

**SEXUALITY EDUCATION BY PARENTS AND  
FAMILIES IN INFORMAL SETTLEMENTS**

by

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## DEDICATION

*I dedicate this piece of work to my late husband, Godfrey Wisane Mathebula, and to our kids, Precious Boitumelo, Glenn Tsaka and little Nyiko Ginny.*

*You always wanted what is best for your family. I am still holding on to that. This is the best I could ever offer to our family.*

I declare that:

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is my own work, that all sources used and quotations made have been indicated and acknowledged by means of complete references.

**D D MATHEBULA**



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## ABSTRACT

This study investigates how much knowledge do parents and families in the informal settlements have about sexuality education.

It appears that there is little or even no communication about sexuality education between parents, families and their children in informal settlements. There is also a misconception between sexuality education and family planning. Most parents encourage their children to do family planning with the hope that they will receive guidance on sexuality. Parents and families also shift their responsibilities to schools and clinics, they expect schools and clinics to teach their children sexuality without them being involved.

Against the above background the question below was used to try and get different views from a number of parents and families in the Mamelodi informal settlements.

Do you talk to your children about sexuality?

A qualitative research method was used during the investigation where parents and families from the Mamelodi informal settlement were interviewed in order to collect data. The data was then analysed and findings were arrived at through various categories formed during the process of data analysis. The recommendations were then made from the findings regarding various ways of improving communication by parents and families about their children's sexuality.

## **SECTION ONE**

### **1 ORIENTATION TO THE STUDY**

#### **1.1 ORIENTATION TO THE STUDY**

In this section I am going to discuss the context in which the study takes place. I will also discuss the background of the research problem together with the need to conduct the research. I will analyse the research problem and will then formulate the research question and a claim. I will investigate the theoretical evidence for the validity of the problem and for my claim. I will explain the research methods and the epistemology underlying the study. I will also discuss the aim of the study together with the study plan. I will then give a summary presenting the main components of this section.

#### **1.2 BACKGROUND TO THE STUDY**

The Mamelodi informal settlement is one of the many informal settlements that were born with the new South Africa. It is on the eastern side of

Mamelodi. It is not only a home for people who stay there alone but it also help to provide places to stay for most of the students who are registered with the University that is just one street away from it.

Some of the people in the informal settlement are unfortunately victims of rape, child and woman abuse, teenage pregnancies and a high rate of HIV/AIDS infections. All these affect the smooth running of the schools in the area and the University next to the area.

There is a need to create an awareness of the repercussions of rape, abuse, teenage pregnancies and high HIV/AIDS infections to the community by imparting knowledge about sexuality education in the community.

### **1.3 THE NEED TO CONDUCT THE RESEARCH**

This study is an effort to redress the situation by conducting qualitative research with parents and families in the informal settlement on their perception towards sexuality education.

## **1.4 AN ANALYSIS OF THE RESEARCH PROBLEM AND THE FORMULATION OF THE RESEARCH QUESTION**

### **1.4.1 THE ANALYSIS OF THE RESEARCH PROBLEM**

There is a need to address the problems of rape, child and woman abuse, teenage pregnancies and the high rate of HIV/AIDS infections which have a negative effect on the community at large.

### **1.4.2 THE RESEARCH QUESTION**

What is the perception of parents and families in the Mamelodi informal settlement about sexuality education?

## **1.5 FORMULATION OF THE CLAIM**

The fact that children and women are abused and raped, girls fall pregnant at an early age and boys become fathers at an early age, while most people get infected with HIV/AIDS, warrants a need for an investigation into how

to solve the problem.

The problems in the informal settlement affect the smooth running of the schools and even the University in the area.

I think the only way to address the problem is to impart knowledge of sexuality education to parents and families in the area. There is a need for a joint venture between the parents and families, the schools in the area, the University and the health clinics in the area to make the community at large aware of the importance of sexuality education.



**1.6 THEORETICAL EVIDENCE FOR THE VALIDITY OF THE PROBLEM AND FOR MY CLAIM**

One characteristic of informal education is that it is the incidental transmission of knowledge throughout our lifespan and usually takes place outside the school system. In my investigation I hope to come up with various ways of imparting knowledge outside the school system such that the knowledge will benefit the people in both the informal and the formal settings.

According to **Bean (1995: 3)** moving towards a coherent curriculum offers possibilities of unity and committedness among every day activities in the school and educational experiences for young people that will make sense in terms of purposes.

In my view there is a need for partnerships between parents and families, schools and other sections of the community to try and address the problems in our communities. We need to realise that the problems of an individual community goes a long way and may end up affecting the whole country if it is left unsolved.



## **1.7 THE RESEARCH METHODS AND THE EPISTEMOLOGY UNDERLYING THE STUDY**

My study will have a qualitative design. I am going to use the following methods:

- 1.7.1 Observation** - in this case as an employee who serves the Mamelodi community where most of the parents from the Mamelodi informal settlement work, I have first-hand information about what life is like

in the informal settlement. I will visit some families and parents in the area and spend quality time with them.

1.7.2 **Textual analysis** - this refers to literature review. I will make a thorough study of various literature and other resources in order to try and investigate the research question theoretically.

1.7.3 **Interviews** - the categories of my participants will be parents and families in the Mamelodi informal settlement. I will interview a number of parents and families from the area.

1.7.4 **Transcripts** - I will make use of a tape recorder if my sample allow me. The recorded data will then be transcribed in order to be analysed.

## 1.8 THE AIM OF THE STUDY

The aim of the study is to investigate the possibility of educating parents and families in the area about sexuality education in order to create the awareness of the need to impart such knowledge in our families as a way of curbing the problems of child and woman abuse, rape, teenage pregnancies and HIV/AIDS infections.

## 1.9 THE STUDY PLAN

The study will consist of four sections which will be arranged as follows:

- 1.9.1 **Section one** - orientation to the study. This section presents the setting of the enquiry I am making, the need to conduct the research, an analysis of the research problem and the formulation of the research question. A claim is also formulated and the theoretical evidence for the validity of the problem and for my claim is discussed. The research methods and the underlying epistemology, underlying the study will be discussed and then the aim, the plan and the summary of the study will be given.
- 1.9.2 **Section two** - the theoretical framework. In this section I will present theoretical arguments of my field of study from various resources. I will apply my knowledge of the literature but will also keep my claim in mind.
- 1.9.3 **Section three** - the design and the data of the inquiry. In this section I will present the context of the inquiry, the research plan and the

management of data. I will also give a detailed account of my sampling procedures, the data collection procedure with the data analysis procedure. I will then construct the final configuration.

1.9.4 **Section four** - discussion of the findings. This is the title that reflects my main findings. It discusses the final categories, the findings and the conclusion together with the strengths and weaknesses of the study. It will also give recommendations for further research.

## 1.10 SUMMARY OF THE STUDY



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My study is an attempt to come up with findings that proves a need to impart knowledge of sexuality education to parents and families in the Mamelodi informal settlement.

## 1.11 CONCLUSION

In this section the orientation and the background of the study were highlighted. The research problem was analysed, the research question

and claim formulated and then the theoretical evidence for the validity of the problem and for my claim was given. The research methods and the epistemology underlying the study were given together with the study plan and aim.

In the next section the focus will be on the literature survey on sexuality education for parents and families. Here the theoretical arguments of my field of study will be presented and knowledge of the literature will be applied while my claim is kept in mind.



## SECTION TWO

### 2 THE THEORETICAL FRAMEWORK

#### 2.1 INTRODUCTION

The focus in this section will be on the literature survey on educating parents and families about sexuality education. Evidence to support the statement will be obtained from different theorists' views and other literature which address other similar or related problems. Various concepts which will be used during the discussion will be clarified. The role of parents and families in sexuality education together with the characteristics of a sexuality education teacher will be discussed.

#### 2.2 DEFINITIONS OF CONCEPTS

##### 2.2.1 Parent

According to **Thompson (1996: 646)** the word "*parent*" refers to a person who has or adopts a child. It refers to a father or a mother. In my view a parent is every person who is a father or a mother. A

mother to an illegitimate child is a parent. Due to the rife of teenage pregnancies in our society today, it is very common to have young mothers and fathers. Unmarried mothers or fathers are very common these days.

### 2.2.2 Family

Thompson (1996: 312) defines a *"family"* as a set of relations especially parents and children, members of a household or all descendants of a common ancestor. On the other hand Maddock (1997: 17) claims that a family is inevitably the primary source of sexuality education for children. Sexuality education occurs in close relationships even if adults are not aware of it. The nature of everyday behaviour in the family is such that children will absorb meanings and attitudes regarding both gender and erotic aspects of sexuality. A simple example is that a boy often identifies himself with the father or male person in the home and will go to an extent of imitating the roles played by the father in the home. A girl will do the same with the mother. Möller (1994: 153) said that the family is the primary educative agent and it is an unrepeatable situation for

each child. He further defines it as a personal life world for the child which cannot be replaced by any other institution. He says it is the primary living community for the child who is becoming an adult in an educational preformed field. It provides the child with a secure space from which he may venture forth into life and acquire freedom. It creates a secure space and forms a base from which the child may begin to form social relations as he will continue to do at school and in other social institutions.

### 2.2.3

#### Education



**Gunter (1982: 12)** argues that education is a deliberate purposeful systematic and responsible intervention of an adult in the situation of a child. **Gunter (1982: 11)** says that education aims at more than just knowledge, skills and independent thought, it is especially concerned with the positive formation of the moral character and the development of the entire personality of the emerging adult.

On the other hand **Colletta (1980: 5)** differentiates between formal, informal and non-formal education as follows:

*"Formal education is the deliberate and systematic transmission of knowledge, skills and attitudes with an emphasis on the transmission of knowledge. It is the education that takes place in the school."*

**Colletta (1980: 5)** further describes informal education as the incidental transmission of knowledge, skills and attitudes with an emphasis on the attitude. It is the education that takes place at home and in every day life. The other form of education is the non-formal education which like the formal education is deliberate and systematic transmission of knowledge, skills and attitudes but here the emphasis is on acquisition of skills for employment purposes.

**Thomas & Arcus (1992: 7)** identifies the purpose of education as being to empower the learner to use in making informed and responsible choices and acting on basis of reason.

**Griessel *et al* (1991: 14)** defines education as a normated act. He further says that an educational action is guided by educational norms which in other words:

*"it is founded on values and norms and controlled and directed by them ... Thus the life of a child is controlled and directed by a given order of preferences as a life of voluntary obedience to certain norms of what is true and false, good and bad, right and wrong, proper and improper, etc"*

**(Van Rensburg *et al* 1979: 310)**

**Griessel *et al* (1991: 8)** further describes what constitutes education as the presence of at least two people as a precondition for describing a particular inter-human occurrence as educative - the one educates (educator) and the other one is being educated (educand).

#### **2.2.4 Sexuality**

Sexuality is a component of the total personality. It has to do with being a male or female, how we grow and develop our body image. It also involves how we relate to each other, how we reproduce, what we say and do and to communicate our maleness and femaleness (**Cassel *et al* 1989: 95**).

**Van Rooyen (1994: 24)** on the other hand defines sexuality as a

way of being which is a dimension of human existence. **Vergani et al (1997: 7)** argues that sexuality is the way we see ourselves as men and women which includes our bodies, our feelings, our beliefs, our values, our fantasies, the way we behave and respond, the way we dress, the decisions we make, our inherited characteristics and our relationship with others.

In my view sexuality has to do with gender in the family and the roles we play as females and males in the family.

#### 2.2.5

#### Sexuality education



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According to **Van Rooyen (1994: 25)** sexuality education is preeminently a matter of education which is related to all issues concerning the particular sex of the child being typically a boy or a girl. He further argues that sexuality education endeavours to provide the child with everything necessary to understand his sex role and to identify with it. It includes things like growth and development of the body, reproduction, birth and other related matters.

**Cassel *et al* (1989)** on the other hand refers to sexuality education as being all about exploring strategies for helping children reach adulthood with healthy and fulfilling sexual lives.

From the purpose of education as outlined by **Thomas and Arcus (1992: 7)** education empowers the learners to use knowledge acquired through education to make informed and responsible choices and acting on the basis of reason. I support the above view because even in as far as sexuality is concerned, there are responsible choices and decisions to be made.



I may come to a conclusion that sexuality education has to do with guiding and helping a boy or a girl to be able to make responsible choices in his being a male or her being a female which will affect his or her adulthood. This means that should one get a wrong educational background in as far as sexuality is concerned, the consequences may ruin one's life.

**Van Rooyen (1994: 156)** argues that sexuality education is education. It means guiding a child to become an adult man or woman. As an adult man or woman he or she must choose by

virtue of his or her own accord and assume responsibility for his or her behaviour. Sexuality education begins at birth.

### **2.3 AIMS AND OBJECTIVES OF SEXUALITY EDUCATION IN THE FAMILY**

Sexuality education is directed towards improving the child's personal life during his childhood as well as in his future married life and family life, where he or she will one day fulfil his or her role as husband or wife or as father or mother.

Through guidance and support of the parent in collaboration with the teacher it is possible for the child to eventually find a meaningful place of his or her own in the world. This can only happen if the parent and the teacher work as a team in order to ensure the optimal development and moulding of the child.

The aim of this program is to guide parents and families so that they can assist their children in an adequate manner to achieve adult sexuality. Parents and families should know what their children are doing in schools so as to be able to help teachers. My argument here is that parents and families should not only leave it to the schools, run away from their

responsibility and then later on put the blame on the schools if things go wrong.

According to **Cassel and Wilson (1989: 27)** the reasons why parents do not participate in sexuality education is that:

- Parents and families lack the necessary information to answer the questions.
- As children they were not provided with sexuality education information in their homes, hence they do not have a model from their parents and families to follow.
- Some parents and families have personal discomfort from their children.
- They are also uncertain with regard to what, when, how and why of providing such information.

The objectives of sexuality education according to **Van Rooyen and Louw (1994: 38)** are the following:

- To understand the education structure of which sexuality education is an integral part.
- Parents should gain knowledge of sexuality in order to be able to convey that knowledge of sexuality to their children.
- To reinforce the values and norms which accompany sexuality education.
- To impart knowledge of sexuality education to the child in a very sensitive way.
- To help in avoiding problems regarding sexuality to be able to guide children with negative sexual experience.



On the other hand **Cassel (1989: 17)** present the objectives of sexuality education as follows:

- To address parents' conflicted feelings.
- To provide accurate information.

- To teach communication skills.
- To explore attitudes and values.
  
- To address sexuality issues in the home.

According to **Brock and Beazley (1995: 128)** the objectives of a sexuality education program is that parents should participate in order to come up with parallel school-based and home-based learning activities so as to have an effective sexuality education program.

#### 2.4 THE CONTENT OF SEXUALITY EDUCATION

According to **Pollis (1985: 285)** it is necessary to make a distinction between facts, values as subject matter, values as facts, value judgments and world views when discussing or debating goals and methods of sexuality education.

In **Powell *et al* (1995: 475)** the content of sexuality education should involve clarity of sexual values, heightened self-esteem and increased sexuality information.

**Van Rooyen (1997: 129)** views a sexuality education class as the didactic skill for conveying values such as respect for life, respect for one's own body, respect for the bodies of others, self-control, obedience to the other species of creation, chastity, total commitment within marriage, responsibility and accountability.

## **2.5 THE ROLE OF PARENTS AND FAMILIES IN SEXUALITY EDUCATION**

In trying to define a family **Maddock (1997: 17)** claims that a family is inevitably the primary source of sexuality education for children. He further says that sexuality education occurs in close relationships even if adults are not aware of it. He also says that the nature of everyday behaviour in the family is such that children will absorb meanings and attitudes regarding both gender and erotic aspects of sexuality.

In my view the above paragraph explains clearly the role of the family in sexuality education. Parents and families have an interchangeable role to play in sexuality education. They have to convey values such as respect for life, respect for one's own body, respect for the bodies of others, self-control, obedience to the other species of creation, chastity, total commitment within marriage, responsibility and accountability.

## 2.6 CHARACTERISTICS OF A SEXUALITY EDUCATION TEACHER

According to Cohen and Manion in Van Rooyen (1997: 22) qualities of a good teacher, also apply to qualities of a good sexuality educator.

Gunter (1982: 123 - 131) defines the characteristics of a successful teacher as a teacher who amongst others possesses the following qualities in a high degree:

- must have knowledge, skills and a positive attitude towards himself
- a positive attitude towards the child
- a positive attitude towards the community for which he is employed
- must set a good example
- must be a friend to the children
- must feel called to serve
- must also meet the criteria for adulthood

Griessel *et al* (1991: 110 - 126) also hold the same view as Gunter's view above by stressing skills, knowledge and attitude, being a good example, willingness to accept additional responsibility and the ability to plan as

characteristics of a good teacher which also apply to characteristics of a sexuality educator.

## 2.7 CONCLUSION

In my view parents and families do not have enough knowledge of sexuality education and I believe there is a need to educate parents and families about sexuality education and what their role is in it.

In the next section the research question will be addressed and data collected in order to find out what parents' and families' perceptions on sexuality education are.



## SECTION THREE

### 3 THE DESIGN AND THE DATA OF INQUIRY

#### 3.1 INTRODUCTION

This section focuses on empirical research procedures used to gather data in order to find answers to the study. The data will then be presented and analysed. The description of the techniques used in this study is given below.



#### 3.2 THE QUALITATIVE RESEARCH METHOD

According to **Strauss and Corbin (1990)** in **Mabeba (1999: 24)** qualitative research is any kind of research that produces findings not arrived at by means of quantification. It is concerned with understanding the social phenomenon from the participant's perspective. Qualitative research collects data by interacting with the participants. The researcher may use a case study design, meaning that data analysis focuses on one phenomenon which the researcher selects to understand in depth regardless of the number of sites, participants or documents for the study.

### 3.3 SOME METHODS OF QUALITATIVE RESEARCH

3.3.1 **Observation** - in this case I paid a number of visits to a number of parents and families in the informal settlement. I also made use of the information and knowledge I already had about the area and its community.

3.3.2 **Textual analysis** - this involves what I did in section two, by studying various sources of literature based on what my study is all about.

3.3.3 **Interviews** - three various forms of interviews were used, which are:

- group interviews
- group discussions
- joint narratives

3.3.3.1 **Group interviews**

In **Flick (1999: 115)** a group interview is defined as an interview with a small group of people on a specific topic. Groups are

typically six to eight people who participate in the interview for one half of two hours.

In this research I conducted group interviews with a number of parents from the informal settlement. Through the permission of the participants I recorded the interviewees' exact words and then transcribed the words into raw data which was later analysed.

#### 3.3.3.2 Group discussions

A group discussion is a small number of individuals brought together as a discussion or resource group. Such a group discussing collectively their spheres of life and probing into it as they meet one another's disagreement will do more to lift the veils covering of the life (Flick 1999: 116).

I conducted a group discussion with three parents from the informal settlement. I also requested them to grant me permission to record the discussions. They did not have a problem with it and I therefore recorded the discussions, transcribed the words into raw data and then analysed the data.

### 3.3.3.3 Joint narratives

According to **Flick (1999: 124)** this method extends and develops the narrative approach of data collection. In this case the starting point is the observation in family studies. The families under study jointly narrate and thus restructure and reconstruct domains of their everyday reality.

In this study I visited three families in the informal settlement. The information I gathered as we narrated was recorded through their permission. I then transcribed the words into raw data and later on analysed it.

## 3.4 THE PROCESS OF DATA ANALYSIS

**Flick (1999: 193)** explains data analysis as one of the classical procedures for analysing textual material, no matter where it comes from, ranging from media products to interview data.

According to **Bell (1993)** in **Mathibela (1998: 25)** the most suitable methods of data analysis are coding, categorising and clustering of data.

**Miles and Huberman (1994: 56)** maintain that in coding a descriptive word or phrase is assigned to notes and abbreviated for ease of use.

The raw data which was transcribed from the audiotape was then broken down. Similar ideas were grouped together and codes were formed. Categories were then formed from the groups.

### **3.5 GROUP INTERVIEWS**

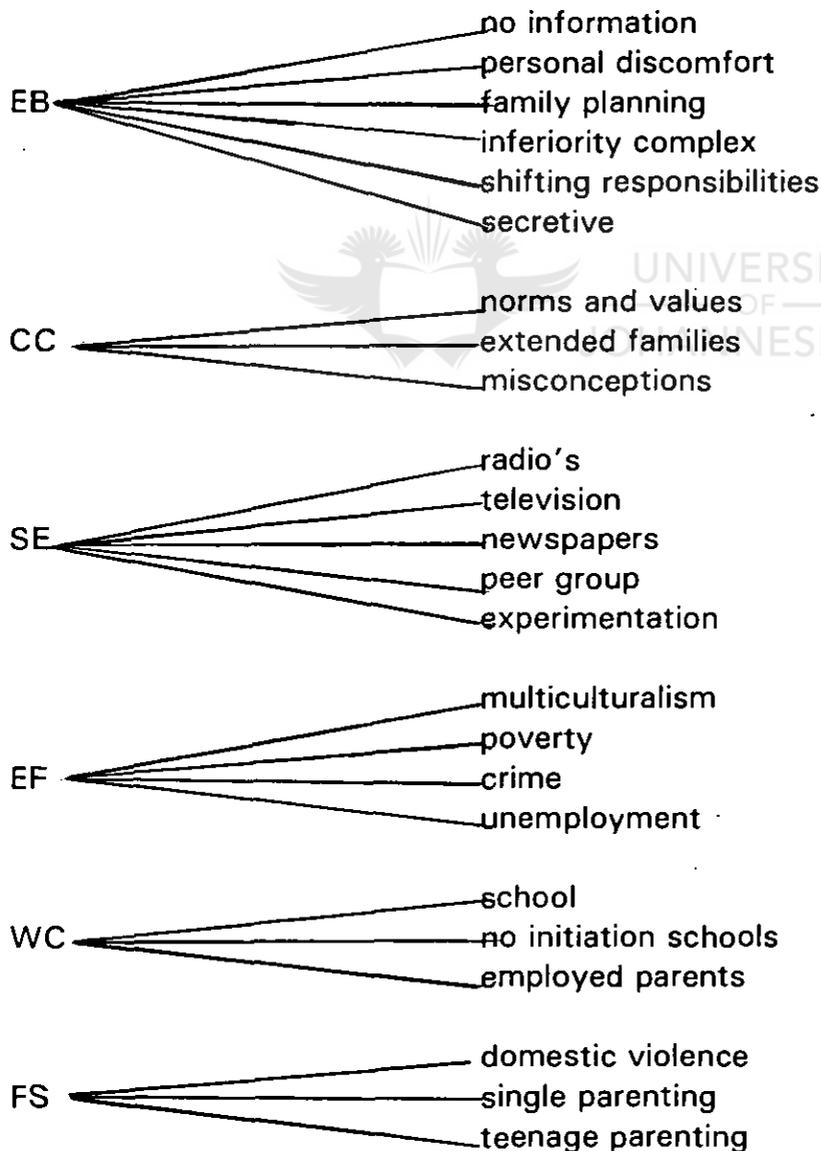
In this research the group interviews consisted of four participants in the first group and three participants in the other group. This was done because it was not possible to get all the seven participants together at the same time.

Examples of raw data which was transcribed from the audiotapes are annexed hereto as ANNEXURE "A".

**EXAMPLES OF CODES USED IN THE ANALYSIS OF THE GROUP INTERVIEW DATA**

- EB - Educational Background
- CC - Cultural Constraints
- SE - Self-education
- EF - Environmental Factors
- WC - Western Culture
- FS - Family Situation

**TABLE 1  
EXAMPLES OF CATEGORIES IN GROUP INTERVIEWS**



### 3.6 GROUP DISCUSSIONS

A group discussion was conducted in which the participants collectively discussed their spheres of knowledge of sexuality education. In this instance I had three participants who reside in the settlement. Examples of raw data from group discussion:

#### **Participant 1 (Mina)**

*"I don't believe in safe sex. I don't know if there is really a thing called safe sex. I think our children must wait until they are married. I know they won't be comfortable with it because they think sex is the only way of showing a partner how much one loves him or her.*

*I also have a problem with waiting until one is married. What if the child manages to abstain from sex and then at the end of the day her or she is raped by a person who is HIV/AIDS positive. I think there is really something wrong with the South African law. A three-year-old child is raped and murdered and the next thing the perpetrator walks free in the streets."*

**Participant 2 (Kola)**

*"My parents never spoke to me about sexuality. The only thing that helps me to cope is that I can read and therefore I get lots of information from the media. I also look at good examples from the people I respect. My parents believed that in their culture it is not proper for elderly people to discuss matters involving sexuality with children. My church also believes in simply praying for the problems of our country. Even if I may wish to talk to my children about sexuality, I don't know where to start."*

**Participant 3 (Lekalakala)**



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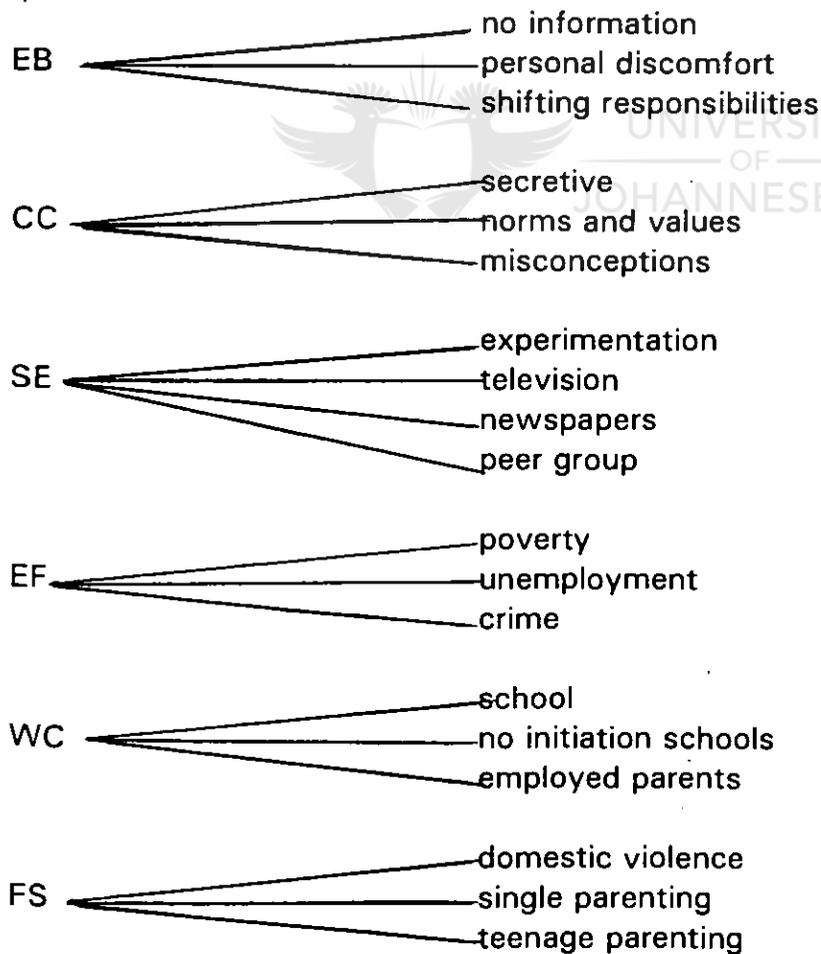
*"I do not speak to my children about sexuality. I was surprised to learn that at school teachers talk to our children about it. I don't even want their father to know about it because he will be very angry and may end up stopping our children from going to school. I don't even want their father to know that they are doing family planning."*

## EXAMPLES OF CODES USED IN THE ANALYSIS OF THE GROUP DISCUSSIONS

### DATA

EB	-	Educational Background
CC	-	Cultural Constraints
SE	-	Self-education
EF	-	Environmental Factors
WC	-	Western Culture
FS	-	Family Situation

**TABLE 2**  
**EXAMPLES OF CATEGORIES IN GROUP DISCUSSION**



### 3.7 JOINT NARRATIVES

In this method I visited three different families in the informal settlement. I had made prior arrangement with those families to expect me on that day. I recorded the narrations with their permission. Some examples of raw data from the narrations as transcribed from the audiotapes:

#### Family 1 (Sambo family)

**QUESTION:** Do you talk to your children about sexuality?

**ANSWER:** We do not do that because there is a mobile clinic visiting our place every Tuesday. Our daughter is doing family planning. We don't have to get worried about her.

**QUESTION:** Do you encourage your daughter to do family planning?

**ANSWER:** No, her partner took her to the clinic. We cannot interfere in our daughter's love affairs. We didn't have a chance of going to school ... so they know better.

**Family 2 (Mothapo family)**

**QUESTION:** Do you talk to your children about sexuality?

**ANSWER:** How can I do that? It is a sign of a bad omen if adults discuss sex with children. As long as my child is seeing someone, I am happy because I want my son to get married and bear children. Our children today look down upon our traditional way of living. They do not want to go to the initiation school anymore. We were taught ways of living in



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**Family 3 (Dolo family)**

**QUESTION:** Do you talk to your children about sexuality?

**ANSWER:** My son already knows about sex. He sees it on television and that is why he has lots of condoms in his room. He told me that they also learn about sex at school.

**QUESTION:** What does your son do with condoms?

**ANSWER:** For family planning.

**QUESTION:** Is your son married, why is he involved in family planning?

**ANSWER:** No, not yet.

The other information I gathered as we narrated on an informal basis were the following:

- the informal settlement is also known as a squatter camp as one will find ± ten people residing in the same shack.
- such residents are regarded as squatters as they are not permanent residents of the settlement but they only came to seek employment.
- many people are unemployed in this area.
- some of the people earn a living by stealing and they call it "*go zula*" (making a means) or "*go gentsa*" (stealing).
- the high rate of unemployment is another reason for the high rate of

abuse, teenage pregnancies and rape.

- working parents leave their children at the mercy of the nanny for long hours and spend very little time with their children.
- teenage children from families in which parents are working are left alone for long hours without anybody to take care of them while their parents are away. It is because it is very expensive to hire a nanny.
- in cases where there are nannies, the nanny will be a frustrated woman who does not have a place to stay and will only be thankful to be given something to eat. Such people do not do perfect jobs as they are not working for money.
- most people in this informal settlement turn a deaf ear on the fact that HIV/AIDS exists and it kills.
- teenage girls are abused by elderly men. They agree to be lured by fancy lunch boxes during breaks at school.

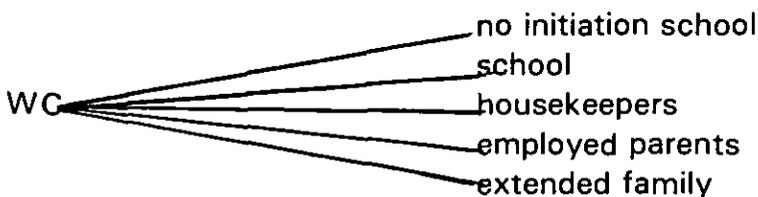
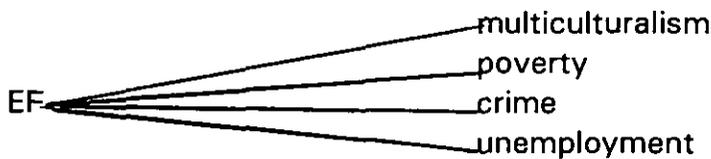
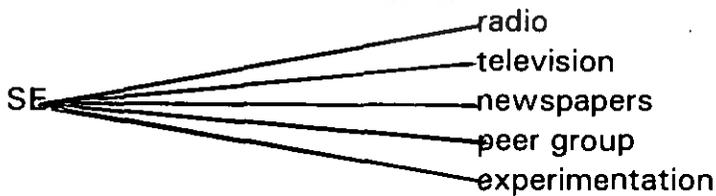
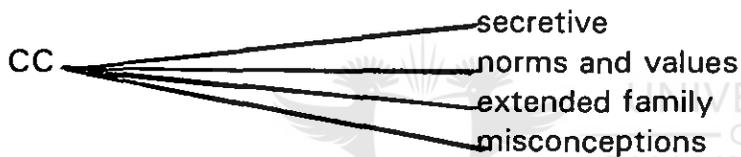
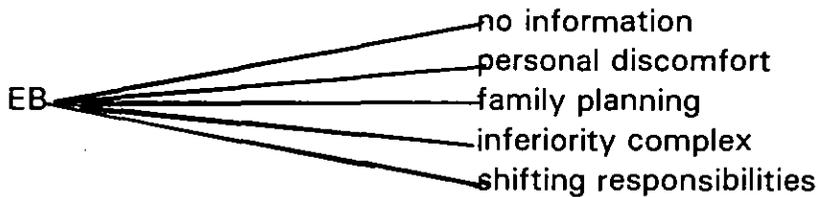
- most families consist of unmarried couples and in many instances they are still at an adolescence stage and they left home because their parents did not approve of their affairs.
- in other instances either a man abandoned his family to come and stay with another man's wife or somebody's wife left her home to stay with a male partner.



### EXAMPLES OF CODES USED IN THE ANALYSIS OF JOINT NARRATIVES

- EB - Educational Background
- CC - Cultural Constraints
- SE - Self-education
- EF - Environmental Factors
- WC - Western Culture
- FS - Family Situation

**TABLE 3**  
**EXAMPLES OF CATEGORIES IN JOINT NARRATIVES**



### 3.8 CONCLUSION

This section focussed on the empirical research procedures used to gather data in order to find answers to the study. The data was then presented and analysed. The description of the techniques used in this study was given.

In the next section I will discuss my final categories, my conclusion and then make my recommendations. I will also discuss the strengths and weaknesses of my study and will conclude by making recommendations for further research.



## **SECTION FOUR**

### **4 DISCUSSION OF THE FINDINGS**

#### **4.1 INTRODUCTION**

This is the section that reflects on my main findings. In this section I will discuss my final categories, my findings, my conclusion and then make recommendations. I will also discuss the strengths and weaknesses of my study and will conclude by making recommendations for further research.

Table 4 illustrates the final categories from the three various ways of data collection used in this research.



<b>TABLE 4</b>				
<b>FINAL CATEGORIES</b>				
	<b>GROUP</b>	<b>GROUP</b>	<b>JOINT</b>	
	<b>INTERVIEWS</b>	<b>DISCUSSIONS</b>	<b>NARRATIVES</b>	
EB	no information	X	X	X
	personal planning	X	X	X
	family planning	-	X	X
	inferiority complex	-	X	X
	shifting responsibilities	X	X	X
CC	secretive	X	X	X
	norms and values	X	X	X
	extended families	-	X	X
	misconceptions	X	X	X
SE	radios	X	X	X
	television	X	X	X
	newspapers	X	X	X
	peer group	X	X	X
	experimentation	X	X	X
EF	multiculturalism	-	X	X
	poverty	X	X	X
	crime	X	X	X
	unemployment	X	X	X
WC	school	X	X	X
	no initiation school	X	X	X
	housekeepers	-	-	X
	employed parents	X	X	X
	extended family	-	-	X
FS	single parenting	X	X	X
	domestic violence	X	X	X
	teenage parenting	X	X	X

## **4.2 DESCRIPTION OF CATEGORIES**

### **4.2.1 Educational background (EB)**

Educational background is one of those things that prohibit communication between parents, families and their children about sexuality education. Parents have shifted their responsibilities on sexuality education to schools and family planning clinics. This also reveals that they do not even know the kind of information their children get from the clinics. Parents also do not feel comfortable in having discussions with their children. They think that their children have far more knowledge than they have and this is because most of the parents did not go far with their primary school education. This creates a problem because such parents rely on their children for knowledge and believe in everything their children say.

### **4.2.2 Cultural Constraints (CC)**

In the black South African culture one cannot go out openly to discuss sexuality. Sexuality is a sole bedroom secret between a

husband and wife and cannot be discussed with children. A married couple can rather discuss their sexuality with elderly people. The only possible way of discussing sexuality with children was through the extended family. If for example a girl has started menstruating the girl's aunt on the behalf of the mother, or even the grandmother would be the one who could discuss the issue with the girl. The problem now is that people do not reside with their extended families in close relations anymore.

#### 4.2.3

#### **Self-education (SE)**

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The influence that the media has over children today has left many parents without authority over their children. Children learn lots of things on their own, they even know more than their parents do. The problem with this type of knowledge is that they can't differentiate between things that are right and wrong, and they therefore end up learning through experimentation. Peer group pressure also took the upper hand in this regard.

#### **4.2.4 Environmental Factors (EF)**

The situation in which people find themselves in these days is also a problem. People from different cultural backgrounds live together. Children grow up in a milieu of mixed cultures and end up not knowing who he is and what the values and norms of his society are. Poverty and unemployment also play a role in encouraging crime such as rape, abuse, and high infections of HIV/AIDS. Many children leave their homes to seek greener pastures and they unfortunately end up being exposed to all sorts of abuse.

#### **4.2.5 Western Culture (WC)**

Things have changed a lot these days with the western culture. Initiation schools which were the main sources of knowledge on sexuality education have been done away with. A few left are just imitations of what used to be an African initiation school of the past. They are no longer effective. People who attend them still lack information on the subject of sexuality. Parents are employed while children are left in the care of the housekeepers who may even be from a different cultural background as that of the child.

Grandparents who were the main nannies in the past, and who could teach children their cultural values and norms while parents are away are now neglected.

Working parents spend very little time with their children such that they are not even aware of their responsibilities anymore.

#### **4.2.6 Family Situation (FS)**

The family situation in which children find themselves forces them to copy wrong examples. Single parenting or teenage parenting are some of the examples of the situations in which children may find themselves in. Children in such situations grow up without a real taste of what a real family looks like. On the other hand a child may find himself in an abusive family which will have a bad influence on the child's life.

### **4.3 DISCUSSION OF FINDINGS**

The following discussion can be drawn from the interviews:

#### 4.3.1 Educational Background

Educational background is a hindrance in as far as imparting knowledge on sexuality education is concerned. **Gunter (1982: 12)** in section two, explains education as a deliberate purposeful systematic and responsible intervention of an adult in a situation of the child. If a parent as an adult is unable to intervene in the life of a child because of lack of knowledge and inferiority complex, then that parent does not fulfil his or her task as a parent. The adult is given authority over the child because of experience he or she has in as far as life is concerned. If an adult feels inferior with his or her knowledge of sexuality that he or she has gained through life experience, then that person is not a true adult.

In section two **Cassell and Wilson (1989: 27)** claim that the reasons why parents do not participate in sexuality education is that:

- parents and families lack the necessary information to answer the questions
- as children they were not provided with sexuality education

information in their homes hence they do not have a model from their parents and families to follow

- some parents and families have personal discomfort from their children
- they are also uncertain with regard to what, when, how and why of providing such information.

From my findings on this category all the above have proved to be true.



The poor educational background of some parents has led them to shift their responsibilities on sexuality education to schools and clinics. According to McDowell (1990: 103) these has led to a serious moral dilemma which he defies as follows:

*“progressively we have as a nation decided that it is easier to give children pills than to teach them respect for sex and marriage.”*

According to **McDowell** if we are going to help our kids, we have to give them positive, value-orientated and morally based principles. In his views sexuality education without traditional values is not only pointless, but it is harmful to young minds.

**McDowell** further argues that people who are opposed to school based health clinics in or around:

- are seen as a threat to the morality of the education
- create a climate of legitimacy or acceptability to illicit sexual activity
- they communicate values about premarital status, they create a climate of variance with values and attitudes of many of their parents

I think **McDowell's** statements above support my finding that family planning contribute negatively towards the up bring of children today.

The school's task must not be seen as a replacement for the home, it must continue to build on those foundations which were laid in the home. The educative tasks of the school is greatly facilitated when certain basic habits and attitudes have already been fostered in the child, and there is a healthy cooperation between the home and the school. The education situation at school is seen as the extension, supplementation and formalization of the family's task. (Griessel *et al* 1991: 65).

What if the family or parents did not do its tasks? Families and parents leave children with a big gap that cannot be filled for the rest of their lives. An irreparable damage.

#### 4.3.2 Cultural Constraints

In the black South African culture it is taboo to go out openly to discuss sexuality. This creates a problem because parents find it difficult to speak to their children about sexuality. Children find themselves in a very difficult position because they become very curious about it and end up learning wrong things behind their parents' backs. If a child cannot get food at home he or she will

end up stealing in order to have something to eat. This situation pushes children away and encourages them to learn from their peer groups and even from the media in general. Maybe if they were helped to differentiate between right and wrong, this could be avoided.

#### 4.3.3 **Self-education**

Self-education which is due to a lot of external influences such as peer group pressure, experimentation, media such as radio, television and movies, without the help and advice of parents will not help the child to develop into a responsible adult.

According to **McDowell (1990: 39)** the media have downgraded morality into a point where kids think if they do what they see, they are behaving according to the norm of society.

**McDowell** further argues that there appears to be a correlation between the total media time of students and their premarital sexual attitudes.

The journal of communication in **McDowell (1990: 40)** relates that television portray six times more extramarital sex than sex between spouses. Ninety four percent of the sexual encounters on soap operas are between people not married to each other. The unfortunate part of it is that kids cannot distinguish the truth about sex from the media's fantasy.

A good example of media fantasy is selling with sex in **McDowell (1990: 43)**, where sex is a primary ingredient in most advertising. Sex is used to sell everything from automobiles to deodorants. TV commercials, radio, sports and magazines display and suggest that our sex life will improve if we wear designer jeans, drive sporty cars, splash on certain cologne or brush with the right toothpaste. That's fantasy.

The other problem as reflected in **McDowell (1990: 43)** is lying about the consequences.

*"The behaviour has no consequences. People drink alcohol but don't crash in their cars. They smoke but don't get lung cancer. They have sex but they don't become pregnant."*

The above statement gives the type of information we get from the media as a result of which reality is distorted.

Self-education is one type of education amongst other types. If self-education is not backed up by deliberate, purposeful and systematic intervention of an adult, then the involved child will not reach responsible adulthood. The child is born with potential that need to be unfolded. The child alone cannot unfold these potential unless if he or she is helped by an adult person to do so. A child and another child cannot unfold their potential as they are both children.



If a child is left to explore alone it must not be for a long time. Parents today seem to neglect their parental role leaving the child to venture alone into the unknown. This type of practise is full of risks because the child lacks experience to make informed responsible choices and even to act on the basis of reason.

**Gunter (1982: 71)** state as one of the characteristics of a child the following:

*“The child is not a grownup (adult, nor a miniature adult). As a child, that is not adult, he is quite different from an adult and must not be thought of and treated as an adult. His situation as a child in and from which he lives differs completely from that of an adult.”*

**Gunter** further quotes 1 Cor. 13:11

*“When I was a child, I spoke like a child, I thought as a child; but when I became a man, I put away childish things.”*

The Bible also support the views that a child is not an adult. A child cannot make it without the support and guidance of an adult.

#### 4.3.4 **Environmental Factors**

**Gunter (1982: 94)** state that unfavourable environmental factors such as poverty, unemployment, immorality etc. as a characteristic feature of a community would undoubtably hamper the good constructive influence of the home, the school and the church as an educational institution. According to **Gunter** the environment either

provides certain opportunities for children or fails to do so and for this reason environmental factors determine to a large extent which innate possibilities of children will be realised and to what extent they will be realised. While favourable environmental factors are a great educational help, unfavourable environmental factors can handicap education badly and limit its power considerably.

In my findings the environmental factors such as poverty, crime, unemployment and multiculturalism have a negative impact on sexuality education of children by parents and families. In this regard I refer to these environmental factors as unfavourable. Parents, because of poverty, leave their homes to seek employment. They leave their children without any adult person who can take care of them. Children are left without an adult person who can serve as an example in his or her sexual role i.e. in his virtue of being a male or in her virtue of being a female.

According to **Gunter (1982: 95)** the environment has a great moulding influence on the child in the course of his spiritual growing up. The educator (parent, teacher and minister of religion) is very important and exercises great influence but he is only one among a

multiple of environmental factors that cumulatively end to a large extent unconsciously, inadvertently and unintentionally influence and mould the child either in a good way or bad way and which as such either assist and promote education as a conscious purposeful deliberate and intentional activity or hamper and limit it.

#### 4.3.5 Western Culture

Gunter (1982: 42) argues that in an educational situation an educator transmits knowledge, moral virtue and culture to the educand by means of instruction (teaching), discipline, the exercise of authority and exemplary living (i.e. through his personal example).

According to him an educational situation is a situation of cultural transmission to the new rising generation.

In the past there were no schools, but initiation schools where culture would be transmitted to the educands in a form of knowledge. The knowledge that is learnt in school today does not give a clear reflection of the home i.e. of the place where the child comes from - cultural background of the child.

The society today have adopted the western culture such that their children do not know where they come from anymore.

People today do not want to identify with their culture.

#### 4.3.6 Family Situation

**McDowell (1990: 18)** states that a child's greatest sense of security comes from knowing his or her parents love each other.

According to **McDowell** the emotional and social consequences of divorce on young people are negative and far-reaching. He quoted a list of 21 reactions of teenagers to the divorce of their parents from one counselling magazine as: discipline problems, dependence on boyfriend or girlfriend, rebellion, depression, grief, loss of self-confidence, guilt, resentment, insecure feelings, inability to concentrate, self-image problems, loneliness, anger, fear, emotional detachment, anxiety, inability to trust anyone, cynical attitude, close attachment to friends, shame and embarrassment.

The fact that male leadership is absent from the home because of

divorce, separation or abandonment usually translates into bad news in the lives of children. The same applies to the absence of female leadership in the home. In homes where both parents are present, but where caring and structure is lacking, children are also negatively affected.

*"Adolescents who hang around with nothing to do, whose homes lack warmth and protectiveness, whose lives are empty of accomplishments which would promote self-esteem and self-confidence, who lack rewarding contact with adults, and who witness adult coitus, are vulnerable to environmental factors to engage in sex ..."* McDowell (1990" 20)

Griessel *et al* (1991: 08) argues that a child needs a mother as well as a father to provide him with enough self-confidence to lead him to extend the horizons of his world and simultaneously to accept his task as co-designer of a world of human co-existence. Practising a particular occupation the father leaves an intimate atmosphere of home everyday to earn a living in the outside world, and the child experiences this world as alien and threatening. In this way the father provides for living needs of his family, and for the child he

becomes the entrusted symbol constituting the bridge between the known (home) and the unknown world of adults.

On the other hand the mother gives birth to the child and creates security for him by establishing an intimate and safe home. Education at home constitute the primary educative milieu. The safe space at home becomes the springboard for the child in his exploration of reality surrounding him (Griessel *et al* 1991: 08).

The family situations in which children find themselves in, promote lack of communication about sexuality education. In section two Maddock (1997:17) defines a family as inevitably the primary source of sexuality education. He further says that sexuality education in the family occurs in close relationships even if adults are not aware of it. A child growing up in a family well known with domestic violence may also become an abusive father or mother when he or she is grown up. A family is expected to set a good example.

Informal education is another form of education which is described as an incidental transmission of knowledge, skills and attitudes, with an emphasis on attitudes. It is said to take place at home and in

everyday life. In my view the family is supposed to create a conducive environment for better attitudes to be acquired from it.

In section two **Thomas & Arcus (1994: 4)** describe the purpose of education as being to empower the learner in making informed and responsible choices and acting on basis of reason. If a family fails to help the child in making informed and responsible choices on sexuality then the whole life of the child will be doomed.

According to **Maddock (1997: 17)** in section two again, the nature of everyday behaviour in the family is such that children will absorb meanings and attitudes regarding both gender and erotic aspects of such as divorced parents, domestic violence or teenage parents who are still at school and are not even married or do not even stay together does not serve its purpose.

#### 4.4 CONCLUSION

From the above findings I conclude that the parents and families in the Mamelodi informal settlement do not talk to their children about sexuality education. A few parents and families who talk about it only answer

questions asked by their children. There are very few parents and families who have knowledge about sexuality education.

#### 4.5 RECOMMENDATIONS

From the above conclusion I wish to recommend the following:

##### 4.5.1 EDUCATIONAL BACKGROUND

In section two **Van Rooyen and Louw (1994: 38)** outlined the objectives of sexuality education, some of which I think have a lot of implication to the educational background of parents. They maintain that parents should:

- gain knowledge of sexuality in order to be able to convey that knowledge to their children
- understand the educational structure of which sexuality education is an integral part.

On the other hand **Cassel (1989: 17)** in section two, has amongst

his objectives of sexuality education the fact that parents should learn communication skills which they will use when they impart knowledge of sexuality.

I wish to add to the above objectives a strong recommendation that in order for parents and families to broaden their knowledge about sexuality and to be able to impart such knowledge effectively they should strive to achieve the above objectives. Through this parents and families will be able to close the existing gaps which are there between them and their children about sexuality.

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I do not want to underestimate the parents' and families' prior knowledge which they acquired through life experience. Parents should learn to be confident with what they know. They must be proud of their knowledge and should learn to be very firm.

The Government should join hands with the Department of Education together with the Department of Health in order to develop effective programs on sexuality education for parents and families.

Schools should be engaged in programs which will help parents and

families to gain knowledge of sexuality education. If the strategies which were employed in educating the South Africans about the 1994 elections could be used to educate parents and families about sexuality, South Africa would end up with a hazard free society.

I further recommend that the following stakeholders should play various roles towards the success of the sexuality education programs.

- The role of the school in sexuality education of parents and families



In my view the contribution of the school towards sexuality education of its community will be to access its facilities such as books, teachers, classrooms and knowledge to its community for use in the implementation of a sexuality education program.

- The role of the Health Education Services

**Hart (1989: 253) in Maddock (1997) maintains that the role**

of the Health Education Services involves:

- (i) Furnishing education materials to people responsible for facilitation of the program so as to help them prepare themselves.
- (ii) Providing services training for the facilitators so as to enable them to prepare with ease and even equip them with skills for handling the sensitive subject matter.
- (iii) To provide consultants to do presentations for the facilitators in case a need arises.

- The role of the church

In my view the church can serve as a base where many people or parents and families who are out of reach during the week can actually be reached. Through cooperation with the school, the community and the Health Education Services the church will be able to play an important role in the program.

- The role of the tertiary institutions

I think it will be proper for the tertiary institutions to contribute towards the sexuality education for parents and families by imparting knowledge through programs that will help to address the problems that exist in their communities. I think it is high time that universities and technikons prepare their students in line with what the needs of their communities are. In this way they will be contributing to the upliftment of the socioeconomic situation of the country.



I think with strong partnerships between parents, families, schools, health education services, the church together with the tertiary institutions a culture of openness in matters relating to sexuality as a way of promoting knowledge of sexuality will be achieved.

In section two I referred to **Brock and Beazley's (1995: 128)** objective of a sexuality education program which state that parents should participate in order to come up with parallel school-based and home-based learning activities so as to have an effective sexuality education program. In other words if parents and families are not

motivated enough to participate in the programs then the programs will not solve the problems.

#### 4.5.2 CULTURAL CONSTRAINTS

I think with the type of life we lead today parents should also try and put themselves in their children's boots. If parents and families have to stick to their cultural way of doing things even if they realise those will not contribute positively towards the upbringing of their children then there would not be any progress.

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I recommend that parents and families should try and match with times. They should be able to select things that are helpful from their culture. The best way of being able to select is that parents and families should be well equipped with the correct knowledge. The only best way of learning is by improving one's educational background and by participating in various programs which will improve one's knowledge.

#### 4.5.3 SELF-EDUCATION

Children and teenagers need to be taught to abstain from sex until they are married. If the media could instead of encouraging teaching fantasy but at least once face reality by telling the truth about sex, this would help to address problems experienced by our communities today.

I also wish to recommend that they should stop using people who are HIV positive and who are still coping since their problem shall not have gone to a stage where those people are terminally ill with AIDS as models to the viewers.

When the above happens it gives wrong impressions to the young generation as they think they will also cope should they be infected with HIV. The media should rather have a program that brings to the viewers the real situation of people who are terminally ill with AIDS so as to give the viewers a clear picture of the repercussions of sex.

My other recommendation is that there should be norms and

standards regulating the programs that should be broadcast.

In section two when I defined concepts in my definition of the word "*education*" I referred to it as the accompaniment of the child to responsible adulthood by an adult. If the child travels alone to adulthood without an adult person who will be able to intervene each time a need arises then that child will not reach responsible adulthood.

In my view even if children are left alone to explore it has to be for a very short time and the adult person has to be there to intervene each time a need arises. In self-education the adult's intervention is very important since the child need to be taught to be very selective with the information he or she receives in the absence of an adult. Children should also be taught to differentiate between what is culturally acceptable and non-acceptable.

#### 4.5.4 ENVIRONMENTAL FACTORS

Negative environmental factors have a negative influence on sexuality education of parents and families. I strongly feel the only

best way of dealing with these is for everybody in our communities to be taught sexuality education. This will help children who are left alone in their homes by parents who are employed to get proper models from their neighbours. If the society serves as a good model of sexuality, even if parents are not directly involved in imparting sexuality education to their children, those children will learn it from the society.

I again wish to refer to my recommendation on educational background. I think the only possible way of educating parents and families about sexuality is by developing programs that will be provided to parents and families in order to improve their knowledge on sexuality which will in turn improve the whole society's knowledge.

#### 4.5.5 WESTERN CULTURE

I think people should learn to accept themselves as they are and to realise the value of each and everything that God gave them. In my view the Black South African culture is full of positive values and attitudes, but the problem is that the black South Africans are

ashamed of their God given values and attitudes. If only black South Africans could stop imitating other people's cultures, especially the Western culture, they will have a correct model of their own culture. People do not have a stable culture anymore as they want to practise what they do not know.

Parents and families should search for their cultural values and norms which will serve as their guidelines in life.

I want to strongly recommend that if programs have to be developed on sexuality education, people's cultural background should be seriously taken into consideration. What the programs will entail should be compatible with the society's norms and values.

#### **4.5.6 FAMILY SITUATIONS**

In section two I referred to **Van Rooyen and Louw's (1994: 38)** objectives of sexuality education. I wish to refer to one of the objectives, which is:

- being able to help in avoiding problems regarding sexuality to

be able to guide children with negative experience.

In my view the best possible way of doing this is that parents and families should serve as good examples to children. In this way children will also copy good things from their parents as models.

Cassel (1989: 17) as referred to in section two present amongst the objectives for sexuality education the following:

- to address parent's conflicted feelings;

- to provide accurate information;

- to address sexuality issues in the home.

To add on the above objectives I wish to refer back to my recommendation on educational background which I think is the most important factor even in as far as the family situation is concerned. If parents and families could participate in programs that will equip them with knowledge of sexuality they will learn a lot in as far as the handling of their families is concerned and these will

help them to provide good models of sexuality to their children and even to their communities.

#### 4.6 STRENGTHS AND WEAKNESSES OF THIS RESEARCH

##### • Strengths

This research problem is real, actual and relevant. It portrays the type of life we lead these days.

##### • Weaknesses

The weaknesses of this work are that since it is a research essay it is small research. I could only involve parents and families in my sample which creates a loophole as other stakeholders affected by the problem could not be included.



#### 4.7 POSSIBILITIES FOR FURTHER RESEARCH

- I suggest that the same research be undertaken in schools, university in the area, the health clinic and even the church.

- I would suggest again that a research be undertaken where a programme for sexuality education by parents and families is designed.



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## ANNEXURE "A"

### GROUP INTERVIEWS

#### GROUP 1 (3 PARTICIPANTS)

**QUESTION 1:** What do you understand by sexuality education?

**BETTY:** I think at school they should teach children about sex, how dangerous sex is for children. Parents should also be able to advise each other with children.

**CHARLES:** It is right for sexuality education to be their in schools. Children should stop learning from their friends but they should get it from their schools. It will bring awareness to the generation about sexuality. Children do not have the experiment.

**BETTY:** It will also help to avoid early pregnancies.

**DAVID:** Sexuality education is education about sex. It is wrong for our children to be taught about sex education.

**QUESTION 2:** If I can come to your home and say I have come to teach you about sexuality education, what will you say?

**BETTY:** I won't be against it as maybe you will be coming to help us since we may not know everything.

**CHARLES:** I first have to agree with my wife about it. I don't think it will be relevant to me and my wife. I will also have to consider the ages of our children. I don't think at the ages of for instance seven the kids will be able to understand anything about sexuality education.

**DAVID:** I won't agree as I think for the more fact that I am married, I have my own kids, i.e. I have my own family it means I know about sexuality education. It is better that it be taught in the schools and not in the family.

**QUESTION 3:** This is an attempt to educate parents and families about sexuality education so that they should in turn be able to help teachers by supplementing what is done in the school.

**BETTY:** I won't have a problem.

**DAVID:** I agree to help the schools.

**CHARLES:** I agree to take responsibility.

**QUESTION 4:** Will there be anything achieved by providing sexuality education both in the schools and in the families?

**BETTY:** I think it will be better because even a person who does not have access to schools will get a chance of being taught about it.

**DAVID:** It will help us to be aware of the consequences of sex such as unwanted abortions, early pregnancies, STD and HIV/AIDS.

**CHARLES:** If one takes a decision to do something he or she will do it while being aware of the possible consequences.

**QUESTION 5:** What are the possible causes of teenage pregnancies, rape and children abuse?

**BETTY:** I think it is drugs and alcohol.

**CHARLES:** I think the media is also the cause. Children do not have activities that can keep them busy.

**DAVID:** I think the manner in which girls and women dress these days also lead men into temptation.

**QUESTION 6:** Our forefathers used to prepare their children for responsible manhood and womanhood in the initiation school and they never experienced the problems we are facing today. Do you think the same will apply if schools are supported by parents and families by participating in educating their child about sexuality?

**BETTY:** I think these may help a lot as children will realize that there is integration between what is taught at school and what their parents tells them at home. They will realize the seriousness of the whole thing.

**DAVID:** It is good that the parents and families join hands with the school so that they can accomplish their goals.

**GROUP INTERVIEWS**

**GROUP 2 (4 PARTICIPANTS)**

**QUESTION 1:** If I can come to your home and say I have come to teach you about sexuality education, what will you say?

**JANE:** I will think that maybe the person has seen the high rate of crime and children abuse. I will really welcome the idea.

**KATE:** I will be very happy. I will think that maybe this person realized that I lacked something in my parenthood.

**LETTA:** I will welcome the idea as I will realize that you might have seen something I will help me.

**MAGGIE:** It's a good thing because these days the rate of rape is very high. One will also be able to help one's children because of the guidance one shall have received from other people who are knowledge.

**QUESTION 2:** As a parent will you be able to talk to your children about sexuality? Will you know what to say?

**JANE:** I think it is better for me to talk to my child about sexuality, otherwise my child will learn it from the streets and that is very dangerous, because the child will end up learning wrong things. We need to be open to be open with our children so that they should also be open with us whenever they have problems.

**KATE:** I will tell my child not to associate with male persons.

**LETTA:** My children are boys and boys are also raped so I will tell my children to be aware of rape as not only girls are being raped but even boys.

**MAGGIE:** In my case my child always comes back to me with questions about what they learn at school. My child always wants to confirm with me to find out if what they do at school is right or wrong. There are no secrets about manhood and womanhood these days. Our children need to be taught about life while they are still young.

**QUESTION 3:** Will you be free to be educated about sexuality education together with your children?

**JANE:** It is better for me to be given a lecture together with my children so that we should help one another where there is a misunderstanding. Sexuality is not a secret. Sexuality education is really a necessity.

**KATE:** I think I welcome the idea.

**LETTA:**

I can appreciate that.



**MAGGIE:**

It will be a very good thing.

**QUESTION 4:** What do you think could be the causes of rape, teenage pregnancies, children and women abuse?

**JANE:** Many people are unemployed. Once they are unemployed, they are abandoned by their boyfriend or girlfriends. Poverty is also another factor as people end up having to use children as prostitutes to be able to earn money for a living.

**KATE:** The way in which people dress is also a problem and it encourages rape and other forms of abuse.

**LETTA:** School uniform especially girls who wear tunics which cover only their underwear.

**MAGGIE:** The high rate of rape contributes to the high rate of HIV/AIDS.

**QUESTION 5:** At which age do you think it will be appropriate to talk to our kids about sexuality?

**JANE:** As long as the child can speak. Children are taught about these even at creche level.

**KATE:** I also agree.

**LETTA:** I agree with them.

**MAGGIE:** I think they are right.

