator Responsibilities

Protection of Human Research Participants

Some of the general responsibilities investigators have when conducting research involving human participants are listed below:

1. Conducting the Research. You are responsible for making sure that the research is conducted according to the REC approved research protocol. You are also responsible for the actions of all your co-investigators and research staff involved with this research. You must also ensure that the research is conducted within the standards of your field of research.

2. Participant Enrollment. You may not recruit or enroll participants prior to the REC approval date or after the expiration date of REC approval. All recruitment materials for any form of media must be approved by the REC prior to their use.

3. Informed Consent. You are responsible for obtaining and documenting effective informed consent using **only** the REC-approved consent documents/process, and for ensuring that no human participants are involved in research prior to obtaining their informed consent. Please give all participants copies of the signed informed consent documents. Keep the originals in your secured research files for at least five (5) years.

4. Continuing Review. The REC must review and approve all REC-approved research proposals at intervals appropriate to the degree of risk but not less than once per year. There is **no grace period**. Prior to the date on which the REC approval of the research expires, **it is your responsibility to submit the progress report in a timely fashion to ensure a lapse in REC approval does not occur**. If REC approval of your research lapses, you must stop new participant enrollment, and contact the REC office immediately.

5. Amendments and Changes. If you wish to amend or change any aspect of your research (such as research design, interventions or procedures, participant population, informed consent document, instruments, surveys or recruiting material), you must submit the amendment to the REC for review using the current Amendment Form. You **may not initiate** any amendments or changes to your research without first obtaining written REC review and approval. The **only exception** is when it is necessary to eliminate apparent immediate hazards to participants and the REC should be immediately informed of this necessity.

6. Adverse or Unanticipated Events. Any serious adverse events, participant complaints, and all unanticipated problems that involve risks to participants or others, as well as any research related injuries, occurring at this institution or at other performance sites must be reported to Malene Fouche within **five (5) days** of discovery of the incident. You must also report any instances of serious or continuing problems, or non-compliance with the RECs requirements for protecting human research participants. The only exception to this policy is that the death of a research participant must be reported in accordance with the Stellenbosch University Research Ethics Committee Standard Operating Procedures. All reportable events should be submitted to the REC using the Serious Adverse Event Report Form.

7. Research Record Keeping. You must keep the following research related records, at a minimum, in a secure location for a minimum of five years: the REC approved research proposal and all amendments; all informed consent documents; recruiting materials; continuing review reports; adverse or unanticipated events; and all correspondence from the REC

8. Provision of Counselling or emergency support. When a dedicated counsellor or psychologist provides support to a participant without prior REC review and approval, to the extent permitted by law, such activities will not be recognised as research nor the data used in support of research. Such cases should be indicated in the progress report or final report.

9. Final reports. When you have completed (no further participant enrollment, interactions or interventions) or stopped work on your research, you must submit a Final Report to the REC.

10. On-Site Evaluations, Inspections, or Audits. If you are notified that your research will be reviewed or audited by the sponsor or any other external agency or any internal group, you must inform the REC immediately of the impending audit/evaluation.

ADDENDUM B:
WCED LETTER OF APPROVAL



Directorate: Research

Audrey.wyngaard@westerncape.gov.za

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

wced.wcape.gov.za

REFERENCE: 20180418-1373

ENQUIRIES: Dr A T Wyngaard

Mr Donovan Rudolph
10 Meresteyn Street
Dennemere
Blackheath
7580

Dear Mr Donovan Rudolph

RESEARCH PROPOSAL: EXPLORING SEXUALITY EDUCATION IN GOVERNMENT HIGH SCHOOLS

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **02 May 2018 till 22 June 2018**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

The Director: Research Services

**Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

Directorate: Research

DATE: 23 April 2018

ADDENDUM C:
SCHOOL LETTERS OF APPROVAL



MERRYDALE AVENUE

31 July 2018

Permission to Conduct Research

Dear Mr Rudolph

We at the above mentioned school hereby grant you permission to conduct research as requested. We acknowledge that education is important and we feel privileged to be able to make some form of contribution towards your research study.

We are looking forward to receive you at our school and I trust that we will be able to provide you with all the assistance you may require.

Yours in Education


Principal



Train up a child in the way he should go; and when he is older he will not depart from it.
(Proverbs 22:6)



20 July 2018

Dear Mr. Rudolph

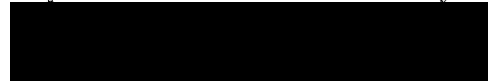
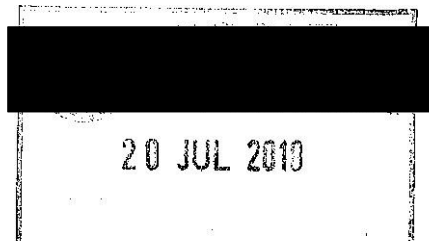
With reference to your request to conduct research at the [REDACTED]
[REDACTED], I would be happy to accommodate you in this regard.

I look forward to accommodate you at [REDACTED]

Thank you

Yours sincerely

[REDACTED]
[REDACTED] Principal



31 July 2018

Conducting Research at [REDACTED]

Dear Mr Rudolph

With reference to your request to conduct research at the above mentioned school in fulfilment of your Masters degree, I am pleased to inform you that the school will gladly assist you in this regard.

We are looking forward to welcoming you at the school and provide you with the necessary support and assistance that you might need.

Yours in Education

[REDACTED]

Principal

[REDACTED]

GOVERNING BODY:

[REDACTED]

ADDENDUM D:

CONSENT FORMS



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STELLENBOSCH UNIVERSITY
CONSENT TO PARTICIPATE IN RESEARCH

You are invited to take part in a study conducted by Donovan Rudolph, from the Educational Psychology department at Stellenbosch University. You were approached as a possible participant because your daily involvement within the Life Orientation department at your school holds valuable information that will serve beneficial to this study.

1. PURPOSE OF THE STUDY

Talking about sexual intercourse or sexuality is still, to this day regarded as taboo within some cultures and/or communities and could therefore be uncomfortable for certain learners and teachers alike when confronted with the topic of sexuality education. The lesson may therefore not be presented in an entirely accurate way to stimulate a healthy discussion around the topic. The research goals and objectives of this study will attempt to evaluate teachers' own beliefs, experiences and attitudes to the topic of sexuality education based on their own cultural beliefs, perceptions, values and therefore their cultural orientation. This will provide an understanding on how cultural orientations could have a significant impact on the presentation of the topic in the classroom. Data gathering will entail semi structured interviews and observations. Participants will include two Life Orientation teachers from identified schools teaching within the Further Education and Training Band (Grade 10 -12), thus teaching learners ranging in ages of 15 to 18 year olds. Three schools will be randomly selected high schools within the Mitchell's Plain and Khayelitsha areas as research sites, representing a specific suburban area and demographic, mostly comprising of coloured and black people.

2. WHAT WILL BE ASKED OF ME?

If you agree to take part in this study, you will be asked to answer specific questions relating to your teaching career, your cultural background, and your daily interactions with learners and on the concept of sexuality education within an interview setting. The interview process should last for about an hour and a safe and convenient space will be created at your school to maintain confidentiality.

The second part of the research process would entail an opportunity for me, the researcher to perform an observation in your classroom setting while you, the participant, is actively engaging in teaching sexuality education. The duration of this observation will last for 1 (one) period and the time frame will be in line with the school's time allocation for periods.

3. POSSIBLE RISKS AND DISCOMFORTS

Although the topic of the research study can be viewed as somewhat controversial, the nature of and questions pertained in the interview process will most probably not produce any discomfort to you the participant. As far as possible, the participant will not be inconvenienced at any point

Written consent template. REC: Humanities (Stellenbosch University) 2017

as the interview will be scheduled around the participant's availability and will be conducted at the participant's place of work.

4. POSSIBLE BENEFITS TO PARTICIPANTS AND/OR TO THE SOCIETY

It is important to state that your participation in the study will not produce any immediate benefits to you or the wider society due to the size and nature of the overall study. Further research on a much greater scale would be required for any long term benefits.

5. PAYMENT FOR PARTICIPATION

Your participation within this study does not carry any provision for payment of any sort and your participation would be on a purely voluntary basis.

6. PROTECTION OF YOUR INFORMATION, CONFIDENTIALITY AND IDENTITY

Any information you share with me during this study and that could possibly identify you as a participant will be protected. This will be done by using pseudonyms, thus nowhere in the study will any real names be used. Confidentiality and sensitivity will be maintained throughout the data collection process and as the data will be collated electronically, all information will be stored on an external hard drive that will be kept safely in a lockable cupboard alongside any other additional material. A designated flash drive will also be on hand to backup all information. These devices will be encrypted with passwords and will only be available to limited individuals. These limited individuals will consist of myself (the researcher) and my supervisor. The original notes from interviews and observations will also be discarded of by means of shredding to ensure that once all the information is captured, it is disposed of in an ethically compliant manner. It is only during the interview process that voice recording will take place. This will be done to ensure accuracy when the interview is transcribed. The destruction of these documents and recordings will take place after five (5) years.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you agree to take part in this study, you may withdraw at any time without any consequence. You may also refuse to answer any questions you don't want to answer and still remain in the study. The researcher may withdraw you from this study if it comes to light that the information provided during the interview process was untrue or it can impact negatively impact on the outcome of the study. Conflict of interest could also result in withdrawal and for that reason any conflict of interest will be carefully managed and dealt with.

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If you have any questions or concerns about this study, please feel free to contact Donovan Rudolph at 073 956 8174, and/or the supervisor Mrs Karlien Conradie at 021 808 2307.

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Written consent template. REC: Humanities (Stellenbosch University) 2017

DECLARATION OF CONSENT BY THE PARTICIPANT

As the participant I confirm that:

- I have read the above information and it is written in a language that I am comfortable with.
- I have had a chance to ask questions and all my questions have been answered.
- All issues related to privacy, and the confidentiality and use of the information I provide, have been explained.

By signing below, I [Signature] (*name of participant*) agree to take part in this research study, as conducted by Donovan Rudolph.

[Signature]
Signature of Participant

30.01.2019
Date

DECLARATION BY THE PRINCIPAL INVESTIGATOR

As the **principal investigator**, I hereby declare that the information contained in this document has been thoroughly explained to the participant. I also declare that the participant has been encouraged (and has been given ample time) to ask any questions. In addition I would like to select the following option:

X	The conversation with the participant was conducted in a language in which the participant is fluent.
	The conversation with the participant was conducted with the assistance of a translator (who has signed a non-disclosure agreement), and this "Consent Form" is available to the participant in a language in which the participant is fluent.

[Signature]
Signature of Principal Investigator

30.01.2019
Date



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**STELLENBOSCH UNIVERSITY
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By signing below, I Donovan Rudolph (name of participant) agree to take part in this research study, as conducted by Donovan Rudolph.

[Signature]
Signature of Participant

30/1/2019
Date

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Signature of Principal Investigator

30.01.2019
Date



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DECLARATION OF CONSENT BY THE PARTICIPANT

As the participant I confirm that:

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- I have had a chance to ask questions and all my questions have been answered.
- All issues related to privacy, and the confidentiality and use of the information I provide, have been explained.

By signing below, I [Signature] (name of participant) agree to take part in this research study, as conducted by Donovan Rudolph.



Signature of Participant

31.01.2019

Date

DECLARATION BY THE PRINCIPAL INVESTIGATOR

As the **principal investigator**, I hereby declare that the information contained in this document has been thoroughly explained to the participant. I also declare that the participant has been encouraged (and has been given ample time) to ask any questions. In addition I would like to select the following option:

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Signature of Principal Investigator

31.01.2019

Date

ADDENDUM E:

INTERVIEW GUIDE

SEMI STRUCTURED INTERVIEW SCHEDULE GUIDELINE

OPENING COMMENTS:

Welcome and statements regarding the purpose of the study, the procedure as well as any ethical considerations

OPENING QUESTIONS:

1. Please tell me a little about yourself?
2. Please share your how long you have been teaching and the various institutions where you taught?

TRANSITION QUESTIONS:

3. Comment on your training in Life Orientation.
4. Please share your views on sexuality education as part of the Life Orientation curriculum.
5. Please explain your view on sexuality education.

KEY QUESTIONS:

6. What are your feelings about teaching the topic?
7. How does your cultural background play a role in your approach to teaching the topic?
Elaborate please?
8. How do you feel your own perceptions, experiences and beliefs are hampering your ability to teach the topic effectively?
9. Comment on what you know about the training teachers receive to better teach sexuality education.

ENDING QUESTION

10. How do you handle diversity (race, culture, sexual orientation and gender) within your class when teaching the topic?

- ✓ Is there anything about sexuality education that we have not talked about that you would like to raise before we conclude our session?
- ✓ Thank you for your participations in this research project. Your valuable contribution will now enable me to explore sexuality education within government high schools.

ADDENDUM F:
UNSTRUCTURED OBSERVATION GUIDE

UNSTRUCTURED OBSERVATION GUIDE:

Exploring sexuality education in government high schools

Participant(s): Life Orientation teacher/s

Duration: 40 – 50 minutes (LO period – time dependant on the length of the period)

Setting: Life Orientation classroom

The following questions will serve as guiding and reflecting questions for the observation:

1. Based on observations, what stood out as significant?
 - Why can this be regarded as significant?
 - Does this significance contribute usefully to the research study?
2. How can the teacher's behaviour/ body language best be described?
 - Is the level of comfort/ discomfort very obvious?
 - Does this behaviour hinder/ enhance the presentation of the lesson?
3. Is the content of the curriculum successfully and effectively conveyed to learners?
 - If not, why is this so?
 - What, if any is significant about the information being conveyed?
4. Can cultural or value bias be observed?
 - How is this visible?
 - Is the language used projecting any prejudice?
5. What other observations can be noted that can usefully contribute to the study?

ADDENDUM G:
PARTICIPANT 1 – TRANSCRIPT

Interview with participant 1 – 05 February 2019 – Mitchell's Plain school 1

R	Good afternoon, MG and thank you for agreeing to this interview. We have gone through the consent process previously when you signed the form but are there any additional questions that you might have before we start?	1 2 3 4
MG	Good afternoon. It's my pleasure to be here. No I am ok and I am ready to proceed with the interview.	5 6
R	Ok, so please tell me a bit about yourself.	7
MG	Ok, I am a Life Orientation teacher and I really enjoy what I am doing. Besides that, I enjoy doing or teaching drama and doing dance with the kids because those are all mediums in which they express themselves. Uhm, on a personal capacity at home, I, I'm really very much a couch potato (laughs), because school drains you and take so much of your energy that when you do get home. So ja, I'm not really very interesting as a person, (laughs) I am who I am (laughs).	8 9 10 11 12 13 14
R	Please share how long you have been teaching and the various institutions where you taught.	15 16
MG	Ok, this is, this is my 3 rd year on high school now. I, this is at [REDACTED] High. Prior to [REDACTED] High, I was at [REDACTED] for about 6 months. At [REDACTED] Primary. I also taught life skills there up for a year and a half at [REDACTED] Primary so that is very much my experience on teaching, ja.	17 18 19 20
R	Comment on your training in Life Orientation.	21
MG	I think, my, my Life orientation training was much hands on. When I started teaching Life Orientation, I didn't really have much experience or a formal teaching qualification in the subject but I had passion to do it and they were willing to give me, give me a chance. I'm only studying full time, or sorry part time now and my experience really in Life Orientation is hands on like where I'm at school and uhm, that's how I'm learning. So ja, daai's my experience. It's been, It's been amazing and I've had great help with great people from great people (giggles.)	22 23 24 25 26 27 28 29
R	Ok, uhm, can you share your views on sexuality education as part of the Life Orientation curriculum.	30 31
MG	It is so important. I, apart from, you know, I almost think that this is one of the most important parts because our children, they struggle, they struggle to find themselves, they struggle to express themselves and in their homes they are taught that a specific norm is the right way to do things and se, sexuality as part of life orientation now gives them a platform where they can express themselves who they really are and where it is ok for them to be themselves, you know, without being afraid of judgement, of my mommy saying that it's a sin it's, it creates a free and safe environment for the child to be in, they are, so ja, I think it's almost the most important part of this syllabus (giggles).	32 33 34 35 36 37 38 39 40 41
R	Please explain your view on sexuality education	42

MG	I don't know, I don't know, I think it really tie into my question 4 in that, Like I said it's just, it's very, very important because it provides a platform for the child to express themselves but it also provide a platform for them to ask questions that when they ask their peers these questions they might just get the wrong information so if they ask it in in uhm the classroom or a safe environment, they get the right answers then they won't make mistakes when they go out and practice whatever it is they practicing in uhm their personal capacity so that is my view that it's just very important cause it provides the child with a platform to get the right information and express themselves.	43 44 45 46 47 48 49 50 51 52
R	Ok, so what are your feelings about teaching the topic?	53
MG	(laughs), I think it's, to me it's , it's probably one of my favourite topics to teach because you could literally see the kids becoming free like a burden being lifted off their shoulders because here's this adult that is ok about speaking about these things with me, I would say to especially with the grade 8's I'll tell them to say sex and they will scream sex and then they realise what they said (laughs) and then they go in this shy (laughs), into this shy little bubble but eventually they come out and once they are out of that space of being shy the questions that come out is amazing. So ja, daai is, daai is, is regtig, it's my favourite topic to teach the kids enjoy it, that is all that matters that they enjoy it and they not lead astray in the information they receive.	54 55 56 57 58 59 60 61 62 63 64
R	How does your cultural background play a role in your approach to teaching the topic? Elaborate.	65 66
MG	Hmm. I think my, my cultural, let me first give you a bit of my cultural background, I, I'm a pastor's kid, ok and so we are taught that there is a certain way that you do things and anything out of, outside of that norm is wrong or it is a sin. But my sister being a lesbian has taught me you know and shaped me to be more open and to loving every type of person more and, and, and it's, it's given me a freedom to express myself more than what I think I would have if I have just kept on the blinkers of being a pastor's kid. I don't know if I'm answering your question even correctly but it, it, ...	67 68 69 70 71 72 73 74 75
R	Yeah no, it does fit in perfectly with ...	76
MG	The two, the two uhm, diverse or almost opposite worlds having to meet is what made me who I am, it's what, it's what makes it so easier for me to teach because I can speak from various perspectives.	77 78 79
R	So would you say there a, there's a conservative approach that was initially instilled?	80 81
MG	Definitely, there was a, there was definitely a conservative approach and only with my sister making her lifestyle decisions, I had to then take a step back and look at the world differently you know to what we were taught and, and it made me	82 83 84 85

	appreciate and love people for their colourful selves. (laughs) So I'm not conservative in the way I teach it anymore I, when I teach sexuality, I now teach be happy pause in your own skin be comfortable with who you are but find the right information to back you up. You know so ja, that is how, that is how my cultural background has shaped moulded me into ...	86 87 88 89 90
R	So if you look at question number 8, how do you feel your own perceptions, experiences and beliefs are hampering your ability to teach the topic effectively?	91 92 93
MG	Hmmm, I can't, I, because I now moved away from that conservative place, I'm no longer there, uhm, I have young people coming to me on a daily basis speaking to me about, so there is no place to be conservative cause if I must speak from a conservative place I speak from a judgemental place, and I can't afford that when I'm working with fragile kids every single day so, ek, I'm not conservative, and I don't allow whatever personal feelings I had about it years ago is no longer there so it makes it easier for me to teach the subject, I don't know, Ja.	94 95 96 97 98 99 100 101
R	Ok, now can you comment on what you know about the training teachers receive to be better teach sexuality education.	102 103
MG	(laughs) I feel, my honest opinion I feel it's very limited they don't provide all the you know everything you need to, to help the kids so you, I think it's also because they come from a conservative place themselves and are struggling to break the moulds. Uhm and so the training is very limited and everything that I know is things that I have experienced in my life and I, I, I, sort of jump back to my experiences instead of using the teacher's training because I'm gonna say it again, it's very, very limited (giggles).	104 105 106 107 108 109 110 111
R	Ok, question number 10, How do you handle diversity?	112
MG	(laughs)	113
R	So we talking about race, culture, sexual orientation and gender within your class when you teach the topic?	114 115
MG	I try to include everybody. It's very important because you gonna have to ask them what does your culture say and so you draw everybody in and people start asking questions about each other's cultures and they start becoming more excited about the lesson and they see the diversity and that is how, how we all practice the same sort of thing differently because it's our norms that has been ... this you're your norm, girls must be with boys, that type of thing so me, I think that, my, me including everybody from all diverse backgrounds makes it easier for me to teach the, the subject.	116 117 118 119 120 121 122 123 124
R	Ok, so is there anything about sexuality education that we need to talk about that you would like to raise before we conclude this session?	125 126

MG	I really think, I really think that there should be a specific section that assists the kids especially when it comes to homosexuality on how to embrace themselves how to deliver this information to their family and how to deal with the response they going to receive from their family cause this to them is something that is terrifying and why many young people stay in the closet and hide for the rest of their lives cause they don't know how, nobody is holding their hand to guide them nobody is helping the parent telling them how to deal with it, with a kid that is different that is not normal, you know I say it, using N words there is no such thing as normal anymore but our parent need to, our parents must also know how to deal with their kids and their decisions and that is something that I think sex education will sort. We must cover it in the syllabus.	127 128 129 130 131 132 133 134 135 136 137 138 139
R	I would just like to thank you once again for agreeing to participate in this research study. You input is appreciated.	140 141
MG	I'm glad that I could be a part of it and uhm everything of the best with completing the thesis. (giggles)	142 143
R	Thank you so much.	144

Important note: The names of schools indicated with a * have been initialled to maintain confidentiality. I

Transcription key:

Participant one - MG

Researcher – R

ADDENDUM H:
PARTICIPANT 2 – TRANSCRIPT

Interview with participant 2 – 14 February 2019 – Mitchell's Plain school 2

R	Afternoon, AH and thank you once again for agreeing to this interview. The consent process was discussed previously when you signed the form. Any questions that you might have before we start?	1 2 3
AH	Afternoon. I'm glad to be of assistance. No questions to ask so we can proceed.	4 5
R	My first question to you would be to please tell me a little bit about yourself.	6 7
AH	Ok, Uhm, Well I am an educator at RH*. I mainly only teach matric, uhm I specialise in two subjects at matric level that's Life Orientation as well as Tourism and er, I teach all 249 of them. Uhm I basically am a mom and a (pause) I would think a good wife (laughs) but I think, my passion really what me is that I'm an academic so I'm still continue with my studies, I've just finished off my Masters as well. So uhm lifelong learning is probably something very passionate to me. Uhm my studies now take me into a more spiritual side so I want to venture into theology and things like such. I think that's about it.	8 9 10 11 12 13 14 15 16
R	Can you share with how long you have been teaching and the various institutions where you taught at.	17 18
AH	Uhm. I have been teaching for about 18 years I've only been at two schools. The one was a private school [REDACTED] and for the rest for the few years, I've been there for three years and the other rest of the few years I have been at RH and I'm still here.	19 20 21 22
R	Can you comment on your training in Life Orientation	23
AH	Ok, training I specialised in Life Orientation at university. Uhm where I completed a 4 year, 4 year degree but that is not in teaching as such but in social work. So I'm a medical social worker. Uhm thereafter I decided to do a Masters' programme. I linked Social work and Education and err I ended up in a classroom and I enjoyed it ever since. So, I have not gone back to Social work but I do counselling within the community, I do counselling at the school that I am at. Uhm and I suppose that is where I bring that sp sorry, that speciality in terms of my training and my social work, I kinda combine it.	24 25 26 27 28 29 30 31 32
R	Ok, my next question, please share your views on sexuality education as part of the life orientation curriculum.	33 34
AH	Ok, my view is sexuality education is compulsory, it must be. Uhm, we dealing with a uhm (pause) adolescent that has so many dynamics bombarding them at the same time. The, our school specialise within from grade 8 – grade 12 uhm as part of the CAPS it may only touch on certain aspects of sexual education. Uhm but in our lower grades we talking about 8s and 9s, a big chunk of it is being exposed especially when they start teaching, there is a section that deals only with HIV & AIDS and that area focus on sexual education. I feel it's a priority within the subject itself, I feel not enough resources is being offered in	35 36 37 38 39 40 41 42 43 44

	that area, I don't also feel that many of our teachers are fully equip in dealing with the subject matter, uhm as important this subject I think it is for learners to try and understand themselves, I think many of our adults teaching the subject has conflict with it as well and that makes the learning as well as the sharing of information uhm a bit tricky, more difficult	45 46 47 48 49
R	Ok, so that is your views on sexuality education within the curriculum for Life Orientation, now can you explain your view on sexuality education	50 51
AH	Ok. Uhm, simply put, my view on, on sexuality education should be a priority, right, we are in a world dynamic where learners are discovering who they are, their likes, their dislikes, their sense of sexuality uhm, their gender orientation, all these things become important between the ages of what, 12 and say for example 19. Uhm we find that most of our learners have difficulty expressing themselves and we find the minute they matriculate there is a change in their personality because they find that it becomes dormant, they are limited in expressing their sexuality, they are afraid, they afraid of being judged, victimised uhm and I fell also from a religious perspective many make them feel insecure. So my views on sexual education or sexuality would be uhm, it is a must, it must come from home and it must be emphasized at schools especially within classroom settings because it goes towards a person's healthy lifestyle, that's one, number 2, the personal uhm, identity, number 3, as well as finding their potential because if a child doesn't operate within a holistic uhm, scenario within himself, he will find that he set limits for himself unfortunately and we as educators are unable to pick it up, we do a, a disserve to that child.	52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69
R	Ok, what are your feelings about teaching the topic?	70
AH	Uhm, well look, uhm, the topic for me probably would be a much easier topic to, to deal with because of my background.	71 72
R	Ok	73
AH	Uhm, I feel that the topic must be taught with a great uhm, with great passion number 1, there must also get, a position of sensitivity, number 2 but also it mustn't be backed by emotions, very important. Uhm people must stay with what the criteria is expected them to teach the child and not probe beyond that because information that might come from the child based on the probing, the, whoever is teaching that subject will not be ready to answer or can't, be ready to confront what comes their way. So it must be taught with passion, it must have a sense of, of uhm, respect it mustn't be, there must be a non-judgemental attitude when teaching the subject because you dealing with something that is sensitive to the individual because the subject itself is a sensitive issue. It also brings about at the end of the day what you say allows the individual to either accept themselves or not and that's important. We are creating, we are dealing with, with children and many a times	74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89

	we as adults think we are dealing with little adults. These kids learn from us. They take their positive opinion about themselves from us, you know, uhm and that's, that's my stance on this.	90
R	So how would say your cultural background plays a role in your approach to teaching the topic?	91 92
AH	Uhm, (pause), it has, it has a great impact because sometimes you have to divorce from the two because you dealing with something that uhm, is very sensitive. In terms of uhm, your, your cultural background or my cultural background, uhm, there is already logical steps put in place, how you believe, what you believe, systems, what's your faith, that type of thing and when you step into the classroom, you need to draw a compromise because other people don't think like you and because these are children we are dealing with, they think even less like you. Uhm, their, their sense of stability is based on how you approach them. Their sense of growing depends on how you approach them, so I need to put myself in a balance first. Uhm, I need to be comfortable with who I am and how much I give and then deal with the topic of what is important for their growth.	93 94 95 96 97 98 99 100 101 102 103 104 105
R	How do you feel your own perceptions, experiences and beliefs are hampering your ability to teach the topic effectively?	106 107
AH	Ok, uhm, that is rather interesting. The hampering of my err, teaching it effectively?	108
R	Yah.	109
AH	Yes, Uhm, sometimes there are clashes with, uhm, with how I think, err with my value systems, uhm, my principles uhm, and it does hamper the learning because how much do you share with the child and how much don't you, so what I normally do is to take stock of myself before and after the lesson, it's important because I cannot sell a product that is going to cause uncertainty in the mind of a young child. So what I normally do is after I have taken of what my topic is, uhm, because look when you enter in a class with a topic like this you come in with principles, you come in with values, you come with a certain belief system, you come in with a certain attitude. Uhm, you just tone down, in terms of, I'm not saying get rid of it, by the door, it needs to be part of you because your human but it depends on how you bring it across and that is the important part. You dealing with a child of 13, you dealing with a child of 16, so I need to alter my methodology in accommodating the thinking and the emotional state of that child when I teach the lesson. Uhm my greatest battle would be looking at myself first as an individual.	110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126
R	Nicely answered. can you comment on what you know about the training teachers receive to be better teach sexuality education.	127 128
AH	Uhm, I think this will be short and sweet. I don't think our Department is doing justice in training people for this particular	129 130

	topic. We need to have a mind-set, number 1, we also need to be sure on how we select people to teach this subject. It is not randomly because you have a degree, you can walk in. We can cause a life change, uhm, or, or a, a uhm, what's the word I'm looking for, transformation, if you walk in a classroom and you are the wrong person to teach the subject. So we need, as a department to go in and say train people who need training in this area but open it up because I believe if you can teach, you can teach anything but you need to have control over your personal development and your personal issues and your personal unresolved issues then a topic like this will be more successful	131 132 133 134 135 136 137 138 139 140
R	Now what I'm going to ask you is how do you handle diversity in terms of race, culture, sexual orientation and gender within your class when you teach the topic?	141 142 143
AH	Ok, Uhm, (pause), which is, which is happening at our school because we have a variety of cultures and race at our school, in our classrooms. The starting point for for a subject like this starts with where the child is at, that's important especially in a topic like this we need to understand their belief systems, their cultures so we allow children to open up and say this is how we do it, this how we think and your lesson should revolve around that keeping in mind what the objective of (pause) what is supposed to be the ultimate goal of the lesson but we need to start at the level of the child, cultural thinking of the child as well as the emotional state, that is how I feel. Uhm, I normally do that in my class where my children initiate the lessons first because if they are able to understand what the next one is saying, what I teach afterwards will make more sense because I need to then take all of that and melgamate it put it together and then take my lesson add all their things to it. That I think is the most productive way of teaching children from various races and cultures because they look at me, my response first, that is the nature of the child.	144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160
R	So is there anything about sexuality education that we have not talked about that you would like to raise before we conclude?	161 162
AH	Uhm, (pause), I personally think, I not sure how primary schools operate but I feel that it needs to come from a primary school level already because we find that bombarding it at a high school level or I don't know if teacher at a high school are more ready to attack the topic but I think it needs to slowly be introduced at a primary school level because children must first feel comfortable before the lesson makes sense to them. If you as a child are not, is not comfortable with our own sexuality, you confused, afraid of being judged, learning is not gonna take place, growth is not gonna take place so we need to create that forum, that atmosphere and maybe it starts from a younger age, you know, the department only has to do the following: It needs to know what is more appropriate at the various ages of	163 164 165 166 167 168 169 170 171 172 173 174 175

	children because I notice many of our kids leave matric and then they will excel and they become developed and more confident of their identity because maybe university or work environment encourages and is more accepting of it where school are more closed. That's the problem sometimes.	176 177 178
R	Ok, so from my side thank you. Uhm a valuable contribution. And I really appreciate it	179 180

Important note: The names of schools indicated with a *have been initialled to maintain confidentiality. I

Transcription key:

Participant one - AH

Researcher – R

ADDENDUM I:
PARTICIPANT 3 – TRANSCRIPT

Interview with participant 3 – 18 February 2019 – Khayelitsha school 1

R	Good afternoon AQ and thank you for agreeing to this interview. We have gone through the consent process previously when you signed the form but are there any additional questions that you might have before we start?	1 2 3 4
AQ	Good afternoon. It's my pleasure to be here. No I am ok and I am ready to proceed with the interview.	5 6
R	That's great. so for my first question can you please tell me a bit about yourself.	7 8
AQ	Well, I am a village boy, who grew up in the Eastern Cape. Uhm, after I passed matric in 1996, I came to Cape Town. On my arrival here, I, Uhm worked anywhere, doing odd jobs you know. I only took the decision to go back to school after almost 15 years. I, Uhm enrolled at the University of the Western Cape. I hold a Diploma in Adult Learning, I have a Bachelor's degree with English and Life Orientation and a Honour's Degree in Language and Literacy studies. I obtained all my qualifications at UWC.	9 10 11 12 13 14 15 16
R	Please share how long you have been teaching and the various institutions where you taught at.	17 18
AQ	Uhm, well, I do not have much experience in teaching profession. I mean in the teaching profession sorry. I have got 3 years of teaching experience. I have 2 years in intermediate and senior phase and 1 year experience in FET.	19 20 21 22
R	Ok. Can you comment on your training in Life Orientation.	23
AQ	The institution that I was trained at prepared me so very well in terms of theory and what to expect in the field work. Although I came out as a knowledgeable person regarding sexuality education, I quickly realised some challenges in terms of lesson delivery as well as the response from learners.	24 25 26 27 28
R	Thank you. Please can you share your views on Sexuality Education as part of the Life Orientation curriculum.	29 30
AQ	Uhm, my view, well in my view I believe that the introduction of Sexuality education in schools can have a positive impact towards the decrease of newly infected HIV and AIDS teenagers and teenage pregnancy. Those who came with this idea of sexuality education were spot on. However, the nation, uhm, the nation needs to be patient for the results to manifest hence they cannot be seen overnight. The biggest challenge that teachers face I think, is to change the mind set of learners. Uhm, another uhm, important factor that can add value on the effectiveness of the process is the involvement of the society due to its contribution in terms of behaviours of learners.	31 32 33 34 35 36 37 38 39 40
R	Can I ask you to explain your views on sexuality education please?	41
AQ	Well, my view, uhm, sexuality education came into being after it was a pilot project around Western Cape schools, if I'm not mistaken and I'm not sure about other provinces. In my view, it is	42 43 44

	a good idea, a good thing to empower learners, hence it deals with real life situations. Secondly, I like the fact that its aim is to reduce the number of teenage pregnancies as well as the newly infected HIV and AIDS individuals.	45 46 47 48
R	Ok, great. What are your feelings about teaching the topic?	49
AQ	(smiles) Well, I do not have any problem about teaching sexuality education except for the fact that learners seem not to be taking it seriously. Nor does it get the necessary attention it deserves.	50 51 52
R	So for my next question, I would like to know how would say your cultural background plays a role in your approach to teaching the topic?	53 54 55
AQ	The biggest challenge that I used to face when I started was tradion vs. modernisation. I used to find myself in spaces where I had to conform to what the system wanted hence there is always controversy in relation with beliefs vs curriculum. I no longer have that challenge due to the realisation that I have an obligation to fulfil which is to adhere with the policy. Furthermore, isiXhosa culture is characterised by boundaries and in order to fit in the teaching profession, I had no choice but to break those boundaries in respect of my career. I had to turn a blind eye in my belief system to ensure that justice is done to the learners.	56 57 58 59 60 61 62 63 64 65
R	Thank you for that. Can you tell me, how do you feel your perceptions, experiences and beliefs are hampering your ability to teach the topic?	66 67 68
AQ	One thing is for sure, my personal experiences and beliefs do not hamper my ability to teach the topic effectively. My upbringing which is characterised by the aforementioned traditional beliefs and embedded to Christianity also comes into play because they help me in terms of how to conduct the lessons.	69 70 71 72 73
R	Ok. Please comment on what you know about the training teachers receive to better teach sexuality education.	74 75
AQ	Uhm, well, the training that teachers receive to better teach sexuality education helps a lot because the emphasis is on what to teach and how to teach it. Teachers are provided with scripted lesson plans that are in line with the CAPS. You know, the Curriculum and Assessment Policy Statement. If this process can be facilitated effectively, surely there will be results in the next 3 – 5 years to come.	76 77 78 79 80 81
R	Are you still ok for us to proceed? I only have 2 more questions for you.	82
AQ	No, I'm still fine thank you. You can fire away with those questions.	83
R	Ok, thank you. Can you tell me how do you handle diversity like race, culture, sexual orientation and gender within your class when teaching the topic?	84 85 86

AQ	Well, my understanding of gender roles, differences in terms of religion, sexual orientation, sex and so forth makes me	87
	acknowledge and accept diversity in my classroom. I have to	88
	make them, the kids that is, understand the aims of the lesson	89
	first and the importance of it. I deal with the misconceptions	90
	about sexuality education so as to create a conducive	91
	environment where learners feel free to participate during class	92
	discussions.	93
R	Is there anything about sexuality education that we have not talked about that you would like to raise before we conclude this session?	94 95
AQ	I do not have anything else to add except to say or suggest awareness campaigns about sexuality education that are targeted to the whole society hence the success depends on shared responsibilities.	96 97 98 99
	Thank you so much for participating in this research project of mine. Your contribution is really valued and appreciated	100 101
	I'm glad that I could make some form of contribution to this project. Anything that can make a difference to the lives of our learners is always welcome and appreciated. Best of luck with the completion of your studies.	102 103 104 105
	Thank you so much.	106
R	Thank you so much.	106

Important note: The names of schools indicated with a * have been initialled to maintain confidentiality. I

Transcription key:

Participant one - AQ

Researcher – R

ADDENDUM J:

FILED NOTES

How does the cultural and value system of the Life Orientation teacher impact on the presentation of sexuality education?

FIELD NOTES (SUMMARY)

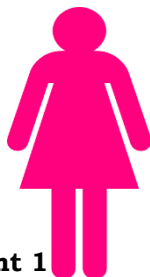
Interview

The interview process went very well – smoothly and without any hick-ups.

Interestingly, the participants were very enthusiastic about their participation. Participant tried to humourise the process with lots of giggling (seemed as if laughter was used to mask possible nervousness, uncertainty and possible discomfort). Participants 2 & 3 however had a more formal approach to the process. It was clear that all the participants were comfortable. Noticeably, participant 3 keep his responses very straightforward, to the point and did not elaborate much **(this aspect should definitely be viewed as food for thought)**.

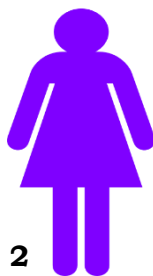
The overall responses of all the participants were filled with a wealth of information and speaks to this study. It is maybe useful to note that the sample is fairly small. Should the study have had more participants, the amount of information received have been much more but does not invalidate this study. Might be a good idea to mention this as a recommendation (bugger sample size). The current sample size could also be mentioned as a limitation to this study.

It was impressive how strongly in favour of Sexuality Education being taught in the classroom, these participants were. This strong conviction displayed despite their own religious and cultural beliefs. Seeing these participants in the classroom environment, engaging with the learners around a sexuality education lesson is going to be very insightful and should be worth observing if their enthusiasm is anything to go on.



Participant 1

*Mid 20's, (coloured female)
Comes across as very confident
Made known that she broke the mould of being a pastor's daughter
Teaching for under 5 years
Important to look out if there will be plenty of giggling again while teaching*



Participant 2

*Mid 40's (coloured female)
Very professional and eloquent
Takes her role as HOD very seriously
Traditional Muslim (wears hijab)
Very experienced teacher.
Loads of concern for the emotional wellbeing of learners*



Participant 3

*Mid 30's (Xhosa male)
Comes across as very traditional
Relies a lot on his cultural and religious foundation
Very serious
Very optimistic about finding a solution to HIV/AIDS*

FIELD NOTES (2)

Observation

It was refreshing to see that culture does not matter in these classes. How encouraging that diversity is used to enhance the lesson. The diversity of learners is actually celebrated and clearly contributes to new insights gained. If only the level of enthusiasm lasted for the duration of the lesson. Disappointing. Participants actually displayed very similar traits. Visible discomfort, learners did well to hide their agony of have to watch the teacher struggling to get through the lesson.

What happened to participant 1's confidence? Can a question really create that kind of reaction?

It appears that the unconscious might be surfacing, without the participant even realising. This might explain why the participant reverted to the conservative nature of her upbringing and the behaviour displayed"

Participant 2 – did not fare any better. I'll get back to you? Quite an interesting reaction to the question posed. I really hope she gets back to the learner at some point during the lesson.

Participant 3 – probably handled the lesson better than the other 2 participants. This could be because of his approach. Very detached yet cautious almost.

Definitely worthwhile and insightful to have undergone the observation process. Apart from the fact that it was in complete contrast to what I have experienced during the interview process. I do wonder if my presence in the classroom can be regarded as a contributing factor? I was introduced to the learners, received well, had a very inconspicuous space within the classroom. Yet there was no getting away from the massive elephant in the room. At least the learners were more accommodating and attempted to keep the period alive by asking questions.

Indeed, eye opening. This process provided plenty of insightful moments that really speaks to the research question.

As much as these lessons stood in contrast to the image presented during the interview process, it was not all negative. As researcher, I regard myself fortunate to be able to be exposed to and emerged into the daily lives of these participants.

ADDENDUM K:
EDITORIAL CERTIFICATE

Marisa Honey

PO Box 7504, Stellenbosch, 7600
Tel. 021-889 6688 Cell. 082 412 8642
e-mail: marisahoney@iafrica.com

31 October 2019

To Whom It May Concern:

Hereby I, Marisa Freya Honey, declare that I am a full-time editor and translator with 20 years' experience of, among other things, editing theses, dissertations and journal articles. I also wish to state that I undertook a linguistic edit of the second half of the thesis, *Exploring sexuality education in government high schools*, on behalf of Donovan O. Rudolph and made suggestions for corrections to be made. I also cast a quick eye over those sections that had been edited by someone else. If these corrections were implemented, this would have ensured language of a better quality.

My qualifications are the following (all degrees obtained at Stellenbosch University:

BA (1984)
BJournalism (Hons) *cum laude* (1986)
BA (Hons) Philosophy (1988)
MPhil (Translation) *cum laude* (2006)

The latter degree had a large bilingual (Afrikaans and English) editing component.

Please feel free to contact me should you have any queries.

Kind regards



Marisa Honey

ADDENDUM L:

LIFE ORIENTATION SUBJECT BREAKDOWN (DoE, 2003)

TABLE 2.1

Table 2.1

Learning Outcome	Topics covered within the learning area
LO1. Personal Well-being	<ul style="list-style-type: none"> • Self-concept – <i>building self-esteem and self confidence</i> • Life skills • Risk behaviour – <i>awareness and prevention on substance use and abuse, irresponsible sexual behaviour and relationships</i> • Life Roles • Environmental awareness • Problem solving • Peer Pressure
LO 2. Citizenship Education	<ul style="list-style-type: none"> • Democracy • Discrimination • Rights and Responsibilities • Diversity – <i>various religions</i> • Social and environmental justice • Sustainable living – <i>globalisation</i>
LO 3. Recreation and Physical Well-being	<ul style="list-style-type: none"> • Continuous recreational activity • Nutrition • Physical activity and Sport to enhance physical fitness and lifelong well-being
LO4. Careers and Career Choices	<ul style="list-style-type: none"> • Interests and ability • Career and entrepreneurial options • Socio-economic factors and impact • Higher education options • Employment legislature and dealing with unemployment

ADDENDUM M:
LIFE ORIENTATION SUBJECT BREAKDOWN (DoE, 2012)
TABLE 2.2

Table 2.2

Topic	Grade 10	Grade 11	Grade 12
Development of self in society	<ul style="list-style-type: none"> Self-Awareness, self-esteem and self-development Power, power relations and gender roles Values of participating in exercise programmes Life Roles: nature and responsibilities Change towards adulthood Decision- making regarding sexuality Recreation and emotional health 	<ul style="list-style-type: none"> Plan and achieve life goals: problem-solving skills Relationships and their influence on well-being Healthy lifestyle choices: decision-making skills Role of nutrition in health and physical activities Gender roles and their effects on health and well-being 	<ul style="list-style-type: none"> Life skills required to adapt to change as part of ongoing healthy lifestyle choices Stress management Conflict resolution Human factors that could cause ill-health Action plan for lifelong participation in physical activities
Social and environmental responsibility	<ul style="list-style-type: none"> Contemporary social issues that impact negatively on local and global communities Social skills and responsibilities to participate in civic life 	<ul style="list-style-type: none"> Environmental factors that could cause ill-health Climate change Participation in community service addressing an environmental issue 	<ul style="list-style-type: none"> Environments and services that promote safe and healthy living Responsibilities of various levels of government A personal mission statement for life
Democracy and human rights	<ul style="list-style-type: none"> Diversity, discrimination, human rights and violations National and international instruments and conventions Ethical traditions and/or religious laws and indigenous belief systems of major religions Bias and unfair practices in sport 	<ul style="list-style-type: none"> Democratic participation and democratic structures Role of sport in nation building Contributions of South African's diverse religions and belief systems to harmonious society 	<ul style="list-style-type: none"> Responsible citizenship The role of the media in a democratic society Ideologies, beliefs and worldviews on construction of recreation and physical activity across cultures and genders
Career and career choices	<ul style="list-style-type: none"> Subjects, career fields and subject choices: decision-making skills Socio-economic factors Diversity of jobs Opportunities within career fields Trends and demands in the job market The need for lifelong learning 	<ul style="list-style-type: none"> Requirements for admission to Higher Education Institutions Options for financial assistance for further studies Competence, abilities and ethics required for a career Personal expectations in relation to job or career interest Knowledge about self in relation to the demands of the world of work and socio-economic conditions 	<ul style="list-style-type: none"> Commitment to a decision taken: locate appropriate work or study opportunities in various sources Reasons for and impact unemployment and innovative solutions to counteract unemployment Core elements of a job contract Refinement of portfolio of plans for life after school
Study skills	<ul style="list-style-type: none"> Study skills and study methods Process of assessment: internal and external Annual study plan 	<ul style="list-style-type: none"> Study styles and study strategies Examination writing Time management and annual study plan Goal-setting skills 	<ul style="list-style-type: none"> Reflection on own study and examination writing skills Strategies to follow in order to succeed in Grade 12
Physical Education	<ul style="list-style-type: none"> Physical fitness: programmes to promote well-being Skills in playground/ community/ indigenous games Environmentally responsible outdoor recreational group or individual activities Skills in traditional and/ or non-traditional sport Safety issues 	<ul style="list-style-type: none"> Improvement of current personal level of fitness and health Umpiring and leadership skills in self-designed and modified games (teach peers) Various leadership roles in self designed recreational group activity Umpiring and leadership skills in self-designed and modified sport (teach peers) Safety issues 	<ul style="list-style-type: none"> Achievements of own personal fitness and health goals Long-term engagement in: traditional and non-traditional sport and playground/ community/ indigenous games. Relaxation and recreational activities Safety issues