

CHAPTER ONE

MOTIVATION AND AIM OF THE STUDY

1.1 MOTIVATION

Many changes have come into effect in South Africa since the advent of democracy in 1994. Probably the most fundamental of these changes was the inception of the Constitution of the Republic of South Africa (Act 108 of the Department of Education {DoE}; 1996), which impacts upon every sphere of society, none more so than education, seen to be the avenue for change and for developing citizens for a new democratic and equitable society. The Constitution provided the basis for curriculum transformation and development in South Africa.

A decade later, the most important changes to the education system have included the change in governance to nine provincial governments, Curriculum 2005, Outcome Based Education (OBE) and the Revised National Curriculum Statement (RNCS). Learning Outcomes for RNCS, and the General Education and Training (GET) Band for Life Orientation, were built on the critical and developmental outcomes, which were inspired by the Constitution and developed in a democratic process. The RNCS consists of eight Learning Areas, one of which is Life Orientation, which covers issues such as poverty, inequality, gender, sexuality education, abuse and HIV/AIDS. All these issues influence the way in which learners are educated. The Life Orientation learning area is aimed at orientating learners to life in society. The outcomes of Life Orientation, according to the RNCS (DoE, 2002:21), are:

- The learner is able to make informed decisions regarding personal, community and environmental health.
- The learner is able to demonstrate an understanding of and commitment to constitutional rights and responsibilities and shows an understanding of diverse cultures and religions.

- The learner is able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his/her world.
- The learner is able to demonstrate an understanding of and participate in activities that promote movement and physical development.
- The learner will be able to make informed decisions about further study and career choices.

The five outcomes of Life Orientation all address the human and environmental rights outlined in the South African Constitution (DoE, 2002). The Life and Career Orientation learning area aims to empower learners to use their talents to achieve their full physical, intellectual, personal, emotional and social potential. Learners develop the skills to relate positively and make a contribution to family and community, while practising values embedded in the Constitution. It is also expected that learners should be taught to exercise their constitutional rights and responsibilities, respect the rights of others and show tolerance for other cultural and religious beliefs in this learning area. Finally, Life Orientation aims at enabling learners to make informed, moral, responsible and accountable decisions about their health and environment.

The focus of this study is Sexuality Education. The rationale and outcomes of Life Orientation are relevant to Sexuality Education, which, according to Van Rooyen & Louw (1994:89) should aim at:

- Providing the child with knowledge of his or her own sexuality, as well that of the opposite sex.
- Promoting positive attitudes.
- Effectively reassuring the child of his or her sexuality.
- Positively directing and reinforcing behaviour.
- Inculcating values and norms.
- Enriching and promoting the child's personal life, as well as his or her own possible later marriage and family life.

- Preparing the child to face various emotional setbacks and helping the child to eventually make decisions on his or her own in a responsible manner, to decide issues and to be responsible for his or her actions.
- Enabling the child to acknowledge, understand and respect his or her own human dignity, as well as that of others within a relationship.

The aims, outlined, clearly indicate the need for Sexuality Education in schools to promote a normal personal life for a child and to enable him or her to become a morally independent, accountable, dedicated and responsible adult, possibly a mother or a father. Many parents fail to discuss such matters with their children, believing that sex should not be discussed between adults and the young (Louw, 2002:7). Some parents fear that if they talk to their children about sexual issues, the children will think they are obsessed with sex. On the other hand, parents must realise that by not educating children about sexuality they are giving other people who may not have the best interests of the child at heart the opportunity to do so.

Research has shown that children are engaging in sexual activity at increasingly younger ages, which results in more young people falling pregnant, having abortions, and contracting sexually transmitted diseases of which HIV/AIDS is the most serious (Edwards, 2000:12). In most cases children become victims of sexual abuse, harassment and rape because they did not get education about the issues mentioned above.

“About three million teenagers acquire a Sexually Transmitted Disease every year in the United States. This represents roughly one in eight young people between ages of 13 and 19, and about one in four of those who have ever had sexual intercourse” (Piot & Aggleton, 1998:200). This indicates the urgent need for sexuality education all over the world, both by parents and qualified professionals who work with young people (Edwards & Louw, 2000:45). By learning about sexuality education, children are prepared to become responsible men and women, with a better chance of having caring, warm and satisfying relationships with other people.

Research in America revealed that the aim of Sexuality Education was to teach an understanding of and respect for sexual diversity (Wilson & Susan, 2000). According to McKay (1999:147), sexuality education proceeds and takes shape according to the developmental needs and capacities of the child. It is the most controversial aspect of the curriculum in schools. Most Americans agree that youngsters should be educated about sexual matters as part of public school education. However, since sexuality education was introduced in schools a little over a century ago, the overwhelming majority of students have not been afforded an adequate sexuality education (Elia, 2000).

Children want to know what opportunities life holds and they want to be someone in life. They partly rely on the guidance of teachers as to what they should be. The teachers not only teaches the subject knowledge, but also aspects which will help the learner to live a meaningful life, develop relationships, enjoy recreation and discover their sexuality in a safe and loving environment. Today's society is "secret-less", with children finding out about a wide variety of topics from many sources, not all of which are reliable (Deas, 2003:123). Learners need help in learning how to process the many messages about sexuality they receive. They need to know that they can ask questions and discuss their concerns with trusted adults. By teaching learners about sexuality, they are providing the necessary information, including family values. Teaching Sexuality Education at schools gives learners a message that it is acceptable to discuss sexuality with one's teachers, so, why not also with one's parents?

According to Edwards (2000:48), parents need to join hands with the education sector to guide learners on issues of HIV/AIDS presented in the context of sexuality education. It is better for children to receive informed guidance from parents and teachers than misinformation from friends, which may be inaccurate and incomplete and so do more harm than good. Importantly, there should be no conflict between the guidance provided by parents and teachers, as this would confuse the learners. Schools are like

crossroads, where many sectors of society meet, and this gives those parents who become actively involved in school affairs the potential to develop a partnership with the educators, which can include discussion of sexuality education (DoE, 2003: 6).

However, in South Africa, a large number of parents travel to cities to work, in some instances far from home and/or work long hours, with the result that they spend very little time with their children. The general situation in most communities is that both parents work, or are deceased, divorced or even unknown. Therefore, the teacher, acting *in loco parentis*, becomes the main source of protection and consolation for the child (Van Rooyen, 1997:89). The school is thus expected to take responsibility for ensuring adequate Sexuality Education in the absence of parents. Whilst the importance of their role may be clear, the vulnerability of teachers in this regard cannot be overemphasised.

Whether Sexuality Education occurs in the interaction of the teacher and child or the parent and a child, or all three, the learners need the right information to guide and protect them. The teaching of Sexuality Education is more than just teaching about anatomical and physiological facts, but it also deals with teaching skills, decision-making, feelings and behaviour, with regard to relationship issues (Edwards & Louw, 1997:44). Teachers therefore need to help to eliminate some myths and misconceptions regarding sexuality and to replace them with factual, easily understood information. In such situations, the success of Sexuality Education will depend on the teacher, on one who is well trained, warm and caring and so better able to teach learners in an appropriate way.

According to the norms and standards in the National Education Policy Act (DoE, 1996:A-46): "the role that teachers are expected to demonstrate is the ability to develop a supportive and empowering environment for learners and to respond to educational and other needs of learners and fellow teachers". Teachers are responsible for developing the social skills of learners, which

will prepare them for life in the outside world. Learners need to be guided to adulthood by an adult, According to Van Rooyen (1997:37):

The world of an adult woman or man is extremely complex and requires systematic, planned and organised education to introduce the child to all facets of manhood and womanhood and to master them properly. If a child is inadequately educated in this regard, life will remain alien and closed, and despite all the opportunities, he or she will never become fully actualised as a man or a woman.

The problem is that many teachers in-service have not had the benefit of being trained to teach Sexuality Education in their initial teacher training. Training, in the form of in-service training workshops, has been one method used to make up the deficit in training in this regard. However, Edwards (1998:123) emphasises that “although Sexuality Education programmes have been around for many years, most programmes have not been as effective as hoped”. The questions then arise:

- How should in-service teachers be trained to implement a Sexuality Education programme in the Life Orientation learning area?
- What constitutes a good training programme in Sexuality Education?
- What are the experiences of in-service teachers about the training programme and the implementation of Sexuality Education in the Life Orientation learning area?

1.2 THE PROBLEM STATEMENT

The researcher is an Educational Specialist, responsible for Life skills and Learning Matters in Mpumalanga Province. She is also part of a team that is responsible for training teachers in Sexuality Education by means of a programme on Sexuality, HIV/AIDS and Life Skills for Primary and Secondary Schools. The programme was one of the priorities, which were prioritised by

the then Minister of Education in the Tirisano's project. Primarily the national Department of Health started this programme in 1997 with the assistance of donor funding from the European Union. Two teachers in every secondary school in South Africa had been trained in Life-Skills education by the end of 1998. In 1999, the nine provinces in South Africa began to implement Life-Skills and HIV/AIDS education programmes in secondary schools across the country. The programme for primary schools was developed in 1998/1999 and 1999 saw a pilot testing in 20 primary schools in the Free State and the Northern Province. Twenty master trainers as well as 140 teachers were trained (Wildeman, 2000:1).

Given the motivation of the study as background, the problem to be investigated in this study is whether the Sexuality Education programme mentioned above does indeed capacitate particularly secondary school in-service teachers to teach Sexuality Education in the Life Orientation learning area. The specific research question formulated to answer this is:

What are secondary school teachers' experiences of implementing a Sexuality Education programme in the Life Orientation learning area in Mpumalanga?

1.3 PURPOSE OF THE STUDY

In order to address the question stated above, the purpose of this study is:

- To investigate secondary school Life Orientation teachers' experiences of implementing a particular Sexuality Education programme in which they were trained in Mpumalanga.
- To formulate guidelines for teacher trainers at district level for the training of secondary school Life Orientation teachers in Sexuality Education in Mpumalanga.

1.4 RESEARCH DESIGN AND METHODOLOGY

The problem investigated in this study necessitates a qualitative research design, because “qualitative research usually aims for an in depth rather than a quantity of understanding” (Henning, van Rensburg & Smit, 2004:3). A phenomenological study will be undertaken as teachers’ opinions on experiences of implementing a Sexuality Education programme are elicited. These teachers have been trained to implement this particular programme and therefore have firsthand information about the phenomenon being studied.

Data will be gathered by way of phenomenological interviews. According to Strauss and Myburgh (2000:26), “phenomenological interviews aim at gathering data concerned with the lived experiences of the respondent”. The respondent is seen as the expert of his or her own life situation. Secondary school teachers who have been trained in this particular programme and who are teaching Sexuality Education have experience of teaching it in class and know when and where they encounter problems.

The researcher, who is involved in the training of these teachers, will purposefully select teachers of Sexuality Education in Gert Sibande district. Participants will be teachers who attended this training in full (three workshops attended at district level) and will preferably be teaching at different secondary schools. The teachers should also currently be involved in the actual class teaching of Sexuality Education at the schools. A semi-structured individual phenomenological interview will be conducted with the participating teachers. Interviews will be conducted until data-saturation is achieved.

An experienced interviewer will conduct the individual interviews at the schools where the teachers are working after normal school hours. Interviews will be conducted in English and will not exceed one hour each. The interviews will be audio-tape-recorded with the consent of the participants and transcribed by an experienced transcriber.

Observation of the teachers teaching the Sexuality Education programme by the researcher during normal school and class visits in her capacity, as district official, will also be made. Field notes will be taken, and documents pertaining to the teaching of this programme will be collected and analysed.

Data will be analysed using Tesch's method of data analysis (1990:68, as quoted by Strauss & Myburgh, 2000:66) in order to identify the units of meaning relating to the experiences of teachers trained in Sexuality Education.

1.5 ETHICAL CONSIDERATIONS

The researcher will adhere to ethical principles throughout the process. Permission to embark on the research will be requested from the Mpumalanga Department of Education, the schools and the participants. Participants will be asked to give a written consent that they agree to be observed, interviewed and consulted regarding correctness of the interviews.

Assurance will be given to participants that their anonymity, confidentiality and privacy will be preserved, with pseudonyms being used for all. They will also be assured of the principles of human dignity, protection against harm, freedom of choice and expression, and access to information. The participants will be assured of the right to withdraw from the study without harm at any time and will not be expected to act contrary to their principles. Information will be provided for them about the goals and purpose of the study in written form by the researcher.

Participants will be kept informed regarding the progress of the research, and will be given feedback in writing once the research has been completed. All information and data generated throughout this study will be available on request by the district, the schools and the participants at the University of Johannesburg. Research permission will be requested from the Research

Ethics Committee of The Faculty of Education of the University of Johannesburg as well.

1.6 OUTLINE OF THE STUDY

Chapter Two will review the literature on Life Orientation as a learning area and the subject of Sexuality Education, forming the base for a theoretical framework through which to gather data for the study.

Chapter Three outlines the research design and methodology used in the study.

Chapter Four analyses the data collected and presents findings supporting and answering the research question.

Chapter five is a conclusion of the study with recommendations for the training programme on Sexuality Education, and further research on the issue under investigation.

CHAPTER TWO

SEXUALITY EDUCATION IN THE LIFE ORIENTATION LEARNING AREA

2.1 INTRODUCTION

The focus in this chapter is on Sexuality Education in the Life Orientation learning area, and its importance for teachers and learners. Evidence to support the argument presented in this research will be gathered from different sources. According to Mcmillan (1993:63), the key to any form of research is the theoretical framework. The literature review will provide orientation to this investigation and clarify the concepts related to this topic, such as the historical background of Life orientation, Life Skills, Sexuality Education and its implementation as part of the Life Orientation learning area. Furthermore, in looking at the background to South African educational reform, the researcher will present aspects of the theory of social constructivism that might impact on the teaching of Sexuality Education in the classroom.

2.2 THE LIFE ORIENTATION LEARNING AREA

Life Orientation is one of the learning areas in Outcome Based Education (OBE), which forms part of the foundation for the curriculum in South Africa. This policy emphasises the need for discernible outcomes of learning in the classroom, and is based to some extent on the theory of social constructivism, where learners bring to the classroom their existing knowledge and construct new knowledge collaboratively and in groups (Gultig, Lubisi, Parker & Wedekind, 2002:7). The teacher, instead of merely dispensing knowledge into the learner's minds, acts as a facilitator who, without dictating information, ensures that the learning process is in keeping with intended outcomes.

According to Gultig, et al., (2002:45), William Spady, an American educationist, was the father of “transformational” outcomes-based education. OBE focuses on organising an education system around what is essential for all students to succeed at the end of their learning experiences. The key requirements of an OBE system include developing a clear set of learning outcomes around which all of the systems and components can be focused, and establishing the conditions and opportunities that enable and encourage all learners to achieve those essential outcomes. According to Gultig. et al., (2002:65): “Outcomes are clear learning results that learners are expected to demonstrate at the end of significant learning experience, they are what learners can actually do with what they know and learned”.

These are the actions and performances that reflect the learners’ competence in successfully using information, content, ideas and tools. Learners are required to do important things with what they have been taught. Outcomes are defined according to the actions or demonstration process, and they must always be described with an action verb, such as *describe*, *design*, or *produce*.

The implementation of OBE and Curriculum 2005 is underpinned by elements of redress, access, equity and development, which are relevant to the post-apartheid South African context (Pretorius, 1994:23). Following the implementation of OBE in South Africa in 1998, there were some accompanying challenges, such as the lack of understanding of its terminology and content. After a review of its implementation in May 2000, the review committee recommended that strengthening the curriculum required streamlining its design features and simplifying its language through the production of an amended National Curriculum Statement.

According to Vergnani and Frank (1998:12), in June 2000 the Council of Education Ministers accepted the curriculum recommendations of the review committee and the Cabinet resolved that the National Curriculum Statement must deal in clear and simple language. The implementation of the

curriculum requirements at various levels and phases were to begin immediately. In addition, the Statement should give a clear description of the learner in terms of knowledge, skills, values and attitudes expected at the end of the General Education and Training Band (Grade R-9). The National Curriculum Statement requires that there should be eight 'learning areas', which in the past had been referred to as 'subjects'. They are:

- Languages;
- Mathematics;
- Economic and Management Sciences;
- Social Sciences;
- Technology;
- Natural Sciences;
- Life Orientation; and
- Arts and Culture.

According to the Department of Education (DoE, 2002:25), Life Orientation guides and prepares learners for life and its possibilities. It equips them for a meaningful and successful life in a rapidly changing and transforming society. This learning area is central to the holistic development of learners, its concern being their social, personal, intellectual, emotional and physical growth. According to Mooney (2003:24), Life Orientation is a crucial learning area in the new OBE system. It is intended to help learners to acquire knowledge, develop skills and espouse values and attitudes that will assist them in making responsible choices. According to the RNCS (DoE, 2002:4), the Life Orientation learning area aims to empower learners to use their talents to achieve their full physical, intellectual, personal, emotional and social potential. Learners will develop skills to relate positively and make a contribution to family, community and society. The focus of Life Orientation is the development of the self in society; learners should be able to face the challenges they encounter in society. The Life Orientation learning area should equip learners with the skills to deal with the challenges like abuse, poverty, crime and HIV/AIDS.

Maree and Ebersohn (2002:224) emphasise that Life Orientation is probably one of the most important learning areas of Curriculum 2005, as it has the capacity to provide learners with the identity and “survival kits” for the twenty-first century. If presented and delivered with insight, sensitivity and understanding, Life Orientation will ensure that young people in South Africa at present and in the future are prepared for the challenges of a changing world. The importance of teaching this learning area can never be overemphasised, as indicated in the following definition:

Life, according to Collins (1998:358), is a stage characterised by growth, production and stimulation. Maree and Ebersohn, (2002:79) define it as the capacity for growth, functional activity and continual change. A further definition is that life is one’s manner of living (Geddes & Grosset, 1999:143). For the purpose of this study the researcher regards the definition of life as involving not only the biological existence that involves breathing in and out, but as the very mortality of a human being. More significantly, life involves the adaptation of individual human instincts for survival, growth and reproduction to existence in a broader society.

Orientation, as defined by Collins (1998:427), is the positioning of oneself according to one’s surroundings. Maree and Ebersohn’s (2002:54) definition involves the ability to adjust to circumstances, political, social, psychological, or economical. A third definition regards orientation as adjusting oneself to a particular situation (Geddes & Grosset, 1999:12). This researcher regards orientation as getting used to a certain way of doing things, according to how circumstances require one to behave.

Bringing together these two definitions one is presented, in a general sense, with the various modes of survival, growth and reproduction, which involve finding one’s position or direction in society. The combination of the two concepts, ‘Life’ and ‘Orientation’ produce a learning area intended to guide learners in developing skills, knowledge, values and attitudes.

'Life Orientation' not only provides learners with facts, but also with skills that can be applied to real life situations. It guides, prepares and orientates them for life and its possibilities.

According to the DoE (2002:19), Life Orientation guides the learners to develop their full potential in all spheres of life (i.e. holistic development). It focuses on skills that empower learners to relate positively and make a contribution to family, community and social life in South Africa. These skills are developed in the context of exercising constitutional rights and responsibilities, while displaying tolerance of fellow human beings, their cultures, religions, values and beliefs. Life Orientation facilitates the development of coping skills that equip learners to deal with challenges of a transforming country. It addresses the skills required when dealing with issues surrounding the individual, society, health and the environment, which will now be examined in greater detail.

2.3 LIFE ORIENTATION AND SEXUALITY EDUCATION

Although Sexuality Education will be integrated into all the learning areas, it will find its core in Life Orientation (Teachers Resource Guide, 2000:19). The rationale and the specific outcomes for Life Orientation will therefore be relevant to such education. Sexuality Education is taught at schools in Mpumalanga as part of Life Orientation to equip learners with knowledge, skills and to help them make informed responsible decisions regarding their sexuality.

The knowledge, skills, attitudes and values unique to the Life Orientation learning programme are expressed in the five focus areas of the learning area. Learning programme activities are therefore to be based on each of the focus areas that include:

- **Health promotion**, in which aspects such as nutrition, diseases including HIV/AIDS AND STDs, safety, violence, abuse and environmental health are taught;
- **Social development**, which raises issues such as human rights, as contained in the South African Constitution. This involves the teaching of social relationships and diverse cultures and religions;
- **Personal development**, including life skills development, emotional development, self-concept formation and self-empowerment;
- **Physical development and movement**, both areas to be focused on and including perceptual motor development, games and sport, gymnastics, physical growth and development, recreation and play; and
- **Orientation to the world of work**, in which the learner will be able to gather information and develop planning skill (DoE, 2002:20).

The focus area that is closely related to Sexuality Education is Health Promotion whereby a learner will be equipped with the skills to make informed decisions regarding personal, community, and environmental health.

The primary goal of Sexuality Education is to help young people to build a foundation as they mature into sexually healthy adults. Young people are provided with the information and skills about taking care of their sexual health and make sound decisions now and in the future. According to the National Coalition to Support Sexuality Education comprehensive sexuality education have four main goals namely:

- To provide accurate information about sexuality,
- To provide an opportunity for young people to develop and understand their values, attitudes and beliefs about sexuality,
- To help young people develop relationships and interpersonal skills,
- To help young people exercise responsibility regarding sexual relationships, addressing abstinence, pressures to become prematurely involved in sexual intercourse, and the use of contraception and other sexual health measures (Siecus: online).

If everyone in South African society, takes the goals of Sexuality Education into consideration the country will be free of the social problems that are experienced. Health Promotion is the focus area that addresses those social problems. Health Promotion in the Senior Phase deals with healthy lifestyles, sexuality, HIV/AIDS and safety. Learners at this stage should be informed about the decision to become sexually active and information about protecting themselves from pregnancy and Sexually Transmitted Infections especially HIV/AIDS. Sexuality education encompasses sexual development, reproductive health, interpersonal relationships, affection, intimacy, body image, and gender roles furthermore it addresses the biological, socio-cultural, psychological, and spiritual dimensions of sexuality from the cognitive domain (information), the affective domain (feelings, values, and attitudes), and the behavioural domain (Siecus: online). The outcomes of Life Orientation are similar to the outcomes of Sexuality Education.

Learning Outcome number one for Life Orientation according to the RNCS is: the learner will be able to make informed decisions regarding personal, community and environmental health". This outcome is mainly addressed in Sexuality Education, showing how important it is to make Sexuality Education an integral part of Life Orientation.

The majority of countries, the approach is to use Life Skills which are primarily concerned with equipping learners with skills such as decision-making, problem solving, effective communication, assertiveness and conflict resolution (HIV/AIDS and Education in Eastern and Southern Africa: (UNECA: online). In South Africa schools are divided into three phases, which are Foundation phase (Grade R to 3), Intermediate phase (Grade 4 to 6) and Senior phase (Grade 7 to 9). In the foundation phase the learning area that deals with sexuality is called Life Skills whereas in the intermediate and senior phases it is called Life Orientation.

The senior phase learner is exposed to a wider range of risky situations, health and safety issues included. At this stage the learner should be able to

make informed decisions and choices (RNCS, 2002:37). The skills which are relevant to the learners at this stage are taught in Sexuality Education as part of Life Orientation, wherein the learner will be equipped to make informed decisions regarding his or her own sexuality.

According to Vergani and Palmer (1998), when teaching sexuality education, teachers should aim to:

- Make young people like and accept themselves;
- Help learners to see sexuality as a natural and positive part of life;
- Provide accurate information about their sexuality;
- Teach the skills needed to make informed and responsible decisions, including those regarding sexual relationships;
- Explore different values and attitudes in order to help each learner develop his or her own moral framework;
- Help learners act in accordance with their values;
- Teach understanding, tolerance and respect for different sexual needs, orientations and values;
- Teach learners to behave responsibly and in a caring respectful way in all relationships;
- Teach learners how to protect themselves from exploitation and how not to exploit others;
- Teach learners how to communicate and express their needs and feelings; and
- Teach learners how to use health services and how to find information they need.

Sexuality Education is a lifelong process of acquiring information and forming attitudes, beliefs, and values about identity, relationships and intimacy. It encompasses sexual development, reproductive health, interpersonal relationships, affection, intimacy, body image, and gender roles (Siecus, online). The importance of teaching learners about sexuality education cannot be overemphasized taking into consideration the society we are living in. In the following section the link between Life Skills and Sexuality education will

be explained and the interrelatedness of the Life Skills programme and Sexuality education.

2. 3. 1 Life Skills and Sexuality Education

Life Skills are essential for successful living and learning (Rooth, 1995:105) and include coping abilities people need to be able to function effectively in their everyday lives. As one develops skills, one should be able to deal with the challenges and problems more effectively, and prevent some from occurring (Rooth, 1999:98). Life Skills make life easier, and the more they are practised the greater the abilities to live successfully. When Life Skills are achieved, capacity building, the growth and development of people becomes a reality. Through Life Skills people are empowered.

According to Rooth, (2000:104), people are empowered when:

- They believe in themselves;
- They take control of their lives and can cope with life;
- They feel in charge of what is happening around them; and
- They feel motivated and confident to face the challenges of life and achieve the best they can.

Life Skills are a key component of Sexuality Education. Even if learners have the necessary information and values to make responsible decisions, they still need the skills to implement the decisions. For example, if the decision is made not to have sex before marriage then communication, assertiveness and refusal may be required. The importance of teaching Life Skills to learners cannot be stressed enough against this background.

Life Skills involves a range of coping abilities people need to be able to function effectively in their lives. The programme used to train teachers at Mpumalanga is entitled the “Sexuality, HIV/AIDS and Life Skills Education for Primary and Secondary Schools Programme”. The programme was

developed in the context of Sexuality Education and will be discussed in detail in the next section.

2.3.2 Sexuality, HIV/AIDS and Life Skills Education for primary and secondary schools

In the past, sexuality and life skills education were not taught in many South African schools. Currently, however, as part of the new curriculum, learners are being taught about many things that may influence their lives. It is hoped that the sexuality, HIV/AIDS and Life Skills programme will assist learners in acquiring knowledge, developing skills and espousing values and attitudes that will assist them in making responsible choices and leading healthy lifestyles. The DoE, in partnership with other departments and Non-Governmental Organisations (NGOs), supports this Programme by training teachers, providing teaching and learning materials, parent guides and other resource materials.

As indicated in the Sexuality, Life Skills and HIV/AIDS Education Programme (1999:1), the programme is a well-researched educational programme, piloted in two provinces, Northern Province and Free State and implemented in most schools in South Africa. The programme is divided into four units, which are:

UNIT 1: OUTCOMES-BASED EDUCATION (OBE)

UNIT 2: SEXUALITY EDUCATION

UNIT 3: THE MANAGEMENT OF HIV/AIDS IN SCHOOLS

UNIT 4: THE LEARNING PROGRAMME

Unit one reminds teachers about the principles of OBE, the fact that sexuality education must be seen as an integral part of the methods they are using to teach, plan and assess learners, and that this can be used in this programme. In Unit two teachers are made to realise the differences between sex and sexuality and to present sexuality education by using outcome-based principles. Unit three relates to the management of HIV/AIDS in schools. The

teacher is able to recognise his or her own attitudes towards people with HIV/AIDS and to be able to apply universal precautions.

As 80-90% of all HIV infections occur through sexual intercourse, the programme was developed in the context of Sexuality Education. The goals of Sexuality Education are to:

- Enable learners to like and respect themselves, to enhance their self-esteem and self-awareness.
- Provide accurate information on prevention and transmission.
- Teach skills to enable learners to make informed and responsible decisions.
- Help learners act in accordance with the values of their society.
- Teach understanding, tolerance and respect.
- Teach learners the core components of all good relationships, namely caring, respect, and responsibility.
- Teach learners how to protect themselves from abuse and how to find information and go for help.

The goals of the programme are to guide learners to abstain or postpone sexual activity, change their lifestyle if they are sexually active, be responsible if they do not want to change their lifestyle, that is use a condom and accept people living with HIV/AIDS without discrimination (Edward & Louw, 2002:141).

According to the guidelines on implementation of the programme one hour a week should be allocated for the programme. It extends from Grade 1-9; the programme for each grade forms a stand-alone programme consisting of 15 to 20 units. It is a progressive programme and each unit builds on the previous unit. The programme for each grade builds on the learning programme of the previous grade. The programme is developed from an outcome-based approach. (See Appendix H for extracts from the programme).

It is important that the relevant section in the Teachers' Resource Guide be studied before the programme is presented to learners. A teachers' manual was developed for each grade, and this serves to guide the teachers regarding the outcomes, activities and assessment. Each unit is formatted as follows:

- Phase organiser;
- Programme organiser;
- Critical outcomes;
- Specific outcomes;
- Knowledge, skills, attitudes and values; and
- Introduction, activities, reflection time and assessment.

A resource guide was developed with more detailed information about all aspects of the programme, including its aim of addressing social issues (See Appendix H for extracts from the programme).

South Africa faces many social problems, including child abuse, drug and alcohol abuse and teenage pregnancies. Increasingly, young people are exposed to violence and rape, including various types of images in the media, for instance in films, music, news reports and serials. (Our young people take it on, 2002:8). Unfortunately, these images may glamourise or convey false information and inaccurate messages about the subject. One of the roles the Programme can play is to rectify the misinformation gathered by learners from the media.

Successful sexuality education programmes include provision of information, exercises to encourage an appraisal of values, and role-play rehearsals to teach sexual negotiation skills (Avert: online). I argue that children who are exposed to similar school programmes in other countries are likely to feel good about themselves and are less likely to engage in unsafe and risky behaviour. This creates a space for them to speak out and share their

thoughts and feelings about issues that are important to them and affect them on a daily basis. For the Programme to be effective, it is, however, important firstly for LO teachers to receive appropriate training in Sexuality Education, before passing on the knowledge to the learners.

2.4 TRAINING IN SEXUALITY EDUCATION

Lifelong learning means that everyone, no matter how young or old, looks for opportunities throughout their lives to learn new things. A thirst for knowledge and skills should be the desire of every citizen in the country. As people develop themselves, they influence those around them and so make a meaningful contribution to the development of society. Sometimes learning takes place through formal training like workshops or teacher development sessions in South Africa (Ritchie & Stewart, 2002:1-1). The *Concise Oxford Dictionary* defines a 'workshop' as a meeting for concerted discussion or activity; whilst Sork (1984:45) defines it as a relatively short-term, intensive, problem-focused learning experience that actively involves participants in the identification of problems and the development and evaluation of solutions.

Van Rooyen and Louw (1997: 179) pointed out the following as the aims of training teachers in sexuality education: to acquire knowledge, concepts regarding valid principles, norms and values, objectives, approach and the contents of sexuality education as presented in schools and regarding people's sexuality and the problems as experienced by learners. Teachers should be prepared to teach learners about the problems the learners are encountering in their daily lives.

- They must acquire knowledge regarding the sexuality of man and problems in this respect, especially among young people at school;
- They must internalise the above concepts and develop them together with certain subject didactics in preparation of becoming able and competent

in regard to the unique didactic-pedagogic situation of sexuality education; and

- The teacher must be able to locate, handle and refer and guide parents with problems that may occur among learners.

A workshop addresses the needs of the participants; it has a clear purpose and focus, good facilitation skills by the facilitator and active involvement by participants (Khumalo, 2001:19). Training affords the educators time to step outside the classroom and in an adult company reflect on their classroom practices and make improvements where necessary. It gives direction to teachers in terms of their work, increases the morale of teachers and promotes loyalty to the profession (Ritchie & Stewart, 2002:1-3).

Training teachers in Sexuality Education helps teachers to be prepared and ready to answer any question that may arise during the lesson. Sexuality education is very sensitive and the teacher should take special care to establish a relationship of trust with the learners in a class. Trust is one characteristic that a teacher must possess when teaching sexuality education. The success of sexuality education will depend on the kind of teacher who is presenting it and the way in which the teacher talks about sexuality as the person who has knowledge of sexuality education programme (Louw & Edwards, 2002:64). Training in sexuality education should help to equip teachers with the necessary skills to guide and help learners in all matters regarding their sexuality.

Any workshop or professional development for teachers emanates from an existence of a need. In South Africa teachers who are already in the service were not trained in the teaching of Sexuality Education in their initial teacher training hence the Department of Education is taking the initiative of training teachers in Sexuality Education so that they can be confident to teach the subject.

2.5 CONCLUSION

The theoretical framework provided information on Sexuality Education in Life Orientation, Life Orientation as a learning area, how Life Orientation and Sexuality Education are related, the relationship between Life Skills and Sexuality Education, the programme and the training.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The focus of this chapter is on the description and discussion of the research design and the methodology used in collecting data regarding secondary teacher's experiences of implementing Sexuality Education in the Life Orientation learning area.

3.2 CONTEXT

It is now necessary to examine the context of the study.

3.2.1 Training in Mpumalanga

Training in Sexuality Education is a necessity because of the social problems outlined in 2.3.2. As a result of those problems, the Mpumalanga DoE realized that it was vital to train teachers in this area. For teachers to be knowledgeable and to have skills and competence to teach, they were engaged in training workshops on Sexuality Education, wherein information, knowledge and skills were shared. One Life Orientation learning area teacher per school was identified from all 726 Primary and Secondary schools in Gert Sibande region to attend the training, reasoning that they were in a position to influence young people's thinking about making informed choices through their interaction with the youth on a day-to-day basis. It was further reasoned that teachers' teaching in the Life Orientation learning area would be most suitable as the Life Orientation learning area is aimed at directing learners towards life in society, (see 1.1), and researching this topic provided a key motivation for the study.

District officials were tasked with conducting the training, with workshops conducted during weekends and holidays at teachers' centres, school halls

and classrooms, and sometimes in hotels. At times service providers, together with other Departments for example, Social Services and Health Services, who have expertise in the field, also conduct the workshops. After the completion of the workshops, on-going support in the form of class visits, observations, guidance and coaching in the correct implementation of the programme was expected by district officials, at least once a month for all the schools.

Sometimes it was practically impossible to give support to all the teachers that were trained due to the limited number of officials to render support to all the schools, most of which are far from each other. For example, the distance between schools and between the district, circuit and the schools are often more than 100 kilometres. The district official to school ratio is 1:235, distributed amongst 5 different circuits.

The training in Mpumalanga was undertaken via a programme called LIFE SKILLS AND HIV/AIDS EDUCATION PROGRAMME. As detailed in (2.3.2), the programme was one of the priorities of the then Minister of Education in the Tirisano project. The national Department of Health primarily started this programme in 1997 with the assistance of donor funding from the European Union (EU). Training focused on the implementation of Sexuality Education in the Life Orientation learning area. This programme addresses certain issues relating to Sexuality Education, such as assisting learners to acquire knowledge about sexuality, develop skills and espouse values and attitudes that will assist them in making responsible choices and to lead healthy lifestyles (see 2.3.2 for details of the programme).

3.3 THE FACILITATOR IN THE TRAINING

Duties of the district officials include monitoring the implementation of policies and programmes within the DoE, and providing schools with direction in the teaching and learning environment. After every workshop conducted on Sexuality Education, it is the responsibility of the district official to give support

to those teachers who attended the training on the programme. As a facilitator, the researcher provided recommendations on how to present Sexuality Education in the Life Orientation learning area and gave alternatives to lesson planning and presentation. The researcher visited the schools one month after the training, and made class visits whereby lessons were observed. According to the DoE (A-34), different time allocations are allowed for the teaching of different learning areas in Curriculum 2005, with ten percent of the teaching time allocated to LO, that is a weekly contact time of two-hours and forty-minutes. The researcher, as a district official, visited the different teachers in order to determine whether the programme was being implemented according to the way it had been presented in training, and to support teachers in implementing the programme. Preparations of lessons and the activities that were given to learners were also checked and observed.

The researcher's role is a key factor in qualitative research. Empathy and intuition are deliberately used skills in these areas and are activated by the researcher (Burns & Grove, 1993:80, quoted in Lekoata, 2002:22). The researcher had to ensure that the atmosphere was conducive for the participant to talk freely. A relationship based on trust between the researcher and the participants in qualitative research is of utmost importance. It is also necessary for the researcher to be sensitive and tolerant, to listen without interfering with other's opinions and to communicate well. He or she should be sensitive to the information gathered and what it reveals, as well as how it leads to the next piece of data and how well it reflects what is happening (Merriam, 1998:32).

The researcher tried to make the study as transparent as possible, and participants were informed about the purposes of the research, and the inconveniences that could be caused by research, such as time used during interviews, observations and analyzing of documents. Assurance was given that when the study was completed, the findings and recommendations would be made available to anyone who was interested. In this respect, the researcher's position as a district official, who also trained the participants,

was a crucial factor. Participants may have felt more threatened by this 'apparent' power relationship, and this needed to be borne in mind during the analysis and interpretation of data.

The study focuses on Secondary school teachers' experiences of implementing a Sexuality Education programme in the Life Orientation learning area and this may be regarded as a study using a qualitative research approach. The study may be typified as:

- Explorative in the sense that it seeks to gain more understanding of secondary school teachers' experiences of implementing the programme. The purpose of exploration for the researcher is to gain richer understanding and insight into the phenomenon (Mouton & Marais, 1996:194; Wilson, 1993:216-217).
- It is descriptive in a sense that the researcher is interested in the process, meaning and understanding through words (Creswell, 1994:145). The researcher wants to have an intensive examination of experiences of secondary school teachers who are teaching Life Orientation and the meaning thereof. According to Fouche as quoted in (De Vos, 1997:109), descriptive studies present a picture of specific details of a situation, social setting or relationship. This approach will assist the researcher to describe and interpret salient behaviours, beliefs, attitudes and processes as presented by participants.
- Contextual due to the fact that the phenomenon under study is done on a natural setting (Creswell, 1994:14-15). In the exploration of a meaning of individual's experiences a context is necessary. People's behaviour becomes meaningful and understandable when placed in a context of their lives and the lives of significant others around them. In this study the context was the particular district and the particular teachers teaching in a particular learning area.

To be able to understand the research problem, the researcher had to follow a plan, which is discussed in detail in the next section.

3.4 RESEARCH DESIGN

Research design is a plan or a map for the process of finding solutions to the research problem (Merriam, 1998:44). The problem investigated in this study necessitates a qualitative research design. Qualitative researchers are concerned with how people think and act in their everyday lives. They study phenomena in their natural settings, attempting to make sense of, or interpret them in terms of the meanings people bring to them (Mertens, 1997:160). Teachers who are presently teaching sexuality education in secondary schools understand what it means to be in that particular situation, and what their lives are like, what the world looks like in that particular setting. Consequently, the researcher strives for depth of understanding of the participant's situation. In this sense, the study may be typified as a phenomenological study (see 1.4).

3.5 PARTICIPANTS

The aim of this study is to investigate secondary school Life Orientation teachers' experiences of implementing a particular Sexuality Education programme in which they were trained, and to formulate guidelines for teacher trainers at district level for the training of secondary school Life Orientation teachers in Sexuality Education. Teachers who have been trained will be the main focus of this study.

Three schools from the Gert Sibande region were purposefully selected as the sites for the research. Ten Life Orientation teachers who are currently teaching a Sexuality Education programme in these schools within the region (Gert Sibande) were purposefully selected by the researcher. Participants were teachers who attended the training in Sexuality Education in full, three workshops at district level and preferably teaching at different schools to achieve a measure of representation of the region. Grade 9 teachers were selected because in their classes there were teenage learners experiencing

puberty and early adolescence. Research has revealed that some learners at this age are already experimenting with sex, even sexually experienced (Friedman, 1997:56), but more generally, these learners were considered to be those who needed guidance in many different aspects of life. The teachers were also currently involved in the actual class teaching of Life Orientation at the schools and the selection attempted to be representative of both genders. Five females and five males were selected.

3.6. DATA COLLECTION

Data collection is the vehicle through which researchers collect information to answer the research question and defend conclusions and recommendations based on the findings from the research (Mertens, 1997:285). The methods that were used for data collection were interviews, observations and document analysis. Data were gathered by way of phenomenological interviews, which, according to Myburgh and Strauss (2000:26), “aim at gathering data concerned with the lived experiences of the respondent”. The respondent is seen as the expert of his or her own life situation. Teachers who have been trained in this particular programme and who are teaching Sexuality Education have experience of teaching it in class and know when and where they encounter problems. The phenomenological interviews will be discussed in detail in the following paragraph.

3.6.1 Phenomenological interviews

McMillan and Schumacher (1993:251-252, in Timba, 2000:26) classify interviews as structured, unstructured, informal, formal, focused, unfocused and/or non-directive. This study employed structured interviews, wherein the researcher asks a pre-determined set of questions, using the same wording and order of questions as specified in the interview schedule (see Appendix D). The main advantage of structured interviews is that it provides uniform information, which in turn ensures the comparability of data (Kumar, 1999:109). Structured interviews were conducted until data-saturation was

achieved. Data saturation is achieved when each further interview does not provide any new information concerning the lived experiences.

The researcher conducted individual structured interviews at three different schools where the ten selected teachers are working after normal working hours. Interviews were done in English and did not exceed one hour. The interviews were audio-recorded with the consent of the participants. The researcher facilitated the flow of the conversation with the respondent and attempted in no way to direct the interview. The same questions and additional probing questions were asked to all the participants to ensure a measure of trustworthiness in the investigation. A follow up interview was done one month later when the participants had already started with the implementation process and it was assumed they had realized the strength and weaknesses of the programme the interview schedule is included as Appendix D.

An example of one the six questions and one response asked in the interviews is the following:

- Question: In your opinion, does this programme support the learners in being educated in Sexuality Education?
- Response: “Umm, the Sexuality Education programme is a good thing that has been done by the department, I say this because it teaches learners many things, for an example I can say, decision making, responsibility, values and skills. Let me talk about the point of decision making, learners are able to make decisions on their own, for an example a learner will be able to choose umm will it be good for me, maybe to practice, I can say maybe sexual intercourse, because we will be teaching them they will be able to decide what to do on their own. In terms of responsibility I can say, this learners can be able to be responsible for their own body, they will take care of their body, they know what, their bodies are very much important, so they must take care of this body. When I can have good ideas about doing a good or

bad thing it is a valuable skill, but if that learner doesn't have that skill, they will take, or experiencing of or stand a chance to using drugs. "(See appendix F for the complete interviews).

It was expected that a district official who had been involved in the training, would monitor and support teachers' with the programmes that they are implementing as part of the job description. The researcher did follow-up interviews during this visit, which were more open-ended to obtain more information from participants. Statement such as: "Tell me more about ..." were used. One example of the follow-up interviews is as follows:

- Question: Tell me more about your experience of teaching a Sexuality Education programme in this school?

Response: "Umm teaching sexuality in school, in the classroom situation, it is a bit difficult, because our learners are from different culture and beliefs and value. So when ever you teach this sexuality, you sometimes, you don't know whether you are on the right track, are you doing the right things, is it correct for you to inform the learner about that information. For instance with us our, our culture doesn't allow us to talk about sex, in the past we were not to talk about sexuality with our, our children, as our learners are like our children, so it is a difficult part, yes it is the interpretation and the changes you have to, so that you can help them to avoid being into unnecessary trouble.

Data collected through observation will be discussed in the following discussion.

3.6.2 Observation

According to Marshall and Rossman as quoted by (Mdluli, 1999:5), observation entails a "systematic noting and recording of events, behaviour and objects in the social setting chosen for the study". The observational methods relies mostly on seeing and hearing. Observations of the teachers

teaching the Sexuality Education programme by the researcher during normal school and class visits in her capacity as district official were made. Two lessons, which were a month apart for every selected teacher who taught the programme, were observed. Initial observations were done a month after the training. Observational data represent a firsthand encounter of the phenomenon of interest rather than a second hand account of the world obtained in an interview (Merriam, 1998:94). By observing teacher's sexuality education lessons in progress the researcher was able to observe the phenomenon firsthand.

The process of observing lessons helped the researcher to follow the flow of events in class and to view events as they were happening. The researcher took notes and obtained a written description of the settings, the people, the activities, and direct quotations, aiming to capture the substance of what was said (Merriam, 1998:98). The researcher was seated at the back of the room during classroom observation in an attempt to observe without influencing the lesson while taking field notes. Field notes are written accounts of what has been observed, heard, seen and experienced during the course of collecting and reflecting data (Le Compte & Preissle, 1993:224).

There follow examples of actual notes taken during these observations:

Observation 1: Class visit
 Teacher 2: Rights and Responsibilities
 Topic: →

- 1 - Total number of learners 60 (overcrowding)
- 2 - The learners were all seated and prepared for the lesson
- 3 - The teacher had a file with Lesson plans well prepared
- 4 - she is the teacher offering H.O so all the H.O lesson plans and Sexuality Education lesson plans were all in the file
- 5 - She didn't have any problem in integrating the two because she said most of the topics were already in H.O
- 6 - learners used photocopies for activities, the teacher said they always do that because they don't have enough materials to supply to all the learners teaching aids not enough
- 7 - the teacher seemed well prepared and comfortable in talking about the topic (competent) she was able to apply the knowledge and skills she learnt from the workshop
- 8 - learners did not participate fully the researcher thought maybe because of her presence → maybe it was intimidating because they respect her as someone from the Department

OBSERVATION 2
 The lesson started 10 minutes later than the actual time. The topic was written on the board (1) and my search (2) - menstruation cycle. All the time the teacher wanted learners to discuss about how menstruation starts but she didn't test the learners prior knowledge first only to realise after 10 min that learners don't know what they are talking about and then started explaining. The data furnished by the lesson plan was that learners should be able to describe Sexuality and menstrual cycle, know and accept the social change related to puberty and adolescence.

Figure 3.1: 4 August 2005, Observation of a lesson at Mamonare Secondary School (pseudonym).

The following is a transcription of the notes taken when the researcher observed the lesson:

- The lesson started on time but the teacher was nervous, perhaps because she was intimidated by the researcher's presence. However, after a while she seemed relaxed. Five learners entered the class 10 minutes after the lesson had started, the teacher did not say anything to those learners. There was a lot of noise in the background due to the renovations that was happening in the school.
- The researcher investigated the secondary school Life Orientation teachers' experiences of implementing a Sexuality Education programme in which they were trained in.
- Learners seemed very interested in what the teacher was saying this was seen by the way they kept on asking a lot of questions. Most of the time the teacher did not involve the learners except for the time they asked questions without his permission.
- What was also observed from the learner's activity books was that the lesson was done on the 13 January 2005, so it was repeated.

3.6.3 Document analysis

Documents pertaining to the teaching of this programme were collected and analysed (see examples in Appendix G). Teachers' workbooks, lesson plans, learners' activity books and teachers' timetables were analysed.

The data furnished by the lesson plan were as follows:

- The teacher was presenting the lesson, which was done at the beginning of the year, so the lesson was a repetition.
- There was no lesson plan in the Life Orientation that showed the topic is to be treated in August, only a lesson plan that was dated 13 January 2005 was present in the file (see Appendix G).

- The teacher did not have a separate file or separate lesson plans that he used for Sexuality Education. One file was used for both Life Orientation and Sexuality Education (see Appendix I).
- The learner's activity books had 15 units but they have done 8 lessons in that activity book. This was done in August and according to the programme the teacher should already have been at activity number 11. (see Appendix H).
- Some of the activity books of the learners were photocopies, loose sheets stapled together and most of them were untidy. (see Appendix I).
- When the researcher asked the teacher when the learners do their activities the teacher said 'most of the time they do it as a homework or when they complete their LO work and priority is given the LO work because for example if the teacher is teaching about the topic "I am special", that topic is there in LO and also in (Sexuality Education) SE program'.

Unit 2

How do I solve a PROBLEM?

Write a report on how you solved a problem between you and your friend. The four headings provided should help to organise your thoughts on the matter:

The problem:

My problem is that my friends say I must not play with others.

Possible solutions:

- No.1 I must tell them that
- No.2 I am working
- No.3 I must tell them that I am reading
- No.4 I wash the others
- No.5 my parents say I must stay home

Consequences:

because I must play with others. because when I don't play I must be in trouble and others will gossip me. Other parent will hate me. Other will want to fight with me. Others will say I have many news. Others will fight me and fight with me.

Best solution:

I will stay at home and read my books at six o'clock I will cook

Evaluate: I must play at home with young children

12/04

Figure 3.2 Example of the activities of learners that were done on photocopied papers as homework

3.7 TRUSTWORTHINESS

In qualitative research it is important to bear in mind that triangulation of methods is utilized to get an in-depth exploration and an eventual description of the phenomenon under investigation. This was done using various data collection methods, to ensure the findings were trustworthy, notably a literature review, observation, interviews and document analysis.

The researcher strived to adhere to the principle of trustworthiness throughout the process of research. Regarding establishment of trustworthiness of a study, Lincoln and Guba (1994:300) use the terms 'credibility', 'transferability', 'dependability', and 'confirmability' as the naturalist's equivalents for internal validity, external validity, reliability and objectivity. These terms propose techniques such as prolonged engagement in the field and triangulation of methods of data to establish credibility. Trustworthiness is regarded as a method of ensuring rigour in qualitative research without sacrificing relevance. The findings of the research will be the real issues that teacher's are faced with in the classes in reality without leaving out any information. The four criteria to ensure trustworthiness are discussed below and their relevance in this study is shown.

3.7.1 Credibility

Credibility is when the researcher is able to demonstrate a prolonged period of engagement with the participants, so as to provide evidence of persistent observations, and to triangulate by using different sources, different methods and sometimes multiple investigators (Lincoln & Guba, 1994:307). To achieve credibility the researcher conducted in-depth interviews with the selected teachers who attended three Sexuality Education workshops. Interviews allowed the researcher to get as much information as possible and respondents to verbalize their experiences. The researcher spent three days per week for two weeks with the respondents so that she could build rapport, to gain their trust and confidence, this is referred to as prolonged engagement

which is the amount of time the researcher spends with participants in collecting data (Polit & Hungler, 1993:254).

3.7.2 Transferability

According to Lincoln & Guba (1994:316) transferability refers to the extent to which the findings can be applied to other settings and contexts. It was hoped that some of the experiences of the ten Life Orientation teachers who represented teachers who attended three full workshops and were presently teaching the learning area, could be transferred to the wider population of teachers implementing Sexuality Education in the Life Orientation learning area. This attempt to describe the phenomenon within a particular context and location and findings could then have some relevance for other particular contexts.

3.7.3 Dependability

According to Lincoln and Guba, (1994:316) dependability refers to whether the findings will be consistent if the same study was to be replicated with the same participants within the same context. A more direct method might be using overlapping methods, which are referred to as triangulation. In this case the researcher used interviews, observations, follow-up interviews and document analysis to understand the teachers' experiences of implementing this particular Sexuality Education programme in the Life Orientation learning area in an attempt to create a measure of dependability.

3.7.4 Confirmability

Confirmability is the extent to which findings of the research are free from bias (Lincoln & Guba, 1994: 318). To ensure that confirmability has been adhered to the researcher examined her own views, feelings and attitudes and determined how they influenced her own investigation. Personal field notes about the researchers' attitude, feelings and reactions during the interviews were recorded to minimize any bias and preconceived ideas about secondary

school teachers' experiences of implementing the programme (see Appendix J). An independent coder was asked to scrutinise the data as well and the initial analyses were discussed and agreed on by the researcher and the independent coder.

The researcher systematically collected data and properly recorded it; this process is called an audit trail (Lincoln & Guba: 319). The researcher kept a diary of all the observations as well as records of interviews regarding secondary teachers' experiences of implementing the programme (see Appendix J). Field notes were written after each interview, to include observational, theoretical and personal notes. This process enabled the independent coder to understand procedures, which have been used by the researcher to collect information, and be able to independently analyze and interpret it (Krefting, 1991:221).

3.8 ETHICAL CONSIDERATIONS

The researcher adhered to ethical principles in section 1.5 throughout the process.

- Permission to embark on the research was requested from the Mpumalanga Department of Education, the schools and the participants (see Appendix C).
- Participants were asked to give a written consent that they agree to be observed, interviewed and consulted regarding correctness of the interviews (see Appendix D).
- Assurance was given to participants that their anonymity, confidentiality and privacy would be preserved, with pseudonyms being used for all (see Appendix C).
- Participants were also assured of the principles of human dignity, protection against harm, freedom of choice and expression, and access to information (see Appendix C).

- The participants were assured of the right to withdraw from the study without harm at any time and would not be expected to act contrary to their principles. Information would be provided for them about the goals and purpose of the study in written form by the researcher.
- Participants would be kept informed regarding the progress of the research, and would be given feedback in writing once the research had been completed.
- All information and data generated throughout this study would be available on request by the district, the schools and the participants at the University of Johannesburg.
- Research permission was requested from the Research Ethics Committee of The Faculty of Education of the University of Johannesburg as well.

3.9 CONCLUSION

This chapter has given a description of the research design and methodology. The participants who participated in this research and the way data were collected have been discussed. Data analysis, trustworthiness and ethical considerations were also dealt with in detail. In Chapter four an analysis of the data collected will be attempted.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF FINDINGS

4.1 INTRODUCTION

The aim of the study is to investigate secondary school LO teachers' experiences of implementing a particular Sexuality Education programme in which they were trained, and to formulate guidelines for teacher trainers at district level for the training of secondary school LO teachers in a Sexuality Education programme in Mpumalanga. The data sources that were used in the analyses were individual interviews, observations, document analysis and a follow-up interview.

4.2 METHOD OF DATA ANALYSIS

Data were analysed using Tesch's method of data analysis, as quoted by Creswell (1994:155), in order to identify the units of meaning relating to the experiences of LO teachers trained in a Sexuality Education programme, which is as follows:

- Reading the data and then dividing them into smaller more meaningful units.
- Data segments or units are organised into a system that is predominantly derived from the data.
- Comparisons were then used to build and refine categories, which were then modified.

Throughout analysis, the researcher attempted to gain a deeper understanding of the topic under investigation and continually refined her interpretations. In qualitative research, the analysis of data continues

throughout research. The discussion of the analysis of the data and the interpretation will be discussed in detail in this chapter.

According to Creswell (1998:140), coding is an "...important way to reduce the data, to develop the codes or the categories and sort text and visual images into categories". Furthermore, Miles and Huberman (1994:10) describe data reduction as a form of analysis that sharpens sorts, focuses, discards, and organizes data in such a way that 'final' conclusions can be drawn and verified. In order to reduce the data, a list of codes were developed and the data was disentangled by classifying the text, a process that involved being broken up into bits and brought back together in a new way. Henning, et al. (2004:129) state that when data are not classified one cannot know what are actually analysed and no meaningful comparisons can be made. The codes were categorized by grouping them around the phenomenon relevant to the research question, namely: What are secondary school teachers' experiences of implementing a Sexuality Education programme in the LO learning area in Mpumalanga? The patterns that emerged were coded to form certain categories of meaning.

The following process was followed in the analysis of data:

- After transcription and coding of the interviews, the researcher obtained a sense of them in whole, by reading carefully through them all and examining the data.
- This entails fracturing data into concepts and categories then data are compared and similar themes grouped together and given the same conceptual label. This process entailed the data thus far collected being read in its entirety so as to gain a "global impression of the content" (Henning, et al., 2004:104), to get a sense of the whole and jotting down ideas as they came to mind.
- A list of topics from all the interviews was made and similar topics were clustered together, in a process known as 'axial coding'.

- The categories were then integrated and refined, a process called ‘selective coding’.

4.3 CODES FOR DATA SOURCES

The following codes were used to indicate a description of the different data sources used in the analysis:

- Interviews were labelled with a capital “IN”, Follow-up interviews with a capital “FU” and the number of the interview, e.g. IN1= interview number 1, FUIN3 = follow-up interview number three.
- Class visits were labelled with capital “CV” and the number of the visit, e.g. CV3 = class visit number three;
- Document analyses were labelled with a capital “DA” and the number of the document, e.g. DA4 = Document number four analysed.
- Observations were labelled with a capital OB and the number of the observation, e.g. OB2= Observation number two and;
- All lines in transcript of interviews, class visits, document analysis and observations were numbered “L”, e.g. L2 =line 2.

These labels will be included in the analysis and can be interpreted as follows:

IN1L2	=	interview number one, line two
FUIN2 L2	=	follow up interview two, line two
CV1L5	=	class visit number one, line five
OB2	=	observation number two
DA3L4	=	analysis of document number three line four.

4.4 PATTERNS IN THE DATA

From the initial analysis, open coding phase, the following patterns relating to the teachers' experiences of implementing a sexuality education programme of the life orientation learning are were identified.

Table 4.1 Patterns relating to teachers' experiences of implementing a Sexuality Education programme in the LO learning area.

DATA	PATTERNS
<p>I4L6: "You don't know whether you are on the right track or not".</p> <p>FUIN2L8: "They sometimes have more different information about sexuality, they ask questions which makes you, makes difficult for you to answer them".</p> <p>I2L36: "Eish, ai teaching it can be another challenge"</p> <p>I2L26: Sensitive, you have to be careful".</p> <p>I4L6: "Different culture and belief and values".</p>	<p>Uncertainty, Confusion of the teacher.</p> <p>Uncertainty of the teacher.</p> <p>Challenging.</p> <p>Challenging due to sensitive nature.</p> <p>Differences in cultural beliefs.</p>
<p>FUIN2L5: " Whenever you teach this sexuality you don't know whether it's correct for you to inform learners about that information".</p> <p>OB1L7: " The male teacher was not free to talk to girls about the topic relationship with learners".</p>	<p>Uncertainty about role in teaching Sexuality Education.</p> <p>Role expectation confusion.</p> <p>Gender role expectation & stereotyping.</p>
<p>I1L21: "We are not having large support of parents".</p> <p>FUIN3L10: "They don't communicate with</p>	<p>Lack of parental support.</p> <p>Lack of learner communication with</p>

<p>their parents, sometimes it is difficult for them to ask their parents questions about sexuality”.</p> <p>I4L10: “Difficult for them to talk to parents”.</p> <p>I1L17: “Parents not supportive, they don’t come when they are called”.</p> <p>DA3L2:” Activities that were done in class were not having parents signature to show that they had seen the work”.</p> <p>CV4L8: “Parents just don’t support their kids”.</p> <p>DA1L8:”The signature of the parents was not visible in learners’ books”.</p> <p>FUIN314:”The other problem is on the side of the parents, they really don’t care about what is happening to their kids”.</p> <p>FUIN1L: “Parents don’t support us because whatever is taught at school must be reinforced at home”.</p> <p>I3L1:” Parents can warn the boys that it is not good to sleep around”.</p> <p>I2L32:”Parents are living far so they can’t guide their children about sexuality issues”.</p> <p>FUIN3L4: “Most of our learners stay with grandmothers who are illiterate”.</p> <p>DA4L2: “Letters written to grandparents were never replied”.</p> <p>I2L34:” Some grandparents cannot walk, so they can’t come to the meeting”.</p> <p>FUIN1L6: “Parents don’t support us because whatever is taught at school must be reinforced at home”.</p> <p>DA4L2: “Letters written to grandparents</p>	<p>parents.</p> <p>Lack of communication.</p> <p>Lack of parental support.</p> <p>Lack of parental involvement.</p> <p>Lack of parental support.</p> <p>Lack of parental involvement.</p> <p>Lack of parental care and concern.</p> <p>Lack of parental support.</p> <p>Lack of parental care.</p> <p>Guardian support.</p> <p>Guardian support.</p> <p>Guardian support and involvement.</p> <p>Parental support.</p>
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<p>were never replied”.</p> <p>I2L34:” Some grandparents cannot walk, so they can’t come to the meeting”.</p>	<p>Lack of parental and guardian support.</p>
<p>FUIN3L25:”Learners who are maybe abused, so now they take a chance to open up when you talk to them”.</p> <p>DA4L13:”Learners were given opportunities to present with the teacher adding what they left out”.</p> <p>DA4L13:”Learners were given opportunities to present with the teacher adding what they left out”.</p> <p>I1L13:” Learners are able to talk to us about issues this program”.</p> <p>FUIN3L25:”Learners who are maybe abused, so now they take a chance to open up when you talk to them”.</p> <p>I4L28: “The programme helped us to realise who we can help among learners who are having problems”.</p> <p>FUIN2L15:”They come to the teacher individually to talk about their sexuality things”.</p>	<p>Teacher and learner relationships.</p> <p>Teacher and learner relationships.</p> <p>Teacher and learner relationships.</p> <p>Individual learners develop a relationship of trust with the educators.</p> <p>Relationships with teachers.</p> <p>Individual learners develop a relationship of trust with teachers.</p> <p>Relationship.</p> <p>Teacher and learner relationship.</p>
<p>I3L20: “Talk about female organism because girls think that I am insulting them”.</p> <p>I2L28: “They may be surprised to hear you teaching them”.</p> <p>I3L8:” I also asked some lady teachers to help me”.</p> <p>FUIN1L14:”Learners are not free especially when they are taught by a male, it is as if they think you are swearing at them”.</p> <p>I3L8:” I also asked some lady teachers to</p>	<p>Gender role expectation and stereotyping.</p> <p>Gender role expectation.</p> <p>Gender role expectation & stereotyping.</p> <p>Gender role.</p>

help me”.	
<p>I2L4:” LO teacher has own things to teach”.</p> <p>DA1L2:” The signature of the teacher was not there in many learners’ books”.</p> <p>I3L34:” We don’t do as we were trained, ai, its very difficult”.</p> <p>I2L21:”You know there are many programmes that must be implemented at schools, so you just choose the one which is important”.</p> <p>OB3L8: The lesson started ten minutes later than the actual time”.</p> <p>OB2L4:”There were no teaching aids on the wall”.</p>	<p>Workload and attitudes of the teacher.</p> <p>Unprofessional behaviour and attitudes of the teacher.</p> <p>Frustration at not implementing the programme.</p> <p>Workload and overburdened, overwhelmed.</p> <p>Unprofessional behaviour and attitudes of the teacher.</p> <p>Unprofessional behaviour and attitudes of the teacher.</p>
<p>DA1L5:”There were photocopies of activities for the learners to use”.</p> <p>I3I4:”If we are having materials for each and every learner then is going to be easy and the learners would understand everything”.</p> <p>I4L14.” We are short of material”</p> <p>CV3L4: “Improvising by writing on the chalkboard took her a lot of time she said”.</p> <p>I2L62:” Don’t have enough materials”.</p> <p>OB3L4:”Since the beginning of the year the teacher has been waiting for the support material”.</p> <p>DA4L4:”No activity books for learners, only photocopies and loose sheets”.</p>	<p>Resources.</p> <p>Lack of resources.</p> <p>Lack of resources.</p> <p>Creativity and improvisation.</p> <p>Lack of resources.</p> <p>Lack of resources.</p> <p>Lack of resources.</p>
<p>I4L30:”One learner was asked why he is behaving like that and he said friends will think that I am stupid”.</p> <p>DA1L5:”Everyone in school is doing it, I mean being in a relationship”.</p>	<p>Influence of peer pressure.</p> <p>Influence of peer pressure.</p>

<p>I4L42:"It is here in our community, if you don't have a girlfriend, then your friends will laugh at you".</p>	<p>Culture that exist in the community.</p>
<p>CV3L4:"We are supposed to teach it because we are LO teachers". I1L50:" Some teachers are not interested in teaching the program". CV2L20:" Teachers don't take their roles seriously".</p>	<p>Lack of commitment & negative attitudes. Negative attitudes. Negative attitudes.</p>
<p>FUIN2L22:"when you are teaching sexuality education they say that mam I cannot have this lesson because my rights or my beliefs says that I cannot talk about that". I3L45:"It is like a community norm to be involved with someone even if you are young".</p>	<p>Different values and beliefs. Peer and society expectation.</p>
<p>I1L11:"You can't discuss sexuality issues freely because you are not sure if the learners like the information or not".</p>	<p>Information to learners – freedom to educate.</p>
<p>I4L36:"Sexuality education teaches them good information that helps the learner it doesn't always talk about sex, but it teaches them how to behave". I3L1:"I as a teacher learned a lot". I2L8:" Programme is a good thing to teach learners". I2L12:" We have good information to teach learners".</p>	<p>Beneficial programme. Programme gives beneficial information.</p>
<p>I2L68:" All teachers need to be trained". CV4L7:" Some teachers refer all learners with problems to the LO teacher".</p>	<p>Necessity of training. Teachers need for training, knowledge and skills.</p>

4.5 CATEGORIES IN THE DATA

After having identified the patterns, patterns were scrutinised for possible categories.

Table 4.2 Categories relating to teachers' experiences of implementing a Sexuality Education programme in the LO learning area.

PATTERNS	CATEGORIES
Uncertainty and confusion from the teacher. Challenging due to sensitive nature. Uncertainty. Challenging	Challenging activity for the teachers.
Differences in cultural beliefs. Influences of peer pressure and culture. Culture that exist in the community. Different values and beliefs.	Influence of culture and society.
Lack of communication with parents. Lack of communication. Lack of parental support. Lack of parental involvement. Lack of parental care and concern. Lack of parental and guardian support. Parents shifting responsibility to grandparents. Lack of parental care.	Parental and guardian involvement and support.
Gender role expectation and stereotyping. Role expectation confusion.	Expected, stereotyped roles.

Bias and gender role expectation. Stereotyping that is the role of gender. Gender role.	
Lack of resources. Creativity and improvisation. Lack of resources. Lack of material.	Resources.
Individual help sought from the teacher. Informative and competent program. Greater level of competence and information. Information to learners. Greater level of competence and information. Programme gives beneficial information. Individual learners develop a relationship of trust with the educator.	Beneficial programme.
Peer relationship and community expectations.	Peer relationships and community expectation.
Attitudes of the teacher. Unprofessional behaviour. Frustration at not implementing. Overburdened, overwhelmed. Unprofessional behaviour.	Attitudes of the teacher.
Necessity for training	Necessity for training

4.6 THEMES DESCRIBING TEACHERS' EXPERIENCES

Following in table 4.3 are the themes that emerged from the data.

Table 4.3 Themes relating to teachers' experiences of implementing a Sexuality Education programme in the LO learning area.

CATEGORIES	THEMES
Challenging activity for teachers. Influence of culture, society and peer pressure. Gender role expectation, bias and stereotyping.	Culture, role modelling and stereotypes.
Lack of parental/guardian care and support and involvement.	Parental and guardian involvement.
Professional attitudes of the teacher. Training.	Professional competence of teachers.

4.7 DISCUSSION OF THE THEMES EMERGING FROM CATEGORIES

The results and the analysis of data are presented and discussed according to the identified themes of Secondary school teachers' experiences of implementing a particular Sexuality Education programme in the Life Orientation learning area in Mpumalanga.

4.7.1 Culture, role modelling and stereotypes

According to Schaeffer and Lamm, (1992:62) culture is a totality of learned, socially transmitted behaviours; it includes the ideas, values and customs of a group of people. Furthermore Anselami and Law, (1998:156) defines culture as a system of shared meanings and ideas - it includes customs, institutions and language, feelings and thoughts. According to Togni, (1996:114):

Culture can be defined as anything that is learnt in the interaction process in human society, including language, customs, norms, values and also symbols. No human being is born with culture, all human

beings learn their culture through socialization, it is passed on from generation to generation through the process of social interaction and it accumulates overtime. Culture is a way of doing things in a particular society that one belongs to.

Culture and the cultural way of doing have a big influence on teachers facilitating sexuality education. Teachers find themselves in a situation where they are supposed to teach learners about Sexuality Education, which may not be acceptable according to the way they were brought up or taught by their elders. Their role as teachers is determined by their status of being teachers and the expectations that are placed on them as males or females in a particular society. In this study it is clear that traditional expectations and social stereotypes still inhibit teachers to teach learners the programme because it is still regarded as a 'taboo to talk to young people about sexuality'. Therefore these experiences of secondary school teachers who are implementing a particular Sexuality Education programme relate to the issues of culture.

Society has an enormous impact on how and what people learn about sexuality. Society influences what people believe and how they feel about sexuality. The experiences of teachers in this regard are that some male teachers who were part of the study find it difficult to teach the programme. From the data gathered in interviews it is very clear that culture plays a role in the sense that male teachers do not feel that it is their role to teach Sexuality Education as culture defines their role to be aggressive and perform difficult tasks whereas women perform easy ones that is clear in these examples: Teacher no.3 who is a male said: I3L8 (*transcript 3 page10*):" *I also asked some lady teachers to help me*". This implies that the teacher is not comfortable with teaching the programme. One teacher's response showed uncertainty in I4L6 (*transcript 4 page1*) "*You don't know whether you are on the right track or not*". It clearly shows that teachers are scared, their careers are at stake because there is a potential to say something which one learner may find offensive. From this study it is clear that male teachers' teaching the programme experience confusion, frustration and have mixed feelings

because they are not sure whether is their role to teach the programme or not.

Culture defines the role that women and men should play in society; women most of the time are the ones who take responsibility of should talking to children about issues of sexuality whereas men are working and they make sure that children are disciplined (ITU: online). Even at schools the roles of teachers are still defined according to gender, when a teacher is a male or a female there are certain duties that he or she can do because gender refers to a set of qualities and behaviours expected from a male or a female by society (Engenderhealth: online). A teacher then is supposed to consider such issues when teaching Sexuality Education.

The implications of education and teaching relating to values, moral conduct, personal and social development, including issues of sexuality and health, are considered. It is clear that teaching the programme is not an easy thing to do considering the sensitive nature of the programme, as stated by the teacher in I2L26 (*transcript 2 page 4*) *Sensitive, you have to be careful* “. They are not sure if the learners will view them as being obsessed with sex or not. Male teachers say if you teach learners they might think that you are abusing them and girls in most cases don't open up to males that can be seen clearly when a male teacher teaches the programme. The participant expressed confusion about what he is expected to do, this is clear when he says this I2L28 (*transcript 2 page 4*).” *They may be surprised to hear you teaching them*”. Most of the lady teachers did not express any confusion regarding the sensitivity of the programme whereas there was a female teacher who was not comfortable in teaching Sexuality Education. That may be because there are certain expectations that a particular society expects from a female teacher, as seen in her words: I2L36 (*transcript 2page5*). *“Eish, ai, teaching can be another challenge*”. The way this lady teacher grew up in a world that did not talk about sexuality makes it difficult for her to talk about the topic and it is considered as a taboo to talk about sexuality issues, as noted by Xerinda (1999:49). It is clear that it is not only males that are not comfortable with teaching the programme but also some females.

To support the fact that the teachers' experience confusion about the content of the programme because of the sensitivity of the content, and teachers feel unsure to answer some questions, as when learners asked very sensitive questions, for example in CV1L24: *"Is it wrong to have more than one girlfriend?"* The teacher wasn't sure whether to answer them or not. Learners asked other questions like: CV2L21: *"Are people having sex without being married bad?"* The teachers are experiencing frustration, confusion and feelings of helplessness. Life Orientation teachers have conflicting ideas on whether to teach learners about sexuality education or not especially when learners ask them about sensitive and moral questions. Teachers are caught in the middle of what is the right information to tell the learners or what is not.

Most of the teachers experience a situation wherein learners are influenced by their role models. A role refers to a position occupied by a person in a community, coupled with a set of behaviours which are regarded as appropriate for someone who is in that position (Fein, 1990:13). People model behaviour of someone who they regard as their hero, they imitate what their hero's do. This is evident when the teacher in I4L30 (*transcript 4 page5*) says: *"fathers have this polygamous marriages so the boys who grew under that situation think polygamy is good and it makes you a man"*. It indicates how the way of living in a particular society influences the way one behaves.

Teachers' experience frustration when learners are behaving in a certain way just because all the learners in the school community are behaving that way, whether it is right or wrong. In I4L43 (*transcript4 page 6*) the teacher said: *"It is the way that it is here in the community, men if you don't have a girlfriend your friends will laugh at you"*. The culture that is prevailing amongst learners dictates that when you don't have a girlfriend you are not part of them.

Teaching the dangers of HIV/AIDS and Sexuality Education is part of the curriculum as it finds its core in Life Orientation (Edwards & Louw, 1999:72), but It is clear from the conduct of the young people that the message is not getting through, young people are engaging in sexual activities, drugs,

criminal activities and teenage pregnancies at an early age escalate in the community. They are taught skills such as self-esteem, self-respect, communications and decision-making, focussed on reproductive health, tolerance, respect and understanding of different cultures. Young people seem not to have the role models that they look up to, and the older generation does not present good morals that the youth can copy. In South Africa, almost every day the media reports that someone has been killed, raped, abused or tortured.

Research supports the findings that teachers' experience feelings of frustration, helplessness, uncertainty and confusion when teaching the programme because culture, role modelling and stereotypes influence the teaching of the Sexuality Education programme as cited by Jejeebhoy (1998:1275): "teachers' like many other adults, find discussing sexual matters with young people difficult and embarrassing". Elia, (2000:7) emphasizes that Sexuality Education must be relevant to students' lives, their questions, concerns, experiences and curiosities are paramount, and must be the basis of Sexuality Education and this is possible if teachers divest themselves from their sexual ideologies, and help create an educational environment conducive to critical examinations of all points of view.

4.7.2 Parental and guardian involvement

In South Africa, a large number of parents travel to cities to work, in some instances far from home and/or work long hours, with the result that they spend very little time with their children and this often leads to parents not being involved in their children's education. The general situation in most communities is that both parents work, or are deceased, divorced or even unknown. Therefore the teacher, acting *in loco parentis*, becomes the main source of protection and consolation for the child (Van Rooyen, 1994:56).

The school is thus expected to take responsibility for ensuring adequate Sexuality Education in the absence of parents. Teachers' experience a feeling of being alone in this; this was evident in the words of this teacher

CV4L8: "*parents just not support their kids*". Some teachers' felt that it is difficult to involve parents in programmes that take place outside their homes more parents are unable to attend meetings this is evident from these words in 2L30 (*transcript2, page4*): "*parents don't attend meetings when they are called*". From the teachers' experience parents are sometimes reluctant about their children's' education but they leave everything to be the teachers' responsibility.

Due to the socio-economic status and unemployment of most of the families in our country parents find themselves being forced to leave their children under the care of grandparents or guardians who do not monitor the work of the learners. That was seen in the documents that were analyzed DA3L2: "*Activities that were done in class were not having parents' signature to show that they have seen the work*". In the activity books of learners, one could not see any signature of a parent, which implied that parents do not know what their children are learning about (see Appendix I).

Another teacher experienced frustration of teaching the programme without the support of parents, in I3L16 (*transcript3 page 2*): "*learners are coming from the farms were their mothers are afraid to talk to them about sexuality education*". According to Hoffman and Futterman (1996:56), adults often hold ambivalent attitudes towards young people, viewing them simultaneously as small adults and as immature, inexperienced and untrustworthy children. This was an expression of one teacher I4L10: "*Difficult for them to talk to parents*". To add on that Ngwena (2003:184) said: "For the majority of families in South Africa talking about sexuality "remains a taboo". It might be that parents themselves are illiterate about issues of sexuality. Furthermore parents influence the sexual attitudes and behaviours of adolescents directly and indirectly, but they seem reluctant to discuss sexuality with adolescent children because of lack of knowledge and understanding about human sexuality (Jorgensen, 1991:34).

According to the researcher it seems as if South African parents have given up all their responsibility of teaching their children morals and values to the

teachers. If parents were working together with teachers to teach learners about sexuality they might instil good morals and values to their children then when the learners go to school, teachers will reinforce what the learners already know.

4.7.3 Professional competence of teachers

According to Mwamwenda (1996:499), teachers should be positive and enthusiastic about their work as well as the pupils they are teaching; they should have high expectations in terms of pupils' achievements and do whatever is needed to encourage them to meet the expectations. As part of this process teachers should show empathy, warmth and a caring attitude toward their pupils.

When teachers leave the workshops they have acquired skills, methods and knowledge and should be ready to implement the Sexuality Education programme that they have been trained in. A good teacher keeps up to date in the subjects he teaches and sets high standards of academic achievement (Cawood & Gibbon, 1981:137).

Teachers expressed feelings of confusion and helplessness about what they are expected to do while no conducive atmosphere was created for them to perform those duties. They feel their actions are futile no matter how hard they try to make a difference in the learners' lives and these feelings make them give up trying. If the Department expects teachers to perform to the best of their ability then the necessary resources should be available. Some teachers said no books were delivered to the school for that year. She said: (CV3L4) *"the school has no photocopying papers, improvising by writing on the chalkboard took me a lot of time"*.

Another teacher who was frustrated by the shortage of books shared these sentiments, she said: (DA4L4): *"No activity books for learners' only photocopies and loose sheets"*. During document analysis it was clear that some of the activity books of the learners were photocopies, loose sheets

stapled together and most of them were untidy, it indicates that the school is short of material that is why they are using stapled paper (see Appendix I).

After the lesson when the teacher was asked when does he implement Sexuality Education he said in I3L64 (*transcript3 page7*): " *when I have time in the LO periods and most of the topics are already there in LO so that is no problem because some of the lessons umm, that are in Life Orientation are the same ones in Sexuality Education*". The experience of this teacher tends to be in line with what Heaney says in Long and Kahn, (1993:194) as they outline the requirement for an individual to feel that they have control over their work when they feel confident that they are able to perform tasks, which are in line with their abilities. From the words of this teacher one can assume that the teachers feel capable of teaching sexuality education after having been trained.

On the other hand the experiences of one teacher showed reluctance in teaching the programme because doing activities that are meant for Sexuality Education as homework or when the learners finish their LO work most of the time one can assume that teachers do not regard Sexuality Education as important as other programmes. That is evident when one teacher said in I2L66 (*transcript 2page 8*):" *in most cases they write these as extra homework at home*". According to the words of this teacher it clearly shows negativity and seems it doesn't matter if learners do the work or not, learners are given work to be done at home which is not even checked the following day as is seen in learners' activities that are not marked (see Appendix B).

The expectations and demands that are placed on them as Life Orientation teachers make them feel uncomfortable in what they are doing. Teachers' are just fulfilling their roles as stated in the Policy Handbook for Educators (2003, A-47) which says:" Educators are supposed to develop supportive relations with parents and other key persons and one critical dimension of this role is HIV/ AIDS education". Teachers who teach Life Orientation feel they are the ones who are expected to teach Sexuality Education whether they like it or not.

After the training there are some expectations that are associated with the teacher who attended the training like implementing the programme and some of the teachers find it difficult to implement the programme the way they were trained as cited by this teacher 13L34:” *We don’t do as we were trained, ai, its very difficult*”. Teachers therefore experience a feeling of unpreparedness to teach the programme. These teachers may also be expected to mentor other teachers who have not undergone the training, but if they feel unprepared to do so, it becomes problematic.

This participant expressed a need for intense training for every teacher regardless of whether one is a Life Orientation teacher or not this is evident when she says: 12L66 (transcript 2 page 9) *‘it must not be the responsibility of the Life Orientation teacher to teach learners, all staff members must be able to teach this’*. This teacher’s experience is that some other teachers who were not trained in the programme don’t see it as their responsibility to guide learners about sexuality issues.

According to the researcher a culture of accountability should be created amongst teachers. If a teacher is assigned to perform certain duties it is his or her responsibility to make sure that those tasks are fulfilled and the department should not tolerate teachers who don’t perform their duties. Furthermore Life Orientation teachers are trained to teach the programme Sexuality Education. It is one of the most challenging issues that should be addressed by the Department of Education in making sure that responsible and committed teachers teach it. Schools and teachers should take seriously subjects like Life Orientation in which learners are taught good morals and values.

4.8 CONCLUSION

This chapter analyzed the data collected and presented findings supporting and answering the research question. A conclusion of the study with

recommendations for the training programme on Sexuality Education, and further research on the issue under investigation will be discussed in the next chapter.

CHAPTER FIVE

FINDINGS, CONCLUSION OF THE STUDY AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of the study was to investigate secondary school Life Orientation teacher's experiences of implementing a particular Sexuality Education programme in which they were trained in Mpumalanga and to formulate guidelines for teacher trainers at district level for the training of the teachers. The findings of the study were consistent across the sets of data collected, which were interviews; follow up interviews, class visits, observations and document analysis.

5.2 SUMMARY OF THE FINDINGS

When reflecting on the findings of the study, the researcher realised that although teachers are trained to teach the Sexuality Education programme there are other factors that influence the effective implementation of the programme. The investigation of the experiences of teachers in implementing a particular Sexuality Education in Mpumalanga revealed the following major themes:

- Culture, role modelling and stereotypes.
- Parental and guardian involvement.
- Professional competence of teacher.

5.2.1. Culture, role modelling and stereotypes

It is clear from the analyses of the data that the teachers who were trained in the Sexuality Programme in Mpumalanga were reluctant to fulfil their role in the teaching of Sexuality education due to cultural and role expectations resulting from their own cultural and historical backgrounds. How the teachers were socialized plays a very important role in the way the teachers are going

to present the programme to learners. Some of the male teachers experienced uncertainty in talking to the girls about sexuality issues because they are males, and in an African culture it is a taboo for males to talk to females about sexuality, that can be seen in Table 4.1 when he said: *“When you talk about female organism girls think that I am insulting them”*. Of course sexuality is a very sensitive topic in nature and society has an enormous impact on how and what people learn about sexuality.

Society influences what people believe and how they feel about sexuality. Teachers try to teach what is acceptable in the particular society they are in and may forget to address what reality is. Teachers find themselves in a situation where they are supposed to fulfil certain roles as either males or females in a particular society in which they live and work in. For the programme to be successfully implemented, teachers should be trained in identifying their own cultural beliefs, roles and biases, in order for them to successfully address issues that are occurring in society like rape, abuse, teaching the learners values and morals at the present moment. This is the reality learners have to deal with. Collaboration between teachers is an important skill to train teachers in, as many teachers have to rely on themselves to cope with the problems they encounter when implementing Sexuality Education in order to fulfil the expectation society has on them and that which the Department expects them to do.

5.2.2 Parental and guardian involvement

The role of parents and guardian involvement in educating learners about Sexuality Education influence the teaching of the programme because the teachers experience reluctance of parents who seem not to support teachers in educating learners about sexuality. This is emphasized by the words of the teacher in Table 4.1, *“Parents don’t support us because whatever is taught at school must be reinforced at home”*. Most of the literature supports this statement that parents should be the primary sexuality educators for their children at home. Parents should support the schools in taking these issues

forward in programmes such as the one implemented in the training for this study.

Parents should be involved and attend meetings arranged for collaboration between parents and teachers. Parents don't attend meetings when they are called, as mentioned in Table 4.1, "*Parents not supportive, they don't come when they are called*". Teachers' experience a feeling of being alone in this process, perhaps because when they call parents to school it may be as a result of realising a change in behaviour of that learner. If a parent does not come it leaves the teachers in an awkward situation. If teachers are to implement the programme effectively the parents should be called to school so that the teachers explain to them what they are teaching the learners, to ensure support for the learners. How can the teachers implement the programme successfully when the parents do not involve themselves? The implementation of the programme requires all stakeholders that are teachers, parents, and society to work together.

5.2.3 Professional competence of teachers

Teachers' professional competence relies on their knowledge of, their attitude towards, and their skill in implementing a programme for sexuality education. When experiences of teachers' teaching Sexuality Education are taken into consideration in this study, it can be said that some the teachers' attitudes are negative and unprofessional. This is evident in Table 4.1 "*The teachers' signature was not there in many learners' books*". The absence of a teachers' signature clearly shows that the teacher is not performing his or her tasks satisfactorily. This indicates a lack of commitment, professional conduct and attitude that may prevail.

The hectic schedule of teachers, where there are many programmes to implement at the same time, leads to their having negative attitudes towards this particular programme. This is evident in Table 4.1 "*You know there are many programmes that must be implemented at schools, so you just choose the one which is important*". For the implementation of sexuality education to

be successful, monitoring of the programme is essential as it is clear that the teachers in this study did not always follow the guidelines they received in the training.

Some teachers are willing to implement a Sexuality Education programme in schools but sometimes they are demoralized by the lack of material and late or non-delivery of materials. Whereas other teachers at some schools are innovative and improvise while they are still waiting for the delivery of materials this is evident in the following quote: ' *Improvising by writing on the chalkboard took her a lot of time*'. Teachers who are committed to the teaching of Sexuality Education can even try to be creative as long as learners' are receiving the knowledge rather than always complaining about the resources as a way of not wanting to work. This is an indication of professional commitment and attitude.

5.3 RECOMMENDATIONS

Recommendations were made based on the findings of this study.

- Training the community to facilitate Sexuality Education seems of the utmost importance when we consider the findings of this study. Traditionally the "Indunas" are respected in the communities. Whatever they say the communities listen irrespective of being educated or not, therefore training should start with the "Indunas" and the elders in the community so that the community members can learn that it is acceptable to talk about sexuality education and also support educators on this issue.
- The ratio of officials to schools should be improved so that quality monitoring, support and evaluation could be done thoroughly.
- Training and monitoring support and evaluation should be done by peers, because teachers seem to be intimidated by an official with high authority and therefore do not perform accordingly, hence they

find it difficult to respond to learners sensitive questions during the officials' presence.

- More time should be dedicated to teacher training, monitoring, support and evaluation so that the trainers can be sure that those who have been trained are performing to the highest level.
- Teachers need to be trained in realising their own attitudes towards sexuality education, their underlying culturally developed beliefs and role expectations. This knowledge may be important for them to address their behaviours in class.
- Management may have to carefully select and interview teachers who are capable and willing to teach sexuality education, as it requires sensitivity, understanding and commitment to a cause.

5.4 GUIDELINES

Guidelines were based on categories and themes from interviews, document analysis and observations presented in Table 4.1.

The school has always been seen as an agent of change because learners spend most of their time in school with teachers in the absence of parents. The school is thus expected to take responsibility for ensuring adequate Sexuality Education in the absence of parents. Like the abovementioned recommendations the following guidelines are recommended for teacher-trainers:

- Include all members of the community irrespective of their gender, age and status.
- Build strong and functional partnerships with all stakeholders for example, parents, communities etc.
- Training should be done on an ongoing basis to create sustainability and coherence, for example quarterly.

- Develop a programme for traditional leaders on Sexuality Education in their own respective languages.
- Train teachers in personal awareness and cultural sensitivity.

5.5 RECCOMENDATIONS FOR FUTURE RESEARCH

This study was limited to a particular context and area. Further research may be conducted on:

- A study of greater proportion should be attempted to get a clearer picture of the implementation of the training done.
- A study of the experiences of learners who have been taught in this particular programme may be undertaken.
- Researching possible community and parental collaboration in the teaching of sexuality education may lead to successful implementation.
- Teachers' cultural biases and professional commitment towards teaching sexuality education may lead to adaptation of current work allocation of teachers in schools.
- Differences between the teachings of sexuality education at primary or secondary school level.

5.6 STRENGTHS AND LIMITATIONS OF THE STUDY

The study focussed on gaining understanding of teachers' experiences of implementing a particular Sexuality Education programme in the Life

Orientation learning area and to provide guidelines for teacher trainers at district level.

Although the study was only limited to ten teachers who attended the training in a certain district, given the universality of the issue, the findings may be transferable to similar contexts.

The study was limited in as far as:

- Only a small number of the trained teachers participated in this study.
- The researcher was also a district official. If a neutral person other than an official who had done the training participated in the actual research, the results may be different. The fact that the researcher was a district official made it easy for her to do interviews, observations and document analysis because that is part of her job description, but may have influenced the outcome.

5.7 CONCLUSION

This study indicates that although the Department of Education in Mpumalanga have structured their training, monitored and assessed the Sexuality Education programme, greater care should be taken in assuring community and parental involvement in teaching learners important facts of life such as making informed decisions regarding personal, community and environmental health. Selection of teachers who have great commitment, personal knowledge of their own attitudes and biases and cultural role clarification is a necessity if any sexuality education programme is to be implemented successfully. Districts should therefore revise their training programmes to incorporate these aspects as well as establishing greater community and parental involvement and support.

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