

**A Bourdieuen Analysis of Learners' Expectations of
Sexuality Education: Implications for Teacher Education**

by

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But they that wait upon the LORD shall renew their strength; they shall mount up with wings as eagles; they shall run, and not be weary; and they shall walk, and not faint.

Isaiah 40:31

DECLARATION OF ORIGINALITY

I, Maria Gertruida Botha, hereby declare that the master's dissertation titled:

*A Bourdieuen Analysis of Learners' Expectations of Sexuality Education:
Implications for Teacher Education*

That I hereby submit for the Master's degree in Higher Education at the University of the Free State, is my independent work and that I have not previously submitted it for a qualification at any other institution of higher education.

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SUMMARY

Much research has been done on Sexuality Education because of the importance of this topic. In South Africa Sexuality Education forms part of the Life Orientation curriculum and falls under the personal well-being outcome (Department of Basic Education, 2008:8). Life Orientation promotes the development of skills, knowledge and attitudes that learners can use to respond to life's challenges. Learners should be taught what sexuality is, which includes their attitudes, values and beliefs regarding this topic. They should be assisted in understanding their attitudes towards sexuality and in taking control of their sexual behaviour. School-based Sexuality Education programmes are an effective vehicle to improve young people's sexual health through the development of sexual competence.

The effectiveness of these programmes depends largely on how comfortable and confident the teacher is with sexual learning content. During training LO teachers are not equipped to teach Sexuality Education with confidence, which influences the effectiveness of Sexuality Education programmes. It is widely recognised that not enough attention is paid to Sexuality Education in tertiary institutions because there exists no mandated national curriculum for Sexuality Education. Each tertiary institution decides to what degree it wants to include Sexuality Education in its pre-service training curriculum.

To improve the efficacy of Sexuality Education programmes the voices of those being taught should be heard. The most significant and relevant background to sexual behaviour are the teenagers' own sexual beliefs, attitudes and skills. Young people should be acknowledged as good judges of what content they need. This will empower them with the ability to make positive sexual decisions. Young people want Sexuality Education to move away from a *sex-negative* approach to a *sex-positive* one. In this regard numerous studies criticise the preventative slant of sexuality programmes and appeal for programmes that take learners' needs into consideration.

KEYWORDS and/or TERMS

- Sexuality Education
- Life Orientation
- Adolescent
- Pedagogy
- Teachers
- Sexuality
- Gender
- Secondary schools

OPSOMMING

Baie navorsing is reeds gedoen oor Seksualiteitsopvoeding omdat dit so 'n belangrike onderwerp is. In Suid-Afrika vorm Seksualiteitsopvoeding deel van die Lewensoriëntering-kurrikulum en val onder die "Persoonlike Welstand"-uitkoms (Departement van Basiese Onderwys, 2008:8). Lewensoriëntering bevorder die ontwikkeling van vaardighede, kennis en houdings, wat leerders kan aanwend om te reageer op die lewese uitdagings. Leerders moet geleer word wat seksualiteit is, wat hulle houdings, waardes en oortuigings rakende die onderwerp, insluit. Hulle moet bygestaan word om hulle houdings teenoor seksualiteit te verstaan en om beheer te neem van hulle seksuele gedrag. Skoolgebaseerde Seksualiteitsopvoedingsprogramme is 'n effektiewe wyse om jong mense se seksuele gesondheid te verbeter deur die ontwikkeling van seksuele bekwaamheid.

Die doeltreffendheid van hierdie programme hang grootliks af van hoe gemaklik en vol selfvertroue die onderwyser met seksuele leerinhoud is. L.O.-onderwysers word nie tydens opleiding toegerus om Seksualiteitsopvoeding met selfvertroue aan te bied nie wat die doeltreffendheid van Seksualiteitsopvoedingsprogramme beïnvloed. Dit word algemeen erken dat daar nie genoeg aandag aan Seksualiteitsopvoeding by tersiêre instellings gegee word nie. Dit is as gevolg van die afwesigheid van 'n mandaat nasionale kurrikulum vir Seksualiteitsopvoeding. Elke tersiêre instelling besluit tot watter mate hy Seksualiteitsopvoeding in sy pre-diensopleiding kurrikulum wil insluit.

Om Seksualiteitsopvoedingsprogramme meer effektief te maak, moet diegene wat opgevoed word hul stemme laat hoor. Die belangrikste en tersaaklikste agtergrond van seksuele gedrag is die tieners se eie seksuele oortuigings, houdings en vaardighede. Jong mense moet geag word as bevoegde beoordelaars van die inhoud wat hulle benodig. Dit sal hulle bemagtig met die vermoë om positiewe seksuele besluite te neem. Jongmense wil hê Seksualiteitsopvoeding moet wegbeweeg van 'n seks-negatiewe-benadering na 'n seks-positiewe-benadering. In hierdie verband kritiseer talle studies die voorkomende inslag van seksualiteitsprogramme en doen 'n beroep op programme wat leerders se behoeftes in ag neem.

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Chapter One

Background and Orientation

1.1 Introduction

Do Sexuality Education curricula in South African schools meet the demands and expectations of Grade 10 learners and can teachers effectively convey content and pedagogy when teaching Sexuality Education? Qualitatively this study seeks to determine the attitude of learners to Sexuality Education, what learners consider as valuable and informative and also whom they prefer to teach them. Moreover, this study aims at investigating the implications of these findings for teacher training.

Sexuality is one of the assessment standards in the Grade 10 Life Orientation Curriculum and it falls under the personal well-being outcome (Department of Basic Education, 2008:8). Hirst (2008:400) states that school-based sexuality and relationship education are one of the most useful means of improving young people's sexual health through developing sexual competence. Aggleton and Campbell (2000) describe sexual health as being well-informed about reproductive health, being able to make informed choices with regard to sexuality and also being comfortable with one's own sexuality. Sexuality thus covers a large part of the social landscape of a human being, including all aspects that are of importance within a particular developmental stage, such as adolescence.

Francis (2012:46) states that the effectiveness of sexual health programmes depends on how comfortable and confident the teacher is with sexual learning content. In this regard he mentions that because of inadequate training, LO teachers are not able to teach Sexuality Education with confidence. Furthermore, Francis and DePalma (2014:1) argue that "a successful sexuality education programme has to

begin with an understanding of the necessary educator characteristics as a prelude to identifying where the levers of change may lie.” Moreover, in Allen’s study (2005:400) it is evident that teachers’ pedagogic strategies are an area that receives much attention in young people’s recommendations on how Sexuality Education could be improved.

When considering that sub-Saharan Africa, which includes South Africa, has the highest percentage of teenage pregnancies in the world, the highest incidence of sex-related crime in the world (Medical Research Council, 2009) and also the highest HIV prevalence (UNAIDS, 2012), the question needs to be posed whether Sexuality Education curricula are addressing the needs and expectations of learners and also whether teachers have adequate pedagogic strategies for teaching Sexuality Education. Carman, Mitchell, Schlichthorst and Smith (2011:270) state that little attention is paid to Sexuality Education and attribute this to the limited pressure on training institutions to provide training in this area and the fact that there is no mandated national curriculum for Sexuality Education. It is therefore up to each tertiary institution to decide to what degree it includes Sexuality Education in its pre-service training curriculum (Carman et al., 2011:270).

Researchers criticise the preventative slant of sexuality programmes (Francis, 2011; Hirst, 2008; Leclerc-Madlala, 2002) and ascribe the apparent ineffectual impact of these programmes to the perception that sexuality in young people is regarded as a “... problem to be managed rather than a positive part of youthful identity” (Aggleton, Ball & Mane, 2000:217). Francis (2010:318) appeals for sexuality education “... that recognises both context and student perceptions of need ...” that “... acknowledges that fulfilling sexuality requires learning across the continuum of experience”. Allen

(2011:88) encourages the Sexuality Education researcher to investigate whether *desire* and *pleasure* are missing from Sexuality Education programmes.

1.2 Conceptual framework

This study explores what Grade 10 learners expect from Sexuality Education. In researching this topic I drew on Pierre Bourdieu's *Theory of Practice* (Bourdieu, 1986) that offers a combination of analytical insight and attention to the concrete. I used Bourdieu's theory, in particular the concepts *habitus*, *field* and *capital* to ascertain how young people make meaning and what their expectations of Sexuality Education are (Sullivan, 2002).

Benson (1999:463-464) states that Bourdieu views society to be constituted by various semi-autonomous fields, such as political, economic and religious. These fields are partially independent and governed by their own rules, but they also have a mutual impact on one another. Benson (1999) continues to explain that these fields can be distinguished by the specific capital (economic, cultural or social) entrenched in them. Martin (2003) expands this explanation by stating that the nature of a field is determined by the position of an element within that field or social space (Bryan, 2011). In other words, a field such as sexuality is determined by the associations or connections that people have with all the domains of society and that will ultimately regulate their perceptions and behaviour.

Sullivan (2002:149) defines *habitus* as a set of attitudes and values that is transmitted to the child via the educational role of parents/care givers and educators. Brittain (2009:142) explains this process as "... the body being a site upon which the norms of culture are encoded through the process of socialization." The term *habitus* is "... employed to capture this formation of dispositions, thoughts, feelings,

attitudes and habits, serving to include a spectrum of factors that include both thought and emotion, conscious and unconscious motivations” (Brittain, 2009:149). It can thus be said that *habitus* defines who we are and how we think. Agents (in the case of my study, learners) are hierarchically positioned and distinguished by unequal amounts and combinations of kinds of power, otherwise called *capital* that is operative within a field (Olneck, 2000:319). Capital refers to a form of power (Reay, 2010). The emphasis is placed on the interaction of three sources of capital that can be transformed into one another: economic, cultural and social. *Social capital* refers to resources that can be converted to other forms of capital, such as knowledge or money. *Cultural capital* refers to the system of attributes, such as language skills, cultural knowledge, knowledge about schooling and educational credentials (Bryan, 2011) whereas *social capital* can be explained by the notion that each individual has a certain amount of knowledge of sexuality.

For the purpose of this study Sexuality Education is viewed as the *field* as it is the *social space* that is explored. Grade 10 learners are regarded as the agents with different kinds of power/capital. *Habitus* refers to the learners’ attitudes and values that come to the fore in Sexuality Education, and that can be regarded as the outcome of capital. In other words, everything that the learners have learned about sexuality from their parents and that determines their attitudes/perceptions/values, is regarded as cultural capital whereas social capital refers to their factual knowledge of sexuality that is also a product of the type of information/education learners are exposed to.

Each research question was analysed in terms of *field*, *habitus* and *capital*. Bourdieu’s theory frames the literature, findings and discussion of my study since it

provides the focus for understanding what learners want form Sexuality Education at school.

1.3 Problem statement and research questions

Growing up in a Christian household had an enormous influence on my perception of and attitude to sexuality (*habitus*). The interpretation of the Bible was proclaimed in our denomination (Dutch Reformed Church), in the Afrikaans schools that I attended and in the family where I was raised. I purposefully use the label *interpretation* since explicit guidelines regarding Sexuality Education are not found in the Bible. I was therefore raised by various Afrikaans institutions that denounced sex before marriage as a sin, asserted that genitals have pseudonyms that should be mentioned only in the presence of other girls, and believed that sexual needs were wrong and sinful. Sexuality was viewed as a taboo topic. As a teenager I realised that the way in which sexuality was addressed did not help me at all – it did not prepare me for relationships and made me feel guilty about my physical needs. Being a Life Orientation teacher at present I am once again confronted by this topic but now I am responsible for teaching Sexuality Education. I realise that young people do not have a voice when critical issues, for example teenage pregnancies, homosexuality and contraception are raised in the subject Life Orientation,

As a Life Orientation teacher Sexuality Education has always been one of my favourite topics to teach to higher grade learners. Although I was previously constrained to talk about sexuality, the current curriculum allows for a more liberal approach. While reflecting on my teaching, I realised the need for innovation in Sexuality Education; I should meet the learners on their level rather than teach them from a position of authority (*capital*). In my opinion there is a lack of skills-based

instruction that includes topics such as dealing with the pressures of engaging in sexual activities and how to handle the emotional consequences of physical encounters. Learners may need to initiate discourse on this topic with their caregivers if they require information on the availability of and access to medical assistance. This implies that they need to be equipped with communication skills.

I came to the conclusion that I should determine the expectations of my learners first and then adapt the relevant subject content accordingly, rather than overwhelm them with lessons on morality. In order to address this apparent discrepancy, the following research questions have been formulated:

- What are Grade 10 learners' attitude to Sexuality Education?
- What do Grade 10 learners want from Sexuality Education and why?
- How do Grade 10 learners want to be taught?
- Whom do Grade 10 learners want to be taught by and why?
- How can I make sense of the expectations of Grade 10 learners in terms of Sexuality Education and what are the implications for teacher training?

The following objectives guided the research:

- To explore the attitudes that learners have to Sexuality Education.
- To determine what learners want from Sexuality Education and to explore the possible reasons.
- To explore how learners want Sexuality Education to be taught.
- To determine by whom Grade 10 learners want to be taught and to explore the reasons.

- To determine how the LO curriculum responds to what learners want from Sexuality Education.
- To use Bourdieu's theory to analyse the findings to understand what learners want from Sexuality Education at school and also in order to inform teacher training.
- To investigate the expectations of learners in order to inform teaching, curriculum and pedagogy and to explore the implications for teacher education.

1.4 Research methodology and design

This study is a qualitative exploration of what learners want from Sexuality Education that follows an interpretivist and transformative approach. Hesse-Biber and Leavy (2011:175) define an interpretivist approach as a paradigm that focuses on subjective experience, small-scale interactions as well as understanding. Manson (2002:56) maintains that the interpretivist approach supports a study that uses interview methods where the aim is to explore people's individual and collective understanding and reasoning processes. I attempted to understand the phenomenon through accessing the opinions of participants in order to improve my teaching and to inform curriculum, which is transformative in nature. Mertens (2009:48) describes a transformative paradigm as a paradigm that "links results of social inquiry to action" and that can be used to develop a programme. I therefore decided to make use of qualitative research methods, namely in-depth interviews and narratives.

Describing the sample and the research site

In making use of purposeful sampling I intentionally selected participants and a research site that were rich in information (Creswell, 2008). This method is based

on the selection of individuals as samples according to the purposes of the research (Paler-Calmorin & Calmorin, 2007:104). I wanted to understand, discover and gain insight and I therefore selected a sample of learners from which the most information could be gained (Merriam, 2009:77). One school from a middle-class residential area (similar to my own schooling background) was involved in this study. I selected one class to take part in the study. I maintained a good relationship with these learners and they felt comfortable in sharing and discussing sensitive topics openly. Involvement in the study was voluntary. The research site was chosen by the participants, namely the LO classroom, where they felt comfortable enough to talk about the issue at hand.

Data collection

I used in-depth interviews as well as narrative enquiry to collect data. In-depth interviewing is a qualitative research technique that involves conducting intensive and individual interviews with respondents to explore their perspectives on a particular idea (Boyce & Neale, 2006:5). I wished to acquire detailed information on what the participants want from Sexuality Education and also establish their reasons. Narratives enable the reader to gain an enhanced understanding of a phenomenon from the participants' perspective through the collection and analysis of the stories of the participants (Harnett, 2010:3). According to Andrews, Squire and Tamboukou (2008:5) narratives can be defined as the participants' own representations of specific events, thoughts and feelings to which the narrative can give expression.

Based on the literature, I selected relevant themes and compiled semi-structured questions for the in-depth interviews with the Grade 10 learners.

Analysis

A qualitative data analysis process is an inductive process of organising the data into categories and identifying patterns and relationships among the categories (McMillan & Schumacher, 2001:461). In my research certain themes became evident and were sorted into categories according to Bourdieu's theory (*field, habitus and capital*).

Data analysis commenced during the in-depth interview session with the learners. First I categorised the data according to type (in-depth interviews and narratives). Thereafter I transcribed the video recordings of the eight participants' interviews as text data. Secondly, I engaged in an initial investigation of the data through the process of coding it. This was done by reorganising the data according to each of the eight participants. I then read the narratives and transcripts of the interviews while making notes to record my first impressions. In order to make sense of the data, I labelled and segmented the text to form descriptions and broad themes (Creswell, 2012). During the re-examination of the narratives and transcripts of the interviews I constantly kept in mind that I needed to look at the responses of the participants to provide answers to my research questions (Creswell, 2012:236). The findings of my study were represented through the in-depth interviews and narratives by sorting the responses about their perceptions and expectations of Sexuality Education into various categories. I reflected on the outcome of the findings and on the literature that might inform the findings. To do I summarised the themes and looked at the similarities and differences between my findings and others reported in literature. Lastly, I took time to employ strategies in order to validate the exactness of the findings. I made use of triangulation where different sets of data improved the accuracy of my study.

1.5 Integrity of the study

Discussing my findings with some of the participants ensured that possible errors could be corrected. It also ensured that my interpretation of the information that they had shared during the in-depth interviews was accurate. Takona (2002:315) explains triangulation as the application and combination of more than one research method in the study of the same phenomenon. He elaborates by stating that triangulation becomes alternative to criteria like reliability and validity. I crosschecked the evidence by collecting different kinds of data that helped me to validate the information (Scott & Morrison, 2006).

When I reported the findings I maintained the participants' anonymity. I did not generalise the findings but rather sought insight into the experiences of the participants. Cresswell (2008:267) suggests that an external audit should be conducted on a study. I asked a critical friend to review and report back on the study's strengths and weaknesses.

1.6 Ethical considerations

The following procedures were followed to meet ethical research requirements: A letter requesting permission to conduct this study at the particular school was written to the Free State Education Department. A letter of informed consent was directed to the principal of the school under study. This is a prerequisite for all research involving identifiable subjects (Streubert & Carpenter, 2011:61). As the participants were minors, their parents should also give permission; therefore they needed to sign a letter of informed consent that provided information on the research project, its procedures as well as the participants' rights (anonymity and voluntary participation). As I as the researcher conducted the interviews, there was the risk of subjectivity.

This was addressed by making use of triangulation and ensuring that various forms of data collection were used. The University of the Free State's ethical clearance committee of the Faculty of Education approved this study. The Ethical Clearance certificate number is UFS-EDU-2013-047.

1.7 Value of the research

This study has enabled the researcher to explore what young people expect from Sexuality Education. Furthermore, it has contributed towards the understanding of what Grade 10 learners consider to be valuable and informative as well as whom they prefer to teach them. The information provided should contribute to the design of more effective programmes for Sexuality Education within the LO curriculum as well as to informing teacher training.

1.8 Layout of chapters

Chapter One: Background and Orientation

This chapter serves as an orientation to the study by stating the background and the research questions that guide the study. An initial literature review is presented together with the theoretical framework that supports the study. Furthermore the research methodology is explained and ethical issues are briefly addressed.

Chapter Two: Literature Review and Conceptual Framework

Recent literature on Sexuality Education is presented and discussed in order to clarify what Grade 10 learners want from Sexuality Education, their attitudes to Sexuality Education, how and by whom they want to be taught and lastly, the implications of these for teacher training. Bourdieu's *Theory of Practice* is discussed

as a useful lens to explain how Grade 10 learners come to hold beliefs, values and expectations regarding Sexuality Education.

Chapter Three: Research Design

I discuss the research process and methodology that guided my study in this chapter. The research approach, design and data collection methods are presented. The data analysis methods used as well as measures taken to ensure credibility, and trustworthiness are explained.

Chapter Four: Findings

The research findings are presented according to the themes and sub-themes that emerged during the data analysis.

Chapter Five: Data Analysis

In Chapter Five the findings are discussed with reference to recent literature on Sexuality Education in order to compare the findings of this study to previous studies. The research findings are presented through the lens of Bourdieu's *Theory of Practice*, which serves as the theoretical framework for this study.

Chapter Six: Conclusions and Recommendations

In Chapter Six I conclude the study by presenting a brief summary of the literature on Sexuality Education and the empirical research findings of this study. Similarities and possible contradictions between the literature and the empirical research findings of this study are briefly stated; the contribution of this research is outlined. This chapter suggests possible solutions to the problem and indicates direction for further research.

1.9 Summary

Chapter One serves as a map that guided me through the research process in order to gain an in-depth understanding of Sexuality Education by indicating the rationale together with the research questions. I briefly explain the research methods and ethical considerations. In Chapter Two an in-depth literature review is presented on Sexuality Education and the theoretical framework is discussed and adapted for the purpose of my study.

Chapter Two

Literature Review through the Lens of Pierre Bourdieu's *Theory of Practice*

2.1 Introduction

It is the aim of Chapter One to introduce the topic and to provide the basic framework for the research. This chapter reflects on the relevant literature exploring what Grade 10 learners expect from Sexuality Education. This has been done by drawing on Pierre Bourdieu's *Theory of Practice* (Bourdieu, 1986) that offers a combination of analytical insight into and attention to the concrete concepts. Particular concepts such as *habitus*, *field* and *capital* have been employed as a medium to ascertain how young people make meaning of their sexuality and what their expectations of Sexuality Education are.

Benson (1999: 463-464) asserts that Bourdieu views society to be constituted of various semi-autonomous fields, such as political, economic and religious. These fields are partially independent and governed by their own rules, but they also have a mutual impact on one another. Benson (1999) continues to explain that these fields can be distinguished by the specific capital (economic, cultural or social) entrenched in them. Martin (2003) expands this explanation by stating that the nature of a field is determined by the position of an element within that field (or social space). In other words, a field such as Sexuality is determined by the associations or connections that people have with all the domains of society and that will ultimately regulate their perceptions and behaviour.

For the purpose of this study, Sexuality Education can be viewed as the *field* as it is the *social space* that will be explored. Grade 10 learners can be regarded as the agents with different kinds of power/capital. *Habitus* refers to the learners' attitudes and values that come to the fore in Sexuality Education. In other words, everything that the learners have learned about sexuality from their parents or through their own socialisation that determines their attitudes, perceptions or values can be regarded as habitus. Capital refers to their factual knowledge of sexuality that is also a product of the type of information/education the learners have been exposed to.

2.2 Bourdieu's theory

2.2.1 Background

"Pierre Bourdieu is regarded as one of the foremost social philosophers of the twentieth century." This is how Grenfell (2008:1) describes Bourdieu's academic trajectory. Bourdieu's output is voluminous, offering studies in various fields, such as education, art, culture and anthropology. Even after Bourdieu's death in 2002 his influence continued to grow. According to Grenfell (2008:2) Bourdieu argued that he "never really theorized as such; his starting point was always a particular social phenomenon or practice and that any study to be undertaken within a Bourdieusian framework must begin with real, empirical data". Keeping this in mind it was imperative that I reviewed the literature thoroughly in order to use Bourdieu's theory to help me understand what Grade 10 learners want from Sexuality Education. The empirical data was used to determine the expectations of learners in order to inform teaching, curriculum and pedagogy as well as to explore the implications for teacher education.

2.2.2 Bourdieu's concepts

Throughout Bourdieu's work he refers to various theoretical tools (Bourdieu, 2006). In this study I focus on the trio of major tools, namely *field*, *habitus* and *capital* that offer an "epistemological and methodological approach to a historicised and particular understanding of social life" (Grenfell, 2008:80). As researcher it is important to keep in mind that these tools should never be regarded as independent entities, but rather that they are linked, making up the structure and conditions of the social context under study (Grenfell & James, 1998).

Habitus

Habitus is central to Bourdieu's theory and philosophy of practice. It is the most widely cited of Bourdieu's concepts (Reay, 2010). Grenfell (2008:48) explains that this concept is "intended to provide a means of analysing the workings of the social world through empirical investigations". *Habitus* is structured by a person's past and present circumstances, such as family upbringing and educational experiences. Nash (2010:177) agrees when saying that *habitus* "may be understood as a system of schemes of perception and discrimination embodied as dispositions reflecting the entire history of the group and acquired the formative experiences of childhood". One's *habitus* helps to shape one's present and future practices (Mills, 2008). *Habitus*, however, does not act alone. Bourdieu (1986:101) explains this by making use of the following equation:

$$[(\textit{habitus}) (\textit{capital})] + \textit{field} = \textit{practice}$$

He unpacks the equation as practice resulting from relations between one's disposition (habitus) and one's position in a field (capital) within the current state of play of that social space (field). Thus it can be said that practices are not merely the result of one's habitus but rather the relations between one's habitus and one's current circumstances (Nash, 2010:176). Habitus focuses on our ways of acting, feeling, thinking and being. It captures how we carry within us our history, how we bring this history into our present life, and how we then make choices to act in certain ways (Grenfell, 2008:61). The idea of habitus was developed to express the ways in which the social world is in the body and not only the body that is in the world (Reay, 2010:432). Thus, it shapes our understanding of ourselves and of the world.

Field

Trying to explain this concept, Bourdieu makes use of the metaphor of a football field (Bourdieu, 1994). A football field is represented as a rectangle with internal divisions as well as an external boundary. It also has set positions that are marked in predetermined places. The game is made possible by following a set of rules that novice players need to learn together with basic skills. These rules establish where players may go and what they can do, which is also predetermined by their field position. When looking at the physical condition of the field, be it wet, dry, well grassed or full of potholes, it becomes evident that these conditions have an effect on how well the game is played (Grenfell, 2008:68). Just as in football, the social field consists of positions that are occupied by agents and what happens in the field is limited by various factors (Bourdieu, 1994). According to Bourdieu, the game that occurs in fields is competitive, with different social agents using a range of strategies to maintain or improve their positions. "Players use their capital as advantage to

accumulate more and to be more successful than others” (Grenfell, 2008:69). Looking at various fields it is important to take into account that they are shaped differently according to the specific game that is played (they have their own rules, histories and star players). Explaining this Bourdieu (1994:144) says that the fields that make up the field of power are not all a level playing field: some are central and are often dependent on activity in another; for example, what happens in the housing field is highly dependent on what happens in the financial field. Grenfell (2008:80) reminds readers that “field was not developed as a grand theory, but as means of translating practical problems into concrete empirical operations”. For the purpose of my study the field can be regarded as Sexuality Education or even the school.

Capital

Various forms of capitals accumulate in the field. They are processes within a field as well as the product of a field (Grenfell & Hardy, 2007). Bourdieu identified four forms of capital. In short they are economic capital (referring to money and assets); cultural capital (forms of knowledge, taste, language, cultural preferences, narrative and voice); social capital (affiliation and networks; family, religious and cultural heritage) and symbolic capital (things that stand for all of the other forms of capital and can be *exchanged* in other fields). Grenfell (2008:104) further explains capital by asserting that “capital can be understood as the energy that drives the development of a field through time. Capital in action is the enactment of the principle of the field. It is the realization in specific forms of power in general.” Bourdieu (2006) argues on the one hand that capital is objectified in that it is materially represented in things such as art works, galleries, instruments, books and so forth. On the other hand he argues that capital is also embodied and shows itself in physical features such as body language, stances, intonation and different choices

that people make. Between these two a third form of capital expresses itself in the form of habitus (Grenfell, 2008:104).

2.2.3 Making sense of Bourdieu's theory

Trying to understand the broader concepts of Bourdieu's theory, I made use of the following pictures and phrases:

Agents: The four pictures representing agents are Superman, a modest African woman, a nerdy woman and an old man. These agents together with their social positions are located in a specific field. The positions of each agent can be regarded as a result of the interaction between the specific rules of the field, the agent's habitus and the agent's capital (Mills, 2008).

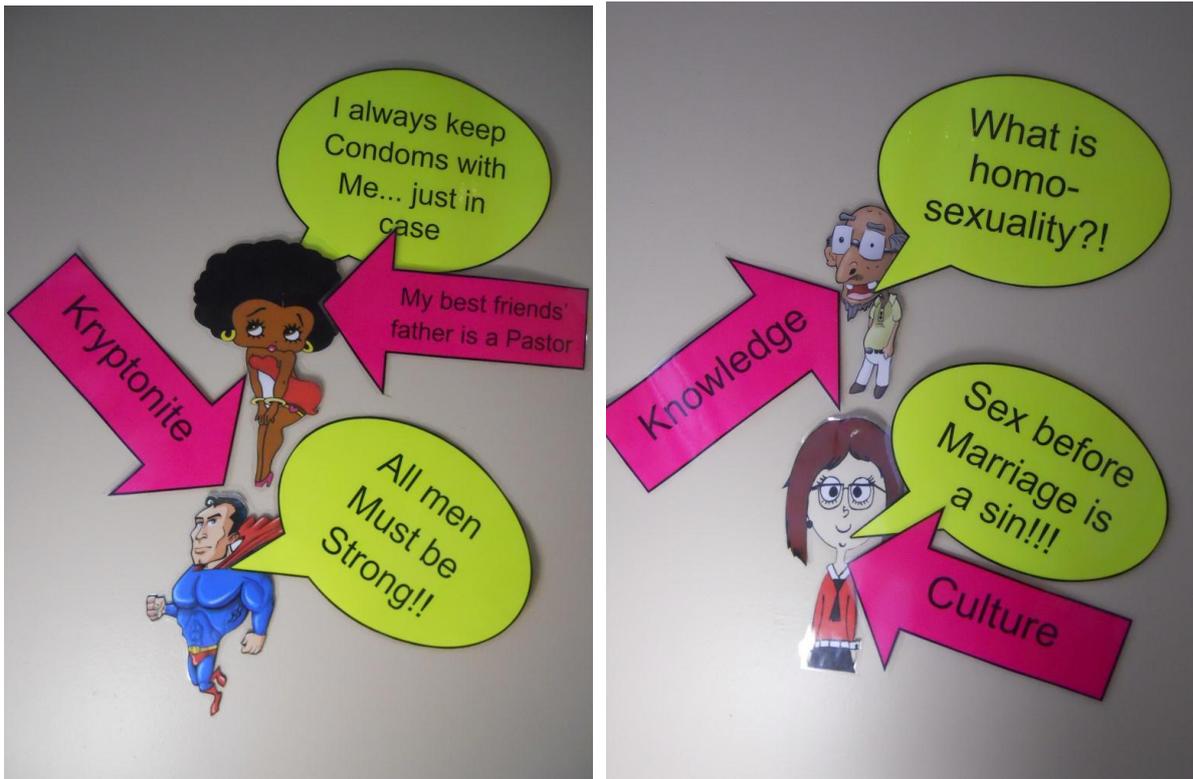


Habitus: In trying to explain this I made use of the following speech bubbles to explain the attitudes and values each “agent” has to the field, which in this case is Sexuality Education.



The African woman was raised with adequate information to make responsible choices regarding sex. Superman was raised believing that all men must be strong and will more than likely than not raise his children in the same way. The old man was raised without any information about homosexuality and therefore does not know what it means. Lastly, the nerdy woman was raised to believe the strict values and believes that sex before marriage is a sin and should not be enjoyed. Each of these agents' habitus differs due to the fact that they were raised differently.

Capital: This concept can be regarded as a form of power. I used the following to explain the influences the different *powers/capital* have on each individual:



The African woman's best friend has a type of power (influence) over her behaviour due to the fact that she might not feel as comfortable to discuss her sexual life with her friend. She might feel that her friend can judge her, or that her sexual beliefs do not fit into her friend's religious framework due to the fact that her father is a pastor. Superman, on the other hand, is defenceless to kryptonite, as kryptonite is known to take away his power. Kryptonite is usually shown as having been created for the remains of Superman's native planet of Krypton and generally has detrimental effects on Superman. Hence, kryptonite then has power over Superman.

Knowledge or the lack of knowledge has power over the old man in the sense that it determines his narrow outlook on life. He does not have an adequate knowledge of sexual terms. The nerdy girl's culture has a type of power over her as it determines her value system and behaviour, and does not allow her to be open to other viewpoints.

2.3 Reviewing the literature through the lens of Bourdieu

As mentioned earlier, my study focuses on the trio of Bourdieu's theoretical tools namely, field, habitus and capital. I have applied these tools to the literature and analysed my findings according to these specific concepts. These tools should be regarded as being linked. They constitute the structure and conditions of the phenomenon under study, which in this case is Sexuality Education (Grenfell & James, 1998).

2.3.1 Field

To understand Grade 10 learners' expectations of Sexuality Education, or to explain the phenomenon, it is necessary to look at the social space in which interaction, transactions and events occur. This social space is also called the field (Bourdieu, 2005: 148). For the purpose of my study, the field can be seen as Sexuality Education consisting of positions that are occupied by the agents (the Grade 10 learners). What happens in the field is consequently limited by the conditions of the field (Grenfell, 2008: 69). Bourdieu and Wacquant (1992:104) suggest three steps to investigate a given field:

- i. Analyse the position of the field of power.
- ii. Map out the objective structures of relations between the positions occupied by the social agents (teacher and learners) who compete for a legitimate form of authority of which this field is a site.
- iii. Analyse the habitus of the agents and the different systems of disposition they have acquired by internalising a determinate type of social and economic condition.

This approach allowed me to reveal the correspondence between a position in the field and the position taken by the social agent occupying that position (Grenfell, 1996).

Sexuality Education

Sexuality is one of the assessment standards in the Grade 10 Life Orientation Curriculum and it falls under the personal well-being outcome (Department of Basic Education, 2008:8). Life Orientation promotes the development of skills, knowledge and attitudes, which learners can use to respond to life's challenges (Department of Basic Education, 2008:8-9). Learners should be taught what sexuality is, including their attitudes, values and beliefs regarding this topic. Learners should be helped to understand their attitude towards sexuality and also what influences their behaviour. Behaviour that leads to abstinence should also be taught (Department of Basic Education, 2008:28). Hirst (2008:400) states that school-based sexuality and relationship education offer one of the most useful means of improving young people's sexual health through developing *sexual competence*. Aggleton and Campbell (2000) describe sexual health as being well-informed about reproductive health, being able to make informed choices with regard to sexuality and also being comfortable with one's own sexuality. Allen (2007) elaborates by saying that sexuality is constructed through a range of discursive practises and explains "how sexuality is influenced by discourses that circulate in any historical moment and their association with power" (Allen, 2007:577). Sexuality therefore covers a large part of the social landscape of a human being, thereby including all aspects that are of importance within a particular developmental stage such as adolescence. Sexuality Education should involve freedom of belief and critical deliberation if there is to be any hope of teaching about participatory democracy and social justice (McKay,

1999). Seeing that Sexuality Education as the field is profoundly hierarchised, with dominant social agents and various institutions (school, culture, peer groups) having considerable power to determine what happens within it, we need to acknowledge that there is still agency and change (Grenfell, 2008:73). Hence Sexuality Education as a field is made up of identifiable interconnecting relations (Grenfell & James, 1998). Grenfell and James (1998:20) state that “no field ever exists in isolation, and there is the sense of fields within fields.

Baxen (2008:308) declares the following:

What teachers do in the classroom is not neutral and that while they were, educationally at least, strategically positioned to mediate knowledge that could potentially lead to change in sexual behaviour, this knowledge, and the meanings they transacted, as well as the process of mediation they set in motion could not be understood outside the broader context of social action where they make meaning of their individual and collective identities. This with the view to understanding what happens in classrooms when teachers invoke the body in its physical and sexual form, a body usually absent in the public arena of the classroom. The argument was that factors shaping understanding, as well as individual and collective experiences, serve as mediatory resources teachers draw on to produce and reproduce knowledge and teacherly enactments in the classroom.

Hence Sexuality Education is a complex socio-cultural endeavour (Pattman & Chege, 2003) and therefore requires knowledgeable people to teach it to learners. It is debatable whether the LO teacher can be regarded as equipped to teach this subject. In this regard Van Deventer (2009:128) argues that LO is taught by a broad spectrum of teachers who are not necessarily qualified to teach all the subject areas

within the LO curriculum, including Sexuality Education, which is one of the assessment standards. In this regard Baxen (2008) remarks that these unequipped teachers are expected to teach Sexuality Education with confidence. Van Deventer (2009:129) warns that if everybody teaches LO, the subject will become integrated in other learning areas and it will become invisible.

We need to take into consideration that Sexuality Education as field is not fixed, “and it is possible to trace the history of its specific shape, operations and the range of knowledge required to maintain it and adapt it” (Grenfell, 2008:70). To do so is to understand how change happens within Sexuality Education.

Young people’s sexuality in historical perspective

As previously mentioned, it is important to note that Sexuality Education is not fixed and that one should trace the history to understand how change happens within the field of Sexuality Education (Grenfell, 2008). Elia and Eliason (2010:21) state that Sexuality Education’s purpose has been to prevent the spread of sexually transmitted diseases, thus focusing more on the negative aspects of sexuality. They further argue that not much has changed over the past years although there have been conflicting opinions on what ought to be taught. It is widely documented (LeClerc-Madlala, 2002; Hirst, 2008; Elia & Eliason, 2010; Francis, 2011) that the majority of sexual instruction has favoured a conservative, sex-negative approach (Elia & Eliason, 2010:22). Bringing this argument to the South African context Jewkes et al. (2009:676) note that “The recent history of sexuality in South Africa has been one characterised by a competition and interplay between two discourses that have had a profound influence on sexual practices and teenage pregnancy rates”. Delius and Glaser (2002), explain the first discourse as historically rooted in the African culture that is characterised by the openness towards sex that views it as

a healthy part of the life cycle, even childhood. The second discourse has “its roots in Victorian ideas of Christian morality” (Delius & Glaser, 2002:677) that believes that sex should be reserved for marriage and should not be spoken of, which has resulted in sex being a taboo subject in any household.

Currently sex outside marriage is accepted and in some instances even encouraged (Jewkes et al., 2009). Jewkes et al. (2009:680) report that some African teenagers’ mothers and grandmothers are pleased when the teenagers fall pregnant. Many of the teenagers’ mothers were pregnant as teenagers themselves (Jewkes et al., 2009:680).

2.3.2 Habitus

Sullivan (2002:149) defines *habitus* as a set of attitudes and values that is transmitted to the child via the educational role of parents/caregivers and educators. Brittain (2009:142) explains this process as “... the body being a site upon which the norms of culture are encoded through the process of socialization.” The term *habitus* is “... employed to capture this formation of dispositions, thoughts, feelings, attitudes, and habits, serving to include a spectrum of factors that includes both thought and emotion, conscious and unconscious motivations” (Brittain, 2009:149). It can thus be said that *habitus* defines who we are and also how we think.

Using habitus as a conceptual tool ensures that my research focus is broader than the specific focus under study which is Sexuality Education (Reay, 2010:439) as my study focuses additionally on the way in which learners behave sexually, their feelings regarding their own sexuality and how they think about sexuality and Sexuality Education (Grenfell, 2008). It captures how their socialisation or history has influenced their perceptions of and values regarding Sexuality Education, how

they link this history to their present view of Sexuality Education and how they make choices with regard to sexuality. These choices depend on the options available at a specific moment and on their disposition regarding the topic (habitus). Grenfell (2008:51) maintains that sexuality is not simply the result of one's habitus but rather of the relations between one's habitus and one's current circumstances.

The attitudes of parents/caregivers toward Sexuality Education as an influence on the young person's habitus

When considering the fact that young peoples' family is the primary source of Sexuality Education (Dyson & Smith, 2012:220), it is of utmost importance that a deeper look be taken at the attitude of the parent or caregiver towards Sexuality Education.

Regnerus (2007:57) writes that today's young people typically know more about sex than their parents did at their age. A study by Carmody and Willis (2006) explores young people's Sexuality Education experiences at home and found that many young peoples' parents seem to be unwilling or incapable of informing them about sexuality issues. This is problematic since research has shown that young people that are raised by families that maintain good communication about sex and relationships are more likely to delay sexual initiation than those whose families do not communicate (Harrison, 2008:227). Holtzman and Rubinson (1995) agree when saying that direct parent-child communication about sex is effective in reducing sexual risk behaviours among sexually experienced teenagers. While a large number of parents do not take on the task of educating their children on sexual matters, Fitzharris and Werner-Wilson (2004) report that there are parents who fulfil their responsibility by raising their children to be sexually healthy, with strong family values and who maintain open communication about sex. Regnerus (2007:57)

argues that what parents decide to tell their children about sex and how often these conversations take place are directly linked to their own beliefs and attitudes about sex and its appropriateness for young people. Harrison's (2008) study focuses on parents' expectations that the school should fulfil this task and asserts that parents want their children to have adequate information about sex, sexual health and relationships; they want to be kept informed about school programmes; and they want to be assured that those educators who teach Sexuality Education are equipped with the necessary skills and qualifications to do their job well, and are sensitive to the variety of values among their learners and their families.

Harrison (2008:226) cautions that young people want to be independent and therefore may make choices about sexual issues that may be in conflict with their parent's values and ideas; therefore it is crucial that there is a good relationship between parents and their children. In this regard Miller, Benson and Galbraith (2001) maintain that supportive families can be the key to protect adolescents from any negative or risky sexual behaviour (Miller, Benson & Galbraith, 2001). These families have qualities such as connectedness, two-way communication, strong values, parental involvement and also the presence of both parents in the home (Borawski, lewers-Landis, Lovegreen & Trapl, 2003).

Bourdieu (1989) uses a term called *distinction* that can be associated with the adolescents' social background and is shared by those of similar background. He continues to say that they do not necessarily choose to repeat the same choices, but that they do employ the same cultural logic of selection. Dilorio, Dudley, Soet and McCarty (2004:528) also found that teenagers whose parents provide less monitoring and do not supervise their children are at a much higher risk of early involvement in sexual behaviour.

2.3.3 Capital

Three forms of capital (a form of power) can be distinguished, namely economic, cultural and social that can be transformed into one another (Reay, 2010). *Social capital* refers to resources that can be converted to other forms of capital, such as knowledge or money. *Cultural capital* refers to the system of attributes, such as language skills, cultural knowledge, knowledge about schooling and educational credentials whereas *social capital* can be explained by the notion that each individual has a certain amount of knowledge of sexuality. Grenfell (2008) maintains that capital can be understood as the *energy* that drives the development of a field through time. "Capital in action is the enactment of the principle of the field. It is the realisation in specific forms of power in general" (Grenfell, 2008:104). In other words, capital is the driving force in the development of certain predispositions or behaviours. To explore the influence that the various forms of capital have on Grade 10 learners' expectations of Sexuality Education, the researcher needs to take a closer look at the meaning of each form of capital within the field of Sexuality Education.

Economic capital

Economic capital refers literally to money wealth (Grenfell & James, 1998). In other words, learners who grew up in affluent circumstances will have a certain amount of economic power over the adolescent who did not experience financial stability when growing up. Trying to explain this, one can think about a teenager who has the privileges of contact with social media (such as cellular phones, computers, etc.) One can assume that such a teenager has access to any information regarding questions he/she may have about sexuality. The young person that cannot afford these types of luxury may grow up with a lack of information regarding the field.

Social capital

Social capital refers to the Grade 10 learner's sphere of contacts; in other words a "network of lasting social relations" (Grenfell & James, 1998: 21). The teenager with various kinds of open relationship will have social power over the adolescent that is limited to one or two close relationships. For example, an adolescent who is part of a strong peer group or congregation, and who may experience questions with regard to sexuality, may find support and guidance from a guardian, friend, religious leader, teacher or sibling. The teenager without this social support network may experience isolation and have many unanswered questions about his sexuality.

Whitaker and Miller (2000) point to the importance of the peer group when considering young people's social life when saying that the peer group of a young person has various impacts on behaviour. In their study Bearman and Bruckner (1999) found that young people are more likely to have sex if the peer group is engaging in sexual activities. Miranda-Diaz and Corcoran (2012:262) agree when stating that young people's decision to have sex coincide with the sexual choices of their friends. Hence young people rely more on peers than on the established norms of Sexuality Education (Rivers & Aggleton, 2000). Similarly Brown and Theobald (1999) argue that friends are important sources of influence on young peoples' sexual socialisation and behaviours and they make their choices about sex, contraception and pregnancy based on the sexual behaviour and norms of the members of their peer group who convey their expectations related to teenage sex verbally and through modelling of sexual behaviour.

The question should be posed as to where the peer group members get their information on sexual topics from. In this regard Malamuth and Impett (2001) report that children as well as adults believe that the media is the central source of

information on sex and sexuality for young people. The implication is that young people tend to get their information concerning sex or any sexual topic from the media; they share information with one another and also make sexual decisions based on this information which is often biased and does not necessarily reflect reality. Hence Gurber, Wang, Christense, Grube, and Fisher (2005) report a high correlation between teenagers that have unlimited and unsupervised exposure to television and active sexual relationships. Brown, Childres and Waszak (1990) ascribe this to the fact that some young people may not be cognitively equipped to interpret and discern media images and messages. Eccles and Francis (2013:217) declare that “the increase in availability of sexually explicit material has made many countries realise that there is a need for sexuality programs that provide young people with knowledge and skills to help them make responsible choices”.

Cultural capital

Cultural capital can be regarded as the product of education (Bourdieu, 1989). It exists in three distinct forms: the adolescents’ general educated character (accent, disposition, and learning); the adolescents’ connection to objects (books, qualifications and computers) and lastly the adolescents’ connection to institutions or places of learning such as churches, universities, libraries and so forth (Grenfell & James, 1998:21). For the purpose of my study cultural capital can refer to the socio-economic background of the learner in terms of access to good schools, internet services, value systems and so on.

Although Bourdieu (1989) explains that capital attracts capital, as researcher I cannot assume that all Grade 10 learners enter this field of Sexuality Education with equal amounts of capital. Some have acquired certain views about sexuality from their up-bringing and family/religious connections; some have a closer support

system in terms of friends and significant others while others grow up in a financially strong household that allows them access to various forms of information in the “process of habitus formation”, which makes them better players than others in the ‘game’ of Sexuality Education (Grenfell & James, 1998:21).

Culture is the broadest and most inescapable influence on sexual behaviour (McAnulty & Burnette, 2006). The young person’s immediate culture transmits messages about appropriate and inappropriate sexual behaviour. Baxen (2004:20) states that “a number of studies describe South African cultural beliefs that have a bearing on sexual behaviour; the impact of cultural beliefs on sexual behaviour, negotiation a change is a matter of conjecture”. LeClerc-Madlala (2001) states that tradition and religion strongly influence societal views about sexuality and that the influence of Christian beliefs on contemporary norms about sexuality is often overlooked (Harrison, 2008:177). Specifically in South Africa where 67% of the population regard themselves as Christians (Kruger, Lubbe & Steyn, 2009) it is imperative to ask how the contemporary discourse surrounding culture and religion relates to young people’s own construction of sexuality and how sexuality is understood and socially constructed in religious context to establish and understand how Grade 10 learners want to be taught. Beliefs about sex directly follow from religious commitments and sentiments (Regnerus, 2007). Religion might also indirectly shape the young person’s attitudes to sexuality through its effects on friendship choices, dating patterns, parental monitoring, and how young people choose to use their time (Wallace & Williams, 1997).

The teacher’s disposition as a form of capital

“Dispositions are often defined as the personal qualities or characteristics that are possessed by individuals, including attitudes, beliefs, interests, appreciations, values

and modes of adjustments” (Taylor & Wasicsko, 2000:2). Research indicates that teachers’ attitudes, values and beliefs regarding their learners, subject and themselves have an enormous impact (power) on the learners’ development and learning (Combs, Blume, Newman & Wass, 1974). Similarly Smith and Harrison (2013:72) allude to teachers’ opinions and sense of moral authority regarding young people’s sexuality that may dominate formal and informal discourse in the school and may obstruct the effectivity of school-based Sexuality Education. This is because some teachers’ attitudes to sexuality tend to be judgemental and are deeply rooted in beliefs and values, according to Aggleton and Campbell (2000). In the same vein Allen (2011:109) warns that “the way how sexuality educators manage the relationship with pupils through presentation of self, engagement with the learners and general classroom organisation is a critical factor for program success”. Another factor that should be taken into account when teaching sexuality education is culture. In this regard DePalma and Francis (2014) argue that ignoring or failing to take cultural differences into account will impede the effectiveness of sexuality education as it hinders dialogue between teacher and learner. These authors suggest that cultures should be redefined and acknowledged for the continuous roles they play in behaviour and knowledge. Furthermore teachers should be equipped to enter into dialogue about cultural differences and perceptions to arrive at “sophisticated understandings of cultural and training in dialogic methodologies” (DePalma & Francis, 2014:12).

The Sexuality Education educator has power over his/her learners on various levels. First of all, being an authority figure may prevent the learner from discussing issues regarding sexuality openly, which Campbell (2004:455) describes as an imbalance in power. Secondly, assuming that the Sexuality Education teacher has more

knowledge on the subject than the learners, power (cultural capital) comes into play in this field. The relationship between teacher and parent also poses a form of power (social capital), as the learner may be afraid that the teacher can discuss private views and statements about sexuality with the parent. Elia and Eliason (2010:29) therefore advise that teachers must be attentive of discourses and pedagogical practices of exclusion when teaching Sexuality Education. In this regard practices of inclusion will mean that the input of learners should also be considered in order to help them to make educated choices about their sexuality (Daria & Campbell, 2004). Furthermore it is important for the teacher to understand the different dispositions of effective teachers, so that they can design experiences that will help develop these characteristics in learners and help them discover if they have the disposition to teach (Taylor & Wasicsko, 2002:2).

Teaching Sexuality Education can be extremely difficult due to the complex nature of the topic as well as inadequate training. Christiaans (2006) refers to the low quality of teacher-training in Life Orientation and ascribes the ineffective implementation of Life Orientation to insufficient training. When taking into account that the teachers' knowledge, skills and attitudes determine whether or not learners will take the issue of Sexuality Education seriously (Daria & Campbell, 2004) the knowledge, experience and general equipment of these teachers should be a matter of great concern. Similarly Allen (2011:107) found in her research that *being knowledgeable* should be the major attribute of the Sexuality Education educator. Lacking knowledge can have an adverse effect on the programme itself, leading to incorrect information being conveyed to learners. In this regard Van Deventer (2009:128) states that "teachers will resent having to teach LO if they are not knowledgeable about the content". Van Deventer and Van Niekerk (2009:148) indicate a positive

relationship between the quality of teaching and the training of the Life Orientation teacher and conclude that “the epistemology and the skills of the teacher determine the status and practice of the learning area”.

Apart from the teacher’s knowledge base, the curriculum plays a powerful role in determining the success of Life Orientation. Baxen (2004:135) states that the curriculum and the teacher’s identity are “complexly intertwined and that each operates reflexively to produce the other”. According to Francis and DePalma (2013) curriculum documents on Life Orientation (where Sexuality Education falls under the heading Personal Well-being) do not set out clear outcomes, thus leaving room for flexibility. Bourdieu’s theory labels teachers as those who have slight control over their actions in the classroom, over the curriculum material and learning outcomes beyond that which is formally laid down by those who hold power (Baxen, 2010). While some teachers might regard this as an advantage, others find this lack of guidelines daunting as they do not have clear instructions on what to teach and what not. According to Van Deventer (2009:128) many teachers operate according to pre-planned packages issued to them by the Department of Education, leaving no room for initiative. Teaching Sexuality Education in a “paint by numbers way” (Rooth in Van Deventer, 2009:128) has no impact on learners.

It can therefore be assumed that the Sexuality Education teacher’s habitus plays an important role in the way in which he or she conveys sexuality education messages. In this regard Kyriacou (1997) asserts that there needs to be constant respect and rapport between teacher and learner. This is especially true when sensitive topics regarding sexuality emerge. Respect ensures the establishing of common trust between teacher and learner (Campbell, Kyriaidis, Muijs & Robinson, 2004:457).

Daria and Campbell (2004) argue that a sexuality educator must possess key characteristics to make the sexuality education programme successful and thriving. These characteristics include feeling comfortable with the subject matter, having appropriate knowledge of and training in human sexuality, showing respect for young people and accepting the values and beliefs of others.

2.3.4 Agent

Teenage years are a phase characterised by uncertainty, confusion and changing expectations (Perrin, 2002). This is due to the fact that the feelings and behaviours of middle childhood no longer are appropriate, and the adult actions that will replace them have not yet taken shape. Regnerus (2007:15) agrees when saying that this life stage remains one in which the greatest and most rapid changes take place. He elaborates by saying that teenagers need to get along with their parents and their divorces, battle their own blues, make and keep friends, build reputations, try to fit in, concern themselves with grades and college entrance examinations, deal with the pressure to look attractive, come to grips with their own emerging sexual feelings, hope for a date, get over being dumped, and so on (Regnerus, 2007:15). Aggleton, Ball and Mane (2000:13) are of the same opinion when saying that “adolescence is characterised by the storm, stress and uncertainty first written about at the turn of the century”. According to Kapunan (2004:5), young people tend to follow an orderly sequence or pattern, like childhood (Kapunan, 2004:5) and he mentions the following characteristics: eagerness to seek approval from older people; confusion by bodily changes and tending to be loyal and devoted to their group. Perito (2008:1) is of the opinion that there are many developmental issues that have consequences for the young person’s sexual development, such as sexual urges that surface during puberty, and advises that these must be aligned with other aspects of a teenager’s

life and channelled accordingly. Similarly Moore and Rosenthal (2006:2) assert that it is “extremely important that the adolescent be able to integrate his or her sexual feelings, needs and desires into a coherent and positive self-identity which contains the sexual self”.

Furthermore sexual experimentation, which includes sexual activity with both opposite-sex and same-sex partners (Perrin, 2002), typically occurs during the early teenage years. Regnerus (2007:14) declares that the developmental trajectory during the young person’s life is the rapid commencement of paired sexual practices. This can be challenging and can be associated with the development of sexual identity that is central to the young person’s health care. Sexual risk behaviours can also be associated with individual attributes, including self-esteem, scholastic development, drug abuse and so forth (Manning, Longmore & Giordano, 2005). According to McAnulty and Burnette (2006:84) these factors interact with one another and are also “appropriate according to age, gender, and the ethnicity of the individual”.

Gender is a crucial aspect of the young person’s perception of his/her sexuality as this is the life phase in which gender differences in sexual behaviour and attitudes are most noticeable and where numerous stereotypes govern. Leurs and Ponzanesi (2011) refer to Judith Butler who gained fame by declaring that gender can be explained by what we do and not by what we are. In other words, apart from referring to physical differences, gender can be regarded as a type of cultural capital that people are socialised into – depending on the hierarchy of the position that culture allows them to occupy. Similarly Carter (2011: 365) distinguishes between biological differences between males and females, and differences in sex roles that are culturally and socially determined, and which, through Bourdieu’s lens, depict the

sexual power positions of males and females. Therefore it is crucial that culture should be recognised as an indispensable ingredient in Sexuality Education. However, Petersen and Hyde (2010:21) assert that the sexual culture has changed over time and that there is a strong correlation between sexual culture and behaviour. They argue that sexual behaviour, and specifically that of women, has become much more liberal: “In particular women, not men, reported more sexual activity and more permissive attitudes across time, thus reducing the gender gap in sexuality” (Petersen & Hyde, 2010:22). These authors ascribe this apparent equalising of roles to, among others, access to the Internet and changing of legislation to make provision for the rights of homosexuals.

This being said it becomes apparent that the young person is confronted by various inputs which may be contradictory. Moore and Rosenthal (2006:1) agree when saying that young people live in a *critical period* characterised by increasing sexual drives, conflicting values and the communication of various messages about sex from the adult generation that makes sexuality a difficult but exciting challenge. On the one hand parents who are part of a specific belief system raise their children with social acceptable content and on the other hand the peer group and media (which includes television, magazines and social networks) bombard the adolescent with opposing messages with regard to behaviour that allow them to fit in. Schulze and Naidu (2014) refer to the *connectedness* that currently characterises the lives of young people. Lee and Robbins (2000:484) define social connectedness as “an enduring and ubiquitous experience of the self in relation with the world, as compared with social support, adult attachment and peer affiliations, which represent more discrete, current relationships”. Wheeler (2012) refers to another domain of

connectedness, when he mentions *connectivism* as a learning theory for the digital age and explains it as follows:

“... the amount of knowledge required can no longer be contained within the mind of a single individual, and instead, according to connectivism, is now better stored and processed through technology. Knowledge today exists in web sites, databases, video archives, and thousands of other information repositories, both public (on the Internet) and private (within organizational intranets). Smaller amounts of knowledge are also stored within the minds of different people. One person will have tacit knowledge that differs from another person, but if they are connected to one another and able to interact, that knowledge can be shared. This sharing can take place through face-to-face interactions, but is also possible through online tools such as Twitter, Skype, Facebook, LinkedIn, Google+ and many more. As a result, vast amounts of knowledge are available to anyone with access to the network, the ability to navigate it effectively, and possessing a wide range of connections to knowledgeable people.

In other words, through electronic and social media young people have a vast repertoire of knowledge resources available to them and are no longer dependent on schools for the information they require. They have all the knowledge they want available to them by the touch of a button on their cellular phones. Attwood (2011:463) defines online sexual activities as encompassing “the viewing of pornography, purchases at sex shops, the provision of sex education, the development of networking among sexual subcultures, and a range of interpersonal encounters that may remain online or draw online and offline sex lives together”.

For schools simply to communicate sexual information which is filtered by a specific value system will not equip the teenager with what is needed to be a sexually integrated person capable of sustaining a serious relationship. Although researchers such as Regnerus (2007), Manning, Longmore and Giordano (2005) as well as Perrin (2002) associate adolescence with risk behaviour, Aggleton et al. (2000) caution that adolescent sexuality should not be regarded as a problem, but as a natural part of mental and physical health and that it can contribute to the teenager's development by adding to independence, social competence and self-esteem. Hence, being sexual is an integral part of being human and failing to recognise this is a contravention of young people's basic human rights (Allen, 2005:62). The most influential and related background to sexual behaviour is the teenager's own sexual beliefs, attitudes and skills. If young people are recognised as good judges of what content they need, says Allen (2005:575), it will provide them with the agency necessary to make positive sexual decisions. In this regard Viner (2005:6) says that "adolescents are competent in that they possess qualities associated with self-determination – that is, cognitive ability, rationality, self-identity and the ability to reason hypothetically".

2.4 Summary

Chapter Two explores the literature through the lens of Pierre Bourdieu's theory. The main focus is on the trio of Bourdieu's major tools, namely *field*, *habitus* and *capital* that have been explained by making use of pictures. Bourdieu (2005:148) calls the social space in which agents (in the case of my study, Grade 10 learners) occupy different positions, the field. The field in this study is Sexuality Education. I investigated the literature in terms of the origin of Sexuality Education; the young person's sexuality in historical perspective; the attitudes of parents/caregivers to

Sexuality Education as an influence on the young person's habitus; the teachers' dispositions as a form of capital and lastly the young person as an agent. It has become apparent that young people's opinions need to be considered to unravel what they want from Sexuality Education in order to improve Sexuality Education programmes (Eccles & Francis, 2013). The literature highlights the fact that teachers should take cultural differences as well as the impact of the electronic media on the behaviour and attitudes of young people into account when teaching Sexuality Education. Attwood (2011:465) warns that education should not be "based on a suspicion of sex and its representation, especially in relation to practices and images that contravene conventional sexual norms" and furthermore that "the very real shifts that have taken place in the role and significance of media and communication technologies in many people's lives" should not be ignored.

Chapter Three

Research Design

3.1 Introduction

Chapter Two underscores the importance of Sexuality Education in the context of Grade 10 learners. The chapter focuses on the teacher's disposition in teaching Sexuality Education, as well as on determining what young people want from Sexuality Education by using Bourdieu's *Theory of Practice*. Specific concepts were used to explore the topics *field*, *agent*, *habitus* and *capital*. In this chapter I explain the research methods that I have used to gain insight into learners' expectations of Sexuality Education by drawing on the literature. Bourdieu's *Theory of Practice* is used as framework throughout the study. I describe the specific methods I used for data collection. The relevant ethical considerations are outlined.

The following research questions guided my research:

- What are Grade 10 learners' attitudes to Sexuality Education?
- What do Grade 10 learners want from Sexuality Education and why?
- How do Grade 10 learners want to be taught?
- Whom do Grade 10 learners want to be taught by and why?
- How can I make sense of the expectations of Grade 10 learners in terms of Sexuality Education and what are the implications for teacher training?

The following objectives were used to guide the research:

- To explore the attitudes that learners have towards Sexuality Education.

- To determine what learners want from Sexuality Education and also to explore the possible reasons.
- To explore how learners want Sexuality Education to be taught.
- To determine by whom Grade 10 learners want to be taught and to explore the reasons.
- To determine how the LO curriculum responds to what learners want from Sexuality Education.
- To use Bourdieu's theory to analyse the findings in helping to understand what learners want from Sexuality Education at school in order to inform teacher education.
- To investigate the expectations of learners in order to inform teaching, curriculum and pedagogy and to explore the implications for teacher education.

3.2 Research approach

Since the purpose of my study is to explore what Grade 10 learners want from Sexuality Education, I chose to make use of a qualitative research approach, using in-depth interviews and narratives, which enabled me to develop an in-depth understanding of this phenomenon (Creswell, 2008:213). Creswell (2008:55) elaborates by saying that a single phenomenon of interest is being explored in a qualitative study; thus the purpose of the study is stated as an open-ended investigation for the researcher to learn as much as possible from the participants. In my study I explored the field of Sexuality Education. The in-depth interviews and

narratives allowed me to gather the much needed information to inform teacher training together with recommendations for future research.

3.3 Methodological orientation

This study qualitatively explores what learners want from Sexuality Education by using an interpretivist and transformative approach. Mertens (2007:215) points out that “a paradigm provides a tool to identify one’s own worldview or, in research terminology, identify one’s paradigm: a metaphysical construct associated with specific philosophical assumptions that describes one’s worldview”. In the Bourdieuen context a paradigm is a tool to identify one’s own habitus, which is a formation of dispositions, thoughts, feelings, attitudes and habits (Brittain, 2009:149). Habitus defines who we are.

Hesse-Biber and Leavy (2011:175) define an interpretivist approach as a paradigm that focuses on subjective experience, small-scale interactions as well as understanding. Manson (2002:56) maintains that the interpretivist approach supports a study that uses interview methods where the aim is to explore people’s individual and collective understanding and reasoning processes. Understanding and reasoning processes are influenced by one’s habitus – the way in which one was raised, as well as different forms of capital that refer to power (Bourdieu, 1986).

I attempted to understand the phenomenon through accessing the meanings ascribed by participants in order to improve my teaching and to inform curriculum, which is transformative in nature. Mertens (2009:48) describes the transformative paradigm as a paradigm that “links results of social inquiry to action” and that can be used to develop a programme. Mertens (2009) elaborates by stating that the transformative paradigm is a framework of belief systems that directly engages

members of culturally diverse groups with a focus on increased social justice. This paradigm provides a researcher with guidance in terms of clarification of ethics and values and consequent decisions that are related to ontology, epistemology and methodology (Mertens, 2010:473). Sexuality Education is a sensitive topic; therefore it was of paramount importance that as researcher I kept in mind that participants have different belief systems; this is a form of cultural capital that co-exists with other forms of capital that have an influence on their perception of Sexuality Education. Making use of the transformative paradigm forced me to look constantly at the ethical implications of my research. As one of my key focus areas was to inform teacher training, this paradigm was central to investigating the phenomenon.

3.4 Sample

A sample selection plays a vital role in any study, as the quality of data depends on it (Hancock & Algozzine, 2006:40). If I wanted to succeed in gaining an in-depth understanding of what Grade 10 learners want from Sexuality Education, I needed to select my participants well (Stake, 2005:450). I utilised purposive participant selection. This method is based on the selection of individuals as samples according to the purpose of the research (Paler-Calmorin & Calmorin 2007:104). Nieuwenhuis (2007:79) explains that the sampling process is generally used for qualitative studies, which means that research sites and participants are selected specifically for the purpose of collecting the best possible data to answer the research questions. The selected sample is relatively small, since the purpose of the study is not to generalise the findings but to gain an in-depth understanding of the phenomenon under investigation (Creswell, 2008:213).

Miles and Huberman (1994) discuss four aspects that a researcher must take into consideration when purposefully selecting participants:

- The setting: One school from a middle-class residential area similar to my own schooling background was involved in this study.
- The actors (Agents in the case of Bourdieu's *Theory of Practice*): I selected one class to participate in the study. I believed that the data for understanding what Grade 10 learners want from Sexuality Education could be collected from this specific class due to the fact that I have a good relationship with these particular learners and they feel comfortable to share and discuss sensitive topics openly. I wanted to understand, discover and gain insight and I therefore selected a sample of learners from which optimum information could be obtained (Merriam, 2009:77). The class of learners selected is an astute class able to articulate issues better than all the other Grade 10 classes. I explained the study to the class, after which I handed out consent forms, as well as assent forms to be completed by parents and learners. Involvement in the study was voluntary. Eight participants returned their forms the following day – four males and four females. I was disappointed that only eight learners returned their forms, as the majority of the class was excited to participate in my study. Some learners told me that their parents did not want them to be exposed to a sexuality-orientated study while others maintained that they were not comfortable talking about the topic. I made the assumption that the parents' own habitus played a role in prohibiting their children from participating in the study. Cultural capital could also have played a role, as the parents' association with institutions of learning such as churches,

universities, libraries and so forth could also have influenced their decision (Grenfell & James, 1998). Initially I was concerned that I would not get an equal number of males and females to participate as I believed that both genders had an important role in my research as it would afford me the opportunity to compare their expectations with regard to Sexuality Education.

- The events: Participants partook in in-depth interviews, as well as the writing of narratives (See Appendix D).
- The process: After conducting the interviews, I explained the narratives to the participants and requested them to submit the narratives within a week's time. Participants were told that the findings would be made available after the research process.

Table 3.1 Background information of participants

Participant	Gender	Race	Home language	Religion	Age
Participant A	Female	White	Afrikaans	Christian	15 years
Participant B	Female	White	Afrikaans	Christian	15 years
Participant C	Female	White	Afrikaans	Christian	16 years
Participant D	Female	White	Afrikaans	Christian	15 years
Participant E	Male	White	Afrikaans	Christian	15 years
Participant F	Male	White	Afrikaans	Christian	16 Years
Participant G	Male	White	Afrikaans	Christian	16 Years
Participant H	Male	White	Afrikaans	Christian	15 Years

One class from a middle-class school in Bloemfontein was selected for the purpose of exploring what Grade 10 learners want from Sexuality Education. This specific school uses Afrikaans as language of instruction. The mother tongue of all participants is Afrikaans.

Permission to conduct the study was easily obtained, considering that I am the Head of Department of Life Orientation at the school where the study was conducted. I discussed the research with the principal and assured him that all research would be conducted after school at a time that suited the participants (Creswell, 2008:12). When explaining the research topic to the class I received positive feedback and most of the learners seemed eager to participate in my study. I explained the procedure and handed out the letters of consent (See Appendix D) as well as the letters of assent (See Appendix C).

3.5 Data collection

I collected data by doing an in-depth literature review about Bourdieu's *Theory of Practice*, Sexuality Education programmes and the Life Orientation curriculum in South Africa. Apart from the literature review I conducted in-depth interviews and asked the participants to write narratives on the topic under study.

With reference to qualitative research Creswell (2012:212) explains that the researcher must pose general, broad questions to participants that will allow them to share their views without constraint caused by the researcher's perspective. I collected multiple types of information by making use of in-depth interviews and narratives. This allowed me to answer the research questions and establish the complexity of the central phenomenon.

3.5.1 In-depth interviews

Due to the sensitive nature of the research topic I chose to make use of in-depth interviews rather than focus group interviews as participants might feel reluctant to share information in a group setting (Mack, Woodsong, MacQueen, Guest & Namey, 2005:41). In-depth interviewing is a qualitative research technique that involves conducting intensive and individual interviews with respondents to explore their perspectives on a particular idea (Boyce & Neale 2006:5). This form of data gathering is the most common and popular qualitative method as interviews are very effective in giving a human face to research problems (Mack et al., 2005). I wanted to collect detailed information on what the participants want from Sexuality Education and establish their reasons. Mack et al. (2005:41) state that the researcher's interviewing techniques are motivated by the desire to learn everything the participant can share about the research topic.

A qualitative interview employs the art of asking one or more participants general, open-ended questions and recording their answers (Creswell, 2012:217). For this reason I chose to make use of semi-structured interviews in which six general questions were posed (See Appendix D) that allowed for openness that is a characteristic of qualitative research. In semi-structured interviews the interviewer asks all respondents the same series of pre-established questions (Denzin & Lincoln, 2000:649). The number of questions allowed me to obtain sufficient information. I engaged with the participants by posing questions in a neutral manner, while I listened attentively to their responses and asked follow-up questions and made use of probes based on their responses. Mack et al. (2005:41) warn researchers "not to lead participants according to any preconceived notions, nor to encourage participants to provide specific answers by expressing approval or

disapproval of what they say". Looking through the lens of Bourdieu, the researcher's habitus may have an influence on the participants' answers by encouraging them to provide data that would be beneficial for the study. Interviews must ideally be conducted in a private location with no outsiders present and where the participants feel that their confidentiality is protected (Mack et al., 2005). I therefore chose to conduct the interviews in their Life Orientation classroom at a time and date that suited each individual participant (Wholey, Harty & Newcomer, 2004:35). In this study the interviews allowed the participants to voice their experiences freely while I asked specific questions, thus allowing some measure of control over the information received (Creswell, 2012:218). I also made use of probes that are neutral questions, phrases, sounds and gestures to encourage participants to elaborate on their answers and explain why or how (Mack et al., 2005). Participants granted permission beforehand for using a video recorder to record the interviews (See Appendix B: Informed Assent). This allowed me to review the data at later stages, ensuring that I recorded all verbal and non-verbal actions and reactions of the participants (Trochim & Donnelly, 2008:147). The interviews were concluded by thanking the participants and assuring them of the confidentiality of responses, and by reassuring them that the results of the study would be made available to them (Cresswell, 2012). After the interviews I transcribed all data and analysed responses accordingly. Mack et al. (2005:128) caution researchers to avoid "in-depth analysis of the interview data until all interviews are completed. Even though it is possible to identify salient topics in early interviews, the researcher must do his or her best to avoid imposing meaning from one participant's interview on the next." Therefore I first conducted all the interviews. Then I transcribed the interviews after which I studied the transcripts. In this way it prevented to a great

extent my imposing on the generative process of the interviews what I thought I had learned from other participants (Mack et al., 2005).

Reflection on the in-depth interview process

At first I was surprised at which learners returned the consent forms. I thought that more assertive learners would participate, but most of the participants were the more introverted learners in class. I also hoped that one of the homosexual learners would volunteer to participate as I believe that this would have given the study greater depth. As mentioned earlier, my relationship with the specific class is of such nature that learners can discuss sensitive topics openly and I was quite disappointed that these learners decided against participating. I was also concerned that I would not find sufficient information to conduct a comprehensive study with only eight learners. However, the fact that I had an equal number of males and females was reassuring. The role that social capital could play in the interview process was also a concern. As the participants' LO teacher I had a sense of power over them as the participants could have thought that the interview might have an influence on how I would treat them in class or how I allocated marks. It was important to ensure that my research was totally detached from my teaching and I assured them that nothing would influence our teacher-learner relationship. With this in mind I set up the first interview. Initially I was also worried that the different setting would be experienced as uncomfortable, but almost immediately an atmosphere of intimacy and trust was established, with the result that the participants were at ease and answered all questions enthusiastically, at some stages giving more than what had been asked. In addition conducting the interviews was a rewarding experience because I had the privilege of getting a glimpse into the participants' personal lives.

3.5.2 Narratives

People tend to make sense of their lives according to the stories/narratives presented to them (Webster & Mertova, 2007:2). These stories are constantly being restructured in the light of new events, because “stories do not exist in a vacuum but are shaped by lifelong personal and community narratives” (Webster & Mertova, 2007:2). These stories or narratives are influenced by a person’s habitus and different types of capital as set out in Chapter Two. “Narrative inquiry is a methodological approach of understanding people’s representations of the world, their actions in it through the stories they tell. Narrative researchers aim to understand why people think and act as they do in the situated contexts in which they live and labour” (Gomez, 1997:195; Harnett, 2010:3). According to Andrews, Squire and Tamboukou (2008:5) narratives can be defined as the participants’ own representations of specific events, thoughts and feelings to which the narrative can give expression. We all have a basic need for a story, for organising our experiences into accounts of important activities. In narratives our voices “echo those of others in the sociocultural world, and we evidence cultural membership both through our ways of crafting stories” (Webster & Mertova, 2007:2).

In teacher training narratives contribute immensely to instruction and learning through their ability to frame the study of human experiences (Webster & Mertova, 2007:13). Narratives can tap the social context or culture in which instruction and learning take place. Webster and Mertova add that just as a story reveals the complexities of character, relationships and settings, so narrative can illuminate complex problems in instruction and learning. I therefore argue that making use of narratives is a useful method of data gathering when doing research to inform teacher training. The specific stories we read and hear in the teaching context are

usually intended to help us learn, unlike many stories we read elsewhere. As a teacher we learn either “directly about the subject matter of instruction or, alternatively, about strengths or shortcomings of the teaching itself”. (Webster & Mertova, 2007:15) This point confirms the value of narratives as an educational research tool.

In the context of this study the narrative was developed from the written story that each of the eight learners needed to tell in response to the topic that represented their perceptions and/or experiences of Sexuality Education. The primary question was: What do you want from Sexuality Education? Secondary points that needed to be addressed were the importance of Sexuality Education in school, the effectiveness of a teacher when teaching Sexuality Education, a good Sexuality Education lesson and the age at which Sexuality Education should start. This type of narrative method is considered a form of interview with a storytelling feature (Jovchelovitch & Bauer, 2007). As researcher I imposed the structure as I selected the theme and topics (questions) and by sequencing them. The participants, however, had time to think about what they wanted to write down and what they wanted to share with me as researcher (Jovchelovitch & Bauer, 2007). This allowed the participants to be spontaneous in their responses. I chose this specific narrative inquiry to clarify what Grade 10 learners want from Sexuality Education (Creswell, 2012:507). This study was designed accordingly and I collected and analysed the stories of the participants in the wider context of their social experiences. I believe that narrative inquiry has a particular value that contributed to my study; it was well suited to address the issues of complexity embedded in the Sexuality Education phenomenon.

Reflection on the narrative process

After I had conducted the interviews I explained the narratives. Some of the participants did not seem eager to write the narrative, as it “reminded them of a language class”. I was therefore concerned that not all of them would return the narratives or that they would take weeks to complete. All the narratives were submitted within three days. I did not know what to expect before reading the narratives. As researcher I made various assumptions regarding specific aspects of the topic. I thought that the boys would like a male teacher teaching Sexuality Education; also made the assumption that Christianity (a form of cultural capital) would have a major influence on the way in which young people perceive Sexuality Education. I was quite surprised after reading the narratives as my assumptions were proved wrong, as will be elucidated in the next section.

3.6 Data analysis

Qualitative data analysis is primarily an inductive process of organising data into categories and identifying patterns and relationships among the categories. General themes emerge from the data rather than being imposed prior to data collection (McMillan & Schumacher, 2010:367). In other words, certain themes become evident and are sorted into categories (*field, habitus and capital*) according to Bourdieu’s theory. Creswell (2008) explains that the data in a qualitative study consists of a text database which is analysed by describing the research site and the participants, as well as by screening the data for themes that represent the phenomenon under investigation. This is followed by determining the meaning in relation to existing research, addressing the research questions and reporting the findings through writing a descriptive research report, including the personal

experiences and reflection of the researcher (Creswell, 2008:57). Data analysis for my study began during the in-depth interview session with the learners. The following steps were followed in analysing the data:

- i. I categorised the data according to type (in-depth interviews and narratives). Thereafter I transcribed the video recordings of the eight participants' interviews as text data.
- ii. I engaged in an initial investigation of the data through the process of coding it. This was done by reorganising the data according to each of the eight participants. I then read the narratives and transcripts of the interviews while making notes to record my first impressions. In order to make sense of the data, I labelled and segmented the text to form descriptions and broad themes (Creswell, 2012).
- iii. During the re-examination of the narratives and transcripts of the interviews, I constantly kept in mind that I needed to look at the responses of the participants to provide answers to my research (Creswell, 2012:236).
- iv. I sorted the responses, clarifying the perceptions and expectations of Sexuality Education into various categories.
- v. I reflected on the impact of my findings and on the literature that might inform the findings. In doing this I summarised the themes and looked at the similarities and differences between my findings and those of others reported in literature.

- vi. Lastly I took time to employ strategies in order to validate the exactness of my findings. I made use of triangulation where different sets of data improved the accuracy of my findings.

These six steps allowed me to make "... a personal assessment of a description that best fitted the situation and themes in order to capture the major categories of information" (Creswell, 2012:236).

To ensure anonymity, as well as confidentiality the participants are referred to as Participant A, B, C, D, E, F, G and H. Initially I gave participants pseudonyms; however, while analysing this data, I realised that I had difficulty in maintaining an objective view. I therefore decided to give the participants code names, which allowed for a more impersonal view of the presented data. The data that I collected was organised by these pseudonyms so that I could recontextualise the data (Nieuwenhuis, 2007:104). I discuss the data according to each participant by making use of codes (See Table 4.1 and 4.2 in Chapter Four). Themes have been defined, including statements from the participants to clarify their meanings (Nieuwenhuis, 2007:109). Answers to the research questions emerged that led me to an in-depth understanding of the central phenomenon, which is also the ultimate aim of my study (Cresswell, 2008:254). I structured the themes by looking for relationships, commonalities, contradictions and exceptions. McMillan and Schumacher (2010:378) encourage researchers to look for patterns in the data by examining the relationship between themes or categories in every possible way, trying to make sense of the complexity of the links between them. I attempted to answer the research questions by displaying the findings visually. Lastly I interpreted the findings by giving an overview, comparing my findings to past research and reflected on the data from my own perspective (Cresswell, 2008:265). Nieuwenhuis

(2007:113) states that the ultimate aim of data interpretation is to draw conclusions, which have to be based on verifiable data and he stresses the fact that these conclusions are only applicable to the specific study and cannot be generalised. Chapter 4 provides a detailed interpretation of the findings.

3.7 Integrity of the study

Nieuwenhuis (2007:113) emphasises the fact that the trustworthiness of the findings in a qualitative study is important. He points out that the researcher should ensure that all interpretations are accurate and valid throughout the data collection and data analysis processes. Due to the fact that qualitative data analysis is based on the researcher's interpretation of the data, it is of the utmost importance that the whole process be done through continuous self-reflection (Cresswell, 2008:266). I therefore kept a reflective journal throughout my study.

It is important for a researcher to mention personal bias, as well as its potential effect on the interpretation of the findings (Cresswell, 2008:266) as these may be a product of his or her own habitus and different forms of capital.. Nieuwenhuis (2007:114) advises that novice researchers should follow the steps of validating the findings of their research closely. This is due to the fact that the researcher becomes more involved in the study and the risk of bias becomes greater, which may affect the interpretation of the findings.

Takona (2002:315) explains triangulation as the application and combination of more than one research method in the study of the same phenomenon. He elaborates by stating that triangulation becomes alternative to criteria such as reliability and validity. Using in-depth interviews as well as focus groups, I cross-checked the evidence by collecting different kinds of data, which helped me to validate the

information (Scott & Morrison, 2006). During the process of triangulation I examined every source of information that I had collected from the different participants; I found evidence supporting my findings and established themes that in turn enhanced the accuracy of the data (Hancock & Algozzine, 2006:66).

3.8 Ethical considerations

In order to meet ethical research requirements, the following procedures were followed: A letter requesting permission to conduct this study was submitted to the Free State Education Department (See Appendix A). A letter of informed consent was directed to the principal of the school under study, requiring permission to conduct research at the school under study (See Appendix B); this is a prerequisite for all research involving identifiable subjects (Streubert & Carpenter, 2011:61). Learners signed a letter of assent (See Appendix C). As participants were minors, their parents had to give permission (See Appendix D); therefore they signed a letter of informed consent that provided information on the research project, its procedures as well as the participants' rights (anonymity and voluntary participation). As I conducted the interviews there was the risk of subjectivity. This was addressed by making use of triangulation, ensuring that various forms of data collection were used. The University of the Free State ethical clearance committee in the Faculty of Education had approved this study. The Ethical Clearance number is UFS-EDU-2013-047.

3.9 Value of the research

This study enabled the researcher to explore what young people want from Sexuality Education. Furthermore it contributes to the understanding of what Grade 10 learners consider to be valuable and informative, as well as who they prefer to teach

them. The information provided should contribute to the design of more effective programmes for Sexuality Education within the LO curriculum.

3.10 Summary

The purpose of this chapter is to provide a detailed description of the research methods. In order to make meaning of what Grade 10 learners want from Sexuality Education, I made use of qualitative research methods. This allowed me to gain an in-depth understanding of the phenomenon. I made use of purposeful sampling in selecting a specific Grade 10 class and conducted in-depth interviews with and elicited narratives from eight learners. I now proceed with the data analysis. A detailed discussion of the analysis of the data and interpretation of the findings follow in Chapters Four and Five.

Chapter Four

Research Findings

4.1 Introduction

As mentioned in Chapter Three a qualitative approach was followed that explored what Grade 10 learners want from Sexuality Education and why. Eight participants who had been selected had to write narratives and take part in in-depth interviews. I used both of these methods to gather data that enabled me to cross-check the data. The purpose of Chapter Four is to present the research findings. I do this according to themes and sub-themes that emerged from the data during the thematic analysis.

To ensure anonymity as well as confidentiality the participants are referred to as Participant A, B, C, D, E, F, G and H. One class from a middle-class school in Bloemfontein was selected for the purpose of exploring what Grade 10 learners want from Sexuality Education. This specific school uses Afrikaans as language of instruction. The mother tongue of all participants is Afrikaans.

Table 4.1 Coding of Participants

Participant	Code	Gender	Religion	Sexual Orientation
Participant A	PA	Female	Christian	Heterosexual
Participant B	PB	Female	Christian	Heterosexual
Participant C	PC	Female	Christian	Heterosexual
Participant D	PD	Female	Christian	Heterosexual
Participant E	PE	Male	Christian	Heterosexual
Participant F	PF	Male	Christian	Heterosexual
Participant G	PG	Male	Christian	Heterosexual
Participant H	PH	Male	Christian	Heterosexual

Table 4.2 Coding of data type

Data type	Code
In-depth interview	II
Narrative	NA

4.2 Data Analysis

In view of the research questions (See section 3.1) I made use of the following open-ended interview questions:

- i. What do you understand by the term Sexuality Education?
- ii. How do you feel when your teacher speaks about topics regarding sexuality?
- iii. What topics do you think need to be addressed more in Sexuality Education?
- iv. Which factors play a role in your way of thinking about sexuality?
- v. Where do you get you information on topics regarding sexuality?
- vi. Do you feel equipped to make informed decision on issues regarding sexuality?

All eight in-depth interviews were recorded with the permission of the participants and were transcribed for data analysis (Cresswell, 2008:225). Participants were asked to write a narrative that was developed from the written story that each of the eight learners needed to tell in response to the narrative topic that represented their perceptions and/or experiences of Sexuality Education. The primary question was: What do you want from Sexuality Education? Secondary points that needed to be addressed were the following: the importance of Sexuality Education in school, the effectiveness of a teacher when teaching Sexuality Education, a good Sexuality Education lesson and the age at which Sexuality Education should start.

4.3 Research Findings

During the thematic analysis various themes and sub-themes emerged. I categorised them under three main headings that are presented next.

4.3.1 Sexuality Education programmes

Themes that emerged in the category of Sexuality Education were the overall comfort levels of learners when Sexuality Education is being taught; preferred topics with regard to Sexuality Education, and lastly the effectiveness of Sexuality Education programmes.

Comfort levels and importance of Sexuality Education

The majority of the participants indicated that they were very comfortable when topics regarding Sexuality Education are addressed. They attributed this to their open relationship with their parents, as well as their opinion that the information that they receive is nothing new. Three of the eight participants indicated that the nature of their relationship with their parents played a role in their comfort levels when Sexuality Education is taught:¹

I feel very normal. My mother was very open with me from a very early age. I am actually very comfortable with the topic (PC, II).

I love to talk about sex. The relationship between my mother and me is very open. We talk about anything, anytime. I don't mind talking about sex (PE, II).

My parents and we have an open relationship. We talk about everything, especially my stepdad who enjoy talking about sex a lot (PF, II).

¹ Participants' responses are given verbatim.

These findings indicate that the participants feel comfortable enough to approach their parents for sexual information, which speaks of an open relationship between child and parent. What parents decide to tell their children about sexual topics is directly linked to their own beliefs and attitudes about sex (Regnerus, 2007:57). In other words, the parents' habitus has a direct effect on the child's habitus, which is also regarded as a form of capital.

Another factor that plays a role in the participants' comfort levels when sexual topics are addressed, is the familiarity of the Sexuality Education content. Five of the eight participants reported that the information presented to them was already common knowledge:

There is nothing new that's being discussed (PA, II).

It is not as if any information is something new. I don't wonder about anything, I already know what is going on (PC, II).

I would like to know something new, not like the things we already know (PD, II).

I am feeling comfortable talking about sex, because the information is nothing new. We hear about it every day (PH, II).

Focus on new information (PE, II).

It is apparent that the participants would like information that is new. They feel that the information regarding Sexuality Education is being repeated from primary school to secondary school. It also seems as if Sexuality Education fails to inform learners about different aspects of sexuality.

All eight participants' are of the opinion that Sexuality Education is important at school level. They explained that it is often the only place where some teenagers

get their information. Three participants stated that the parents of such teenagers do not talk to their children about the topic and therefore teachers should elaborate on the subject. I found this very interesting and discuss this in depth in Chapter Six:

Sexuality Education is necessary because some parents don't want to talk to their children about these things. They don't want to buy books. Sexuality Education is good because it can elaborate on these things and parents can't (PA, NA).

It is very important. Children are sexually active at a very young age and we don't understand the consequences of our actions. We need education to know that sex can be bad and good for you (PB, NA).

Sexuality Education is necessary. Most parents don't talk to their children about sexuality, and that is why I think it is important to have Sexuality Education at school level. On the other hand, I feel that it is the parents' responsibility to talk to their children about sex (PC, NA).

An interesting finding relates to the recommendations of three of the eight participants that both genders should be present when Sexuality Education is presented:

If the teacher talks about this topic, it would be a good idea not to separate the girls and the boys. You could separate them in the classroom, put girls on the one side and boys on the other side (PA, NA).

I think that boys and girls should never be split into a boys only or girls only class when topics regarding sexuality are discussed. It creates an uncomfortable atmosphere afterwards (PB, NA).

Girls and boys shouldn't be split when sexuality is discussed. It causes an uncomfortable atmosphere (PE, NA).

When we watched that cartoon video about sex in primary school, it was very weird afterwards. Because it was the video that was in your mind when you walked out of the information session. Now you see girls and it is uncomfortable. It would've been better if they never separated the boys and the girls (PF, II).

Three of the eight participants reported that Sexuality Education should start as early as possible:

I wouldn't be able to say the exact age, but as early as possible. Before the teenage years, because your hormones get out of hand and you are unsure how to handle it (PB, NA).

I think that Sexuality Education should start as early as possible. These days you hear about a lot of children who are sexually active and parents don't know when to start with Sexuality Education. Parents leave Sexuality Education to the teachers. As soon as a child can understand, Sexuality Education should start (PF, NA).

Sexuality Education should start as soon as possible. Grade 10 is way too late for us to start with Sexuality Education (PH, NA).

Four participants reported that Sexuality Education should be introduced between the ages of 10 and 12 years:

Parents should start telling their children at age 12, because they are then adult enough to understand (PA, NA).

I think that Sexuality Education should start at the age of 10 in schools. Sexuality Education at home can start whenever the parents feel the time is ready, or when the child starts asking questions (PC, NA).

Sexuality Education should start at 12; it is when hormones start (PD, NA).

I think that children should start learning about sexuality at the age of 11. This is the age that you start to wonder. It means that if a child asks a question regarding sexuality, he/she is ready to know about it. If they don't get the information they want, they will go to the Internet, and they might get wrong information. They might also come across things like pornography which can be bad (PE, NA).

Only one participant reported that 15 years is the right age for Sexuality Education to start:

I think that Sexuality Education should start at Grade 10 level. Focus must be placed on Sexuality Education in-depth. The younger grades are way too young to learn about these things (PG, NA).

Preferred topics in Sexuality Education

When the question was asked as to which topics the participants prefer when Sexuality Education is taught, two main topics came to the fore, namely emotional factors as well as the consequences of being sexually active.

Participant PG pointed out that teachers should focus on facts and not on their own perceptions of Sexuality Education. Another participant (PH, NA) expressed his concern by stating that teachers should give facts that are correct and should not base their facts on their own value system and what other people say. Teachers should therefore do thorough research regarding the topic under discussion.

Two participants explained that more time should be spent on explaining the emotional factors regarding sex. Emotional factors in this regard refer to all emotions that surface during sex:

More attention should be given to the emotional factors that go hand in hand with sex (PB, II).

Everything should get more attention; a deeper explanation must be given. Not only the advantages and disadvantages, but how sex works, the emotional part, the biological part. It must be explained as drugs are explained. It's like having a plate of food in front of you, but you only take a bite from each type of food – you don't eat the whole plate (PE, II).

Throughout the in-depth interviews as well as in the narratives participants highlighted the consequences of being sexually active. Six of the eight participants explained that consequences should be the centre of Sexuality Education. Consequences in this regard refer specifically to the advantages of being sexually active. Allen (2011:87) argues in this regard that a discourse of desire would invite adolescents to explore what feels “good and bad, desirable and undesirable, grounded in experiences, needs and limits.”

Sexuality Education should focus on the consequences of having sex. Teachers should talk to us about the disadvantages, but must also focus on the advantages of being sexually active (PB, II).

Children are sexually active at a very young age and we don't understand the consequences of our actions. We need education to know that sex can be good and bad for you (PB, NA).

Sexuality Education is about sex, the advantages – not only disadvantages (PC, II).

For me Sexuality Education is about the consequences of sex, the whole aspect around that. It is about the advantages and the disadvantages. The whole thing about being excited, not to be walking blindly into something (PE, II).

It shouldn't be like my primary school's LO classes. Focus shouldn't be placed just on the negative side of sex (PF, II).

Sexuality Education is about everything regarding sex, mostly about the consequences of sex, the advantages as well as the disadvantages (PH, II).

When asked what topics should be addressed in Sexuality Education, only two participants mentioned the disadvantages of being sexually active in the in-depth interviews:

More attention should be given to the disadvantages of being sexually active (PD, II).

Sexuality Education is to know what the disadvantages are about having sex. You shouldn't think it is how the movies make it up to be (PG, II).

Hence, combing through the findings it became apparent that participants request Sexuality Education programmes that focus more on the positive aspects of sexuality.

Effectiveness of Sexuality Education programmes

Three sub-themes emerged from the question as to what participants think will make Sexuality Education lessons more effective. They placed emphasis on technology

and on the way in which the classroom is managed together with the knowledge of the Sexuality Education teacher.

Today's young people rely on technology to communicate and to find the information they want. Technology is part of their everyday life and it is therefore no surprise that they reported that making use of technology has a huge influence on the effectiveness of Sexuality Education programmes:

We live in a world of technology, so I think the best way to get learners' attention is by using technological methods (PA, NA).

The teacher needs to have the right attitude, personality and equipment. If I talk about equipment, I mean video clips; they catch your attention immediately (PB, NA).

Making use of slide shows will make the lesson effective (PD, NA).

Three participants referred to classroom management as a factor determining the effectiveness of a Sexuality Education lesson. I have categorised the following responses of the participants as classroom management because I believe that all of these aspects lead to better classroom discipline:

The teacher needs to have the right attitude, personality and equipment. With her attitude she gets our attention (PB, NA).

If the teacher enjoys talking about the topic learners tend to enjoy the lesson more and it ensures a comfortable atmosphere (PF, NA).

The teacher must have respect for the learners. The teacher must be able to manage the class discipline (PG, NA).

Sufficient knowledge was cited as a very important factor in the effectiveness of the Sexuality Education programme. Sexuality Education is a complex socio-cultural endeavour and therefore requires knowledgeable people to teach children (Pattman & Chege, 2003). Five of the eight participants reported as follows:

If a person knows what he or she is talking about and can convey that information to the learners, then I feel that person will be a good Sexuality Education teacher (PC, NA).

She must be comfortable talking about sexuality and she must have knowledge (PD, NA).

The teacher must know what he/she is talking about and not just reading from the textbook (PF, NA).

The teacher must have appropriate knowledge of the topic (PG, NA).

4.3.2 The Sexuality Education teacher

A variety of characteristics were underscored, namely the gender of the Sexuality Education teacher, the age of the Sexuality Education teacher and lastly the personal characteristics of the Sexuality Education teacher. In Chapter Six I acknowledge the fact that a conflict of interest could have influenced the result of my study. As I am the participants' LO teacher the participants could have provided the information just to please me.

Characteristics of the Sexuality Education teacher

Five of the eight participants reported that a female teacher is more effective in teaching Sexuality Education. Two said that gender does not matter whereas one participant explained that although gender does not matter, the participant would prefer a female teacher:

I will prefer it if the Sexuality Education teacher is female. Females can relate better to us (PA, II).

A Sexuality Education teacher should be female. Our LO teacher is the best and we feel comfortable with her (PB, NA).

I don't think that it should be a specific teacher of a specific age (PC, NA). Definitely a female teacher (PD, NA).

I think the best teacher will definitely be a female, because boys feel uncomfortable talking to men. A man might not be as "soft on the topic" as a woman (PE, NA).

I feel that it should be a female teacher. Most males make sexual jokes which can lead to wrong information being conveyed (PF, NA).

The gender of the teacher doesn't really matter, as long as they know what they are talking about (PG, NA).

Preferably a female young teacher (PH, NA).

The participants reported various ages regarding the age of the Sexuality Education teacher:

The teachers, in my opinion should be in their twenties or early thirties (PA, NA).

A Sexuality Education teacher needs to be female, between the age of 25 to 35 years (PB, NA).

I don't think that it should be a specific teacher of a specific age. If the person knows what he or she talking about and conveys the information to learners, then I feel that person is a good Sexuality Education teacher (PC, NA).

A female in her early thirties (PD, NA).

The teacher needs to be able to listen to what the learners say and also need to be young. Learners tend to accept teachers that are younger rather than older teachers (PE, NA).

The teacher must be young because young teachers know best to gain the teenagers' attention. Young teachers will be more on the teenagers (PF, NA).

He or she must have experience and should not be very young (PG, NA).

Preferably a female young teacher (PH, NA).

Various personal characteristics of the Sexuality Education teacher were listed:

I think anyone can do it, but it is better that the teacher can relate to the learners (PA, NA).

Our LO teacher is the best Sexuality Education teacher. She makes everyone feel comfortable, she is an extrovert and she respects us just as we are. The teacher needs to have the right attitude, personality and equipment (PB, NA).

Participant PB (II) reported that the Sexuality Education teacher should ask for the learners' opinion when issues regarding sexuality are discussed:

It will make the lesson good when the teacher asks for our opinion (PB, II).

A teacher is effective when the information being conveyed is valuable. The teacher is also effective if he/she can explain the work so that both genders can understand it (PC, NA).

Participant PC (II) mentioned that Sexuality Education should be free of any judgement and that it should teach learners not to judge other people:

Information that should be included in Sexuality Education is that you may not judge people, doesn't matter what. You are not in that person's shoes (PC, II).

The teacher must be comfortable to talk about the topic and must be able to handle childish behaviour. The teacher must be young, because young teachers' know best to get the teenagers attention (PF, NA).

They should have a few years' experience (PG, NA).

She must be knowledgeable, because it is a sensitive topic (PH, NA).

4.3.3 The learner (Participant)

I have categorised the factors influencing the perception of Sexuality Education together with technological resources under the learner (participant).

Factors influencing the perception of Sexuality Education

Three sub-themes emerged from the data, namely media, friends and family.

Media, specifically television and movies, influence young people's perceptions of sexuality. Three participants mentioned the way in which the media has an impact on their viewpoints:

The media, definitely the media. I get scared if I only think about it because movies make everything complicated. For example, you think, "I am not going to get married, otherwise this will happen." Yes, it makes me scared. People constantly get divorced, they cheat on each other, women get abused, that type of thing (PA, II).

Movies, so many people watch movies. If you and your friends go and watch a movie where the characters have sex you can say, "Let's try this as well". You don't know if you want to, but on the one hand you do want to (PD, II).

The media plays a huge role, it plays a negative role. They give the wrong impression about sex (PE, II).

Another factor that was discussed is the influence of the peer group. Three participants explained that their friends do have a certain way of influencing their perception of sexuality:

Another thing that influences me is my friends. You always try to please your friends in certain ways (PA, II).

Friends who already had sex will tell you, "Yes, it was good, you must try it." (PD, II).

My friends also play a role. You always want to keep your friends happy (PH, II).

The influence that family members have on the participants' perception of sexual issues was underscored emphatically. Five of the eight participants reported that their family played a part in their perception of sexuality:

Definitely my family, because my family is so complicated. I was little when my parents got divorced. My brother became a father at the age of 14 and my stepmom is only 22. I also had sex (PB, II).

My mother influenced me in a positive way because she is so open about everything. I have a very positive association with sex. I have a good image of sex (PC, II).

Another thing that plays a big role is my relationship with my mother. She is very open about sex (PE, II).

In my case, my parents play a role. They were both very open even when I was very young (PF, II).

One of the five participants that explained the relationship with family as a factor in their perception of sexuality had a negative experience in this regard:

My mother is over protective; years back I had a girlfriend. I told her about my first kiss and she was like, "You know that is where babies come from". I replied, "HOKAAI", it was just a kiss. So I am very careful what I say and what I ask (PH, II).

Resources regarding Sexuality Education

When the question was asked as to where the participants get their information when sexual issues are explored, two main sources were emphasised, namely electronic media and family.

Four of the eight participants reported that they make use of electronic media, specifically Google:

I will make use of Google (PB, II).

I will make use of Google if I must. Not to blow my own horn, but I know a lot about sex. I would soon realise if they were talking nonsense on Google (PE, II).

I don't really look things up but if I must I will use the LO textbook and if I don't find the answer there I will make use of Google (PG, II).

I will search Google (PH, II).

When looking at the responses of participants regarding the resources they use when looking for information on sexuality, six of the eight participants reported that they ask parents or family members for information. This is directly linked to the participants' overall comfort levels discussed earlier. Participants in this study clearly have open relationships with their parents:

I ask my aunt, because her daughter was raped by her ex and she knows about these things. If she doesn't know I ask my mother or even my psychologist (PA, II).

I ask my stepmom for information (PB, II).

My mother and my stepdad are the most useful when I need information (PC, II).

My stepmom, because she is at that stage that she buys books and DVDs and she talks about sex. If I want to know something I ask her; she is a nurse at Rose Park Hospital (PD, II).

I ask my mother (PE, II).

I get my information from my mother (PF, II).

Two participants mentioned the LO textbook, either as a useful resource or as inadequate:

I don't really look things up, but if I must I will use the LO textbook and if I don't find the answer there I will make use of Google (PG, II).

The last place where I will look is the LO textbook, it is way too much effort (PE, II).

One participant reported that the LO textbook needs to have more chapters on Sexuality Education:

The textbook needs to spend more time, more chapters on sexuality (PF, II).

See Table 4.3 for the summary of the eight participants' responses according to the themes.

Table 4.3 Summary of themes and responses of the participants

Sexuality Education Programmes	
<i>Themes</i>	<i>Responses of participants</i>
Comfort levels regarding Sexuality Education	<p>The nature of parental/family relationships plays a significant role in comfort levels when Sexuality Education is taught.</p> <p>Sexuality Education information that is being taught is rather familiar.</p> <p>Sexuality Education is necessary at school level.</p> <p>Gender integration is important.</p> <p>Age diversity for the introduction of Sexuality Education.</p>
Preferred topics in Sexuality Education	<p>Teachers should focus on facts that are correct and not based on assumptions.</p> <p>Emotional implications of being sexually active.</p> <p>Consequences of being sexually active.</p>
Effectiveness of Sexuality Education programmes	<p>Using technological materials/methods.</p> <p>Classroom management.</p> <p>Sufficient knowledge of the Sexuality Education teacher.</p>
The Sexuality Education Teacher	

Characteristics of the Sexuality Education teacher	Preference for a female teacher. A variety of age groups. Personal characteristics.
The Learner (Participant)	
Factors influencing the perception of Sexuality Education	Media plays a role as one of the factors influencing perception of Sexuality Education. Peer pressure/friends. The openness of family relationships.
Resources regarding Sexuality Education	Electronic media; specifically Google. Family as main resource tool. The LO textbook as either a useful resource or inadequate material.

4.4 Summary

In this chapter I present the research findings according to themes and sub-themes that emerged from the data during the thematic analysis of the transcribed interviews and narratives. The participants' experiences regarding Sexuality Education that include their attitude towards Sexuality Education; how they want to be taught and by whom (with specific focus on age, gender and characteristics of the Sexuality Education teacher); the preferred topics as well as resources regarding Sexuality Education. Furthermore the effectiveness of Sexuality Education programmes and learners' suggestions of how these can be improved have been presented.

After conducting the literature review I had clarity about the complex nature of Sexuality Education. I was convinced that to find answers to my research the Sexuality Education learners would be the best participants to approach. I was

surprised at my research findings that on the one hand confirmed what I had found in the literature and on the other hand contradicted some findings.

I regard my research findings as trustworthy since I followed the recommended steps in analysing qualitative data (See section 3.6). I represented my data thoroughly with quotes from the data to support the themes and sub-themes. In Chapter Five the research findings are discussed with reference to the literature on Sexuality Education and the *Theory of Practice* of Bourdieu. This will be used in order to make sense of the findings and reach an in-depth understanding of the issue under investigation.

Chapter Fivve

Data Analysis

5.1 Introduction

In Chapter Four I present the research findings according to themes and sub-themes that emerged during the data analysis process. The participants' experiences with Sexuality Education that include their attitude to Sexuality Education were addressed; how they want to be taught and by whom (with specific focus on the age, gender and characteristics of the Sexuality Education teacher); the preferred topics as well as resources regarding Sexuality Education. Subsequently the perceptions of the participants regarding the effectiveness of Sexuality Education programmes and their suggestions of how these can be improved were presented.

The aim of Chapter Five is to discuss the research findings with reference to the purpose of my research (See section 1.3) and the relevant literature on Sexuality Education. I present a brief summary of the literature on Sexuality Education (Chapter Two) and possible similarities and possible contradictions between the literature and empirical study. I also refer to specific empirical findings as presented in Chapter Four. This helped me in making sense of the research findings and in reaching an in-depth understanding of the phenomenon. Creswell (2008:260) proposes that a further thematic analysis be conducted by layering the themes in order to identify the relations between the themes by means of a visual presentation. Furthermore I compare my research findings to past research in the literature while constantly reflecting on the meaning of the findings.

The interrelated relationship between Sexuality Education (presented as the *ffield*), the Sexuality Education teacher (as form of *ccapital*) together with the learner

(the *agent*) is visually presented in Figure 5.1. The interrelatedness between these components offers a framework for the implementation of Sexuality Education programmes. Each phenomenon is discussed by using the following processes : Analysing the position of the field of power; mapping out the objective structures of relations between the positions occupied by the social agents (teacher and learners) who compete for legitimate form of authority of which this field is a site, and lastly analysing the habitus of the agents and the different systems of dispositions they have acquired by internalising a determinate type of social and economic condition (Bourdieu & Wacquant, 1992:104).

Sexuality Education Programmes

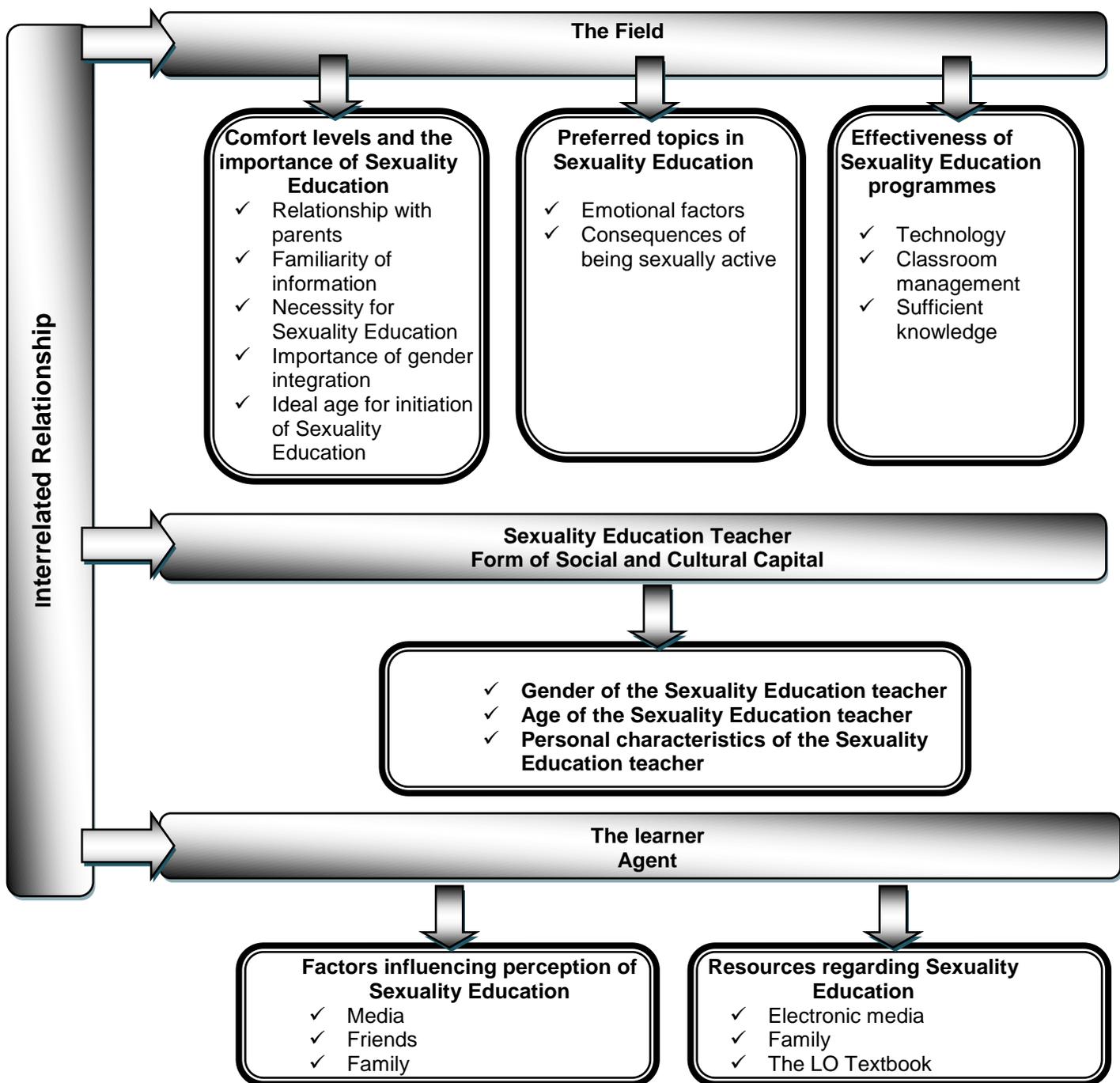


FIGURE 5.1: A Model for Sexuality Education: implications for teacher training –
A Bourdieusian analysis

A Short overview of the literature on Sexuality Education

Much research has been done on Sexuality Education because of the importance of this field. In South Africa Sexuality Education forms part of the LO curriculum and

falls under the personal well-being outcome (Department of Basic Education, 2008:8). Life Orientation promotes the development of skills, knowledge and attitudes that learners can use to respond to life's challenges. Learners should be taught what sexuality, their attitudes, values and beliefs regarding this topic are. They should also be assisted in understanding their attitudes to sexuality and what influences their behaviour. School-based Sexuality Education programmes offer a promising way to improve young people's sexual health through the development of *sexual competence* (See section 2.3.1)

The effectiveness of these programmes depends largely on how comfortable and confident the teacher is with the sexual learning content. Due to inadequate training, LO teachers are not equipped to teach Sexuality Education with confidence, which influences the effectiveness of Sexuality Education programmes. It is widely recognised that not enough attention is paid to Sexuality Education in tertiary institutions, which can be attributed to the fact that there is no mandated national curriculum for Sexuality Education. Each tertiary institution decides to what degree they want to include Sexuality Education in their pre-service training curriculum (See section 2.3.1).

To improve the efficacy of Sexuality Education programmes, voices of those being taught should be heard. The most influential and related background to sexual behaviour are the teenagers' own sexual beliefs, attitudes and skills. Young people should be recognised as good judges of what content they need. This will provide them with the agency necessary to make positive sexual decisions. Young people want Sexuality Education to move away from a *sex-negative* approach that should start focusing on a more *sex-positive* approach. In this regard numerous studies criticise the preventative slant of sexuality programmes and appeals for programmes

where the learners' needs are taken into consideration when developing and teaching these programmes (See section 2.3.4).

5.2 Analysis of the position of Sexuality Education programmes

(Field of power)

I first analyse the position of Sexuality Education. I do this by analysing the comfort levels and importance of Sexuality Education, the preferred topics in Sexuality Education and lastly the effectiveness of Sexuality Education programmes.

Comfort levels and the importance of Sexuality Education

Throughout my study the participants' comfort levels regarding Sexuality Education were high, which they ascribe to their relationship with their parents, as well as their familiarity with the information that they received. Participants also stressed the importance of gender integration as this contributes to the overall comfort levels when Sexuality Education is taught.

The majority of participants reported that they get their sexual information from their parents, which indicates that they feel comfortable enough to approach their parents for the information; this is testimony of an open relationship between child and parent. This is directly related to Bourdieu's concept of habitus where Sullivan (2002:149) describes habitus as a set of attitudes and values that is transmitted to the child via the educational role of parents/care givers. Regnerus (2007:57) argues that what parents decide to tell their children about sexual topics is directly linked with their own beliefs and attitudes about sex. In other words, the parents' habitus has a direct effect on the child's habitus, which is also regarded as a form of capital.

Contradicting these findings, Carmody and Willis (2006) found that many young people's parents seem to be unwilling to inform them on sexual issues. I found it

interesting that the participants reported on their open-relationships with their parents on the one hand but on the other hand explained that Sexuality Education was necessary at school level due to the fact that parents do not talk to their children about the topic. Participants assumed that their relationship with their parents is unique and that most young people do not have such a relationship with their parents. This can be due to peer talk during break times, media influence (reading or listening to other teenagers not getting along with their parents) or even due to the constant reminder that we live in a broken world full of unsuccessful marriages and relationship problems (News 24, 2013).

Another factor that played a role in the high comfort levels of the participants, is their familiarity with sexual information. Five of the eight participants reported that the sexual information presented at school level was nothing new. The participants also felt that there is no progression in the content as well a level of presentation when comparing primary school to high school. My findings furthermore indicate that Sexuality Education should start at a younger age, even as young as when a child can start to understand different concepts. One participant explained that Grade 10 is the perfect age to introduce Sexuality Education as younger grades may be regarded as too young to be exposed to sexual content. This specific participant was one of only two participants who did not report the existence of an open-relationship with his parents and mentioned that he becomes irritated when the topic of sexuality is being raised in class. It therefore seems as if the openness of the child-parent relationship has a direct influence on young people's attitude to Sexuality Education. The other participant explained that he feels neutral when sexual topics are addressed and attributed this to the familiarity of the information.

He mentioned that his mother is very over-protective and therefore he would rather make use of Google to find sexual information.

An interesting finding relates to the recommendation of participants that both genders should be present when Sexuality Education is presented. It has to be borne in mind that currently young people do not find sexual issues embarrassing (Petersen & Hyde, 2010). Gender integration during Sexuality Education should be understood in the context of the free availability of information and young people's familiarity with sexual content. Consequently the presence of both males and females during Sexuality Education guarantees awareness of the nature of the content being shared, thereby diminishing the discomfort or embarrassment that arises when Sexuality Education is presented to single sex learners. Joint presentations ensure mutual understanding and insight among members of opposite genders. Usually classes are split when this topic is addressed and it tends to create an uncomfortable atmosphere afterwards. This is in line with the findings of Petersen and Hyde (2010) when they explain that the gender gap in sexuality is constantly being reduced, as recent studies report that women are increasingly becoming more sexually active and have more liberal attitudes. The equalising of gender roles can be ascribed to access to the Internet and the changing of legislation to make provision for the rights of homosexuals (Petersen & Hyde, 2010).

Preferred topics in Sexuality Education

Another aspect central to analysis of the field is the preferred topics in Sexuality Education. According to my findings participants would like more time to be spent on the emotional aspects regarding being sexually active. Emotional factors in this regard refer to all emotions that surface during sexual intercourse, such as intense love, intimacy, joy and so on. As researcher I make the statement that young people

rely on the fact that the Sexuality Education teacher knows that some of them are sexually active, and the learners therefore want the teacher to educate them regarding the emotions that can be a positive as well as negative experience. A study conducted by Allen (2001:158) found that young people felt that “emotions and relationships were addressed within a moral discourse where sexual activity was permitted and fulfilling only when love was part of a relationship”.

The majority of participants explained that Sexuality Education should focus on the consequences of having sex, but the emphasis should not only be on the disadvantages or negative consequences but also on the advantages of being sexually active. Similar to a study conducted by Allen (2005) the participants of my study stressed that Sexuality Education programmes should move away from teaching negative sexual consequences. Participant PB (II) explained the following:

Sexuality Education should focus on the consequences of having sex. Teachers should talk to us about the disadvantages, but must also focus on the advantages of being sexually active.

I therefore agree with Francis (2010:318) who appeals for “a pedagogy that is probably more explicit and clearly structured in terms of both negative behaviour and in terms of positive desire is what is needed”. Hence young people should be given a voice when it comes to the content and the way in which Sexuality Education is taught. Similarly Francis (2011), Hirst (2008) and LeClerc-Madlala (2002) criticise the preventative slant of sexuality programmes and ascribe the apparent unsuccessful impact of these programmes to the perception that sexuality in young people is regarded as a “... problem to be managed rather than a positive part of youthful identity” (Ball & Mane, 2000:217). Young people are consumers of sexuality and therefore they have the right to give their opinions on sexual issues.

Their opinions should then be used to improve the product or Sexuality Education. Allen (2005:402), writing within a New Zealand context, agrees when saying that if young people's opinions of criteria of effective Sexuality Education are met and used to determine its success it may serve them better to look after their sexual health and well-being. She recommends that young people form part of designing sexuality programmes and also in assessing their value (Allen, 2005:402).

The effectiveness of Sexuality Education programmes

My research shows that there are three fundamental aspects that have an influence on the effectiveness of Sexuality Education programmes, namely technology, classroom management and the knowledge of the Sexuality Education teacher.

Young people rely on technology to communicate and to find information that they want. They have knowledge available due to the technological boom in recent years. Prensky (2001:1) states that "it is now clear that as a result of this ubiquitous environment and the sheer volume of their interaction with it, today's students think and process information fundamentally differently from their predecessors". Hence technology plays a huge role in Sexuality Education as well. Bourdieu's concept of economic capital plays a vital role in this regard. Economic capital refers to money wealth (Grenfell & James, 1989). The participants of this study all grew up in a sufficiently safe financial environment and therefore have a certain amount of economic power over young people that did not have financial stability when growing up. All the participants in this study had the privilege of contact with social media such as cellular phones and computers. The Grail Research Report (2011:3) points out that the 21st century learner, which my participants form part of, has never lived without the Internet and has been "born into a digital world, proficient with and dependent on technology, making it a critical part of how they interact, play and

learn". Similarly Posnick-Goodwin (2010) characterises learners from the 21st century as follows:

They'd rather text than talk. They prefer to communicate online – often with friends they have never met. They don't spend much time outdoors unless adults organize activities for them. They can't imagine life without cell phones. They have never known a world without technology or terrorism or Columbine. They prefer computers to books and want instant results. They are growing up in an economic depression and are under tremendous pressure to succeed. Mostly they are growing up fast, and exhibiting behaviour far beyond their years.

The participants argued that making use of technology ensures that they pay attention completely when a Sexuality Education lesson is presented. Participant PA (NA) reported the following:

We live in a world of technology, so I think the best way to get learners' attention is by using technological methods.

With this in mind it is increasingly important to question to what extent technology influences the effectiveness of Sexuality Education.

Another factor that plays a role in the effectiveness of Sexuality Education is the way in which the Sexuality Education teacher manages the classroom. Three of the eight participants reported on how the Sexuality Education teacher manages his or her classroom. Sexuality Education can be a sensitive and rather difficult topic to discuss, even more so if the teacher is not qualified to teach, which can lead to a lack of confidence in the teacher and to an unmanageable classroom. Hence the teacher should be able to manage classroom discipline for the programme to be

effective and successful. Correspondingly Allen (2011:109) argues that the general classroom management forms a critical part of the Sexuality Education programme's success.

Lastly participants reported on the knowledge of the Sexuality Education teacher. Five of the eight participants emphasised the importance of the level of knowledge of the teacher when teaching Sexuality Education. Van Deventer (2009:128) found in his study that LO is taught by a broad spectrum of teachers who are not necessarily qualified to teach all the subject areas, including Sexuality Education within the LO curriculum. Allen (2011:107) stresses the importance of the knowledge base of the Sexuality Education teacher by saying that being knowledgeable is crucial for the Sexuality Education teacher. The question can therefore be asked whether Higher Education institutions prepare LO teachers adequately for teaching Sexuality Education. Considering Bourdieu it is important to remember that the teacher's own upbringing plays a role in his/her habitus, thus shaping the way the teacher conveys sexual messages. In other words, various factors come to play when teachers present this topic, which all contribute to the power (capital) that is vested in the teacher. The implication, therefore, is that the teacher teaches from his or her own value framework, which might leave little room for the needs of the learners. Teachers should guard against forcing their own values and perceptions onto the learners that they teach. Teachers should stay objective when teaching Sexuality Education.

A field such as Sexuality Education is determined by the associations that people (learners, parents and teachers) have with all the domains of society and that ultimately regulate their perceptions and behaviour regarding the field under study. What happens in the field is consequently limited by the conditions of the field, such

as the importance of Sexuality Education, the preferred topics and also the effectiveness of the Sexuality Education programmes.

5.3 Objective structures of relations between the positions occupied by teachers and learners (social agents)

Next I outline the objective structures of relations between the positions occupied by the social agents (teacher and learners) who compete for the legitimate form of authority of which Sexuality Education is a site (Bourdieu & Wacquant, 1992:104). I do this by looking at the Sexuality Education teacher as a form of capital (the authority figure) and more specifically at the gender, age and characteristics of the teacher. The learner as agent is discussed under step three when the learners' habitus together with the different dispositions they have acquired is analysed.

The gender, age and characteristics of the Sexuality Education teacher

When looking at the findings of my research I acknowledge that conflict of interest could have influenced the results of the study. The participants knew that I was doing the research and as I am their teacher they could have provided information just to please me. For example, when looking at the preferred gender of the Sexuality Education teacher, the majority of the participants reported that a female teacher would be more effective in teaching topics regarding sexuality. Participants reported in their narratives that the best Sexuality Education teacher is a female teacher who is not very old. When analysing their reasons, it became apparent that participants feel more comfortable with a female teacher teaching sexual issues. I attribute this to the open relationship I have with these learners (participants). Participant PA (II) explained as follows:

I will prefer it if the Sexuality Education teacher is female. Females can relate better to us.

Contradicting my findings, Allen (2011:115) reports that Sexuality Education calls for more male educators due to the perceived need to improve experiences and effectiveness of programmes for boys. She elaborates by stating that male teachers can address boys in ways that are more sensitive to their vulnerabilities and fears (Allen, 2011:115). Interestingly enough, three of the six participants who reported that they prefer a female teacher teaching sexual topics, were males. Two participants mentioned that the gender of the teacher does not matter as long as the teacher has adequate knowledge of the topic under discussion.

“Teachers are crucial to the success of Sexuality Education, as they have the potential to make significant contributions to the lives of learners through developing a critical consciousness – the raising of awareness and enabling them to recognise their capacity to transform their social realities” (Francis & DePalma, in press). Participants explained that the teacher should be someone who can relate to learners, someone who respects them, who lets everyone feel at ease. In this regard Kyriacou (1997) states that there needs to be constant respect and rapport between teacher and learner. Respect ensures the establishing of common trust between teacher and learner (Campbell, Kyriades, Muijs & Robinson, 2004:457). Daria and Campbell (2004) argue that a Sexuality Education teacher must possess key characteristics to make the programme successful and thriving. These authors state that these characteristics include feeling comfortable with the subject matter, having appropriate knowledge of and training in human sexuality, showing respect for young people and accepting the values and beliefs of others. Allen (2011:108) argues that the young person’s expectations need to be the integral

focus when looking at Sexuality Education programmes. Hence it is important to respect learners enough to ask for their opinions and then implementing them in Sexuality Education programmes. Highlighting this statement, another participant said that the teacher should be free of any judgement. Specifically in South Africa where the rights of homosexuals are recognised and legalised, it is important that Sexuality Education programmes address the prejudices of learners with regard to same sex relationships. Potgieter and Reygan (2012:40) state that LO is most likely the subject area where learners with sexual diversity can engage. Sexuality Education should teach learners not to judge one another. This seems to be a topic under investigation as Aggleton and Campbell (2000) found that teachers' attitudes to sexuality tend to be judgemental and are rooted in their beliefs and values; this finding underscores Bourdieu's concepts habitus and *cultural capital*. Analysing this through the lens of Bourdieu it became apparent that being the authority figure might have prevented the learners from openly discussing issues regarding sexuality, which Campbell (2004:455) describes as an imbalance in power.

5.4 Analysis of the habitus of the agents

I have analysed the different factors that have an impact on the young person's perception of Sexuality Education, namely media, friends and family. Thereafter the resources they use to acquire information about sexuality are discussed.

As this study was conducted among White Afrikaans-speaking learners from similar socio-economic backgrounds, I acknowledge that the same study may have different results with another cultural group and therefore I cannot deny that the specific cultural background of the participant could have shaped my study's findings. All

eight participants are white, Afrikaans-speaking young people. The habitus of these learners fluctuates in terms of race/culture and religion.

Factors influencing the perception of Sexuality Education

Three main factors emerged when the question was asked as to what influenced the participants' perception of sexuality. The first was media, specifically television and movies. Malamuth and Impett (2001) found that children, as well as adults regard media as the central source of information. This study's participants, however, mentioned only the negative influence of the media. One participant said:

The media plays a huge role, it plays a negative role. They give the wrong impression about sex (PE, II).

In this regard Brown and Witherspoon (2002:165) declare the following:

Adolescents come to the media with individual characteristics, and from families and communities that have already pushed them in certain directions and that have provided models of healthy and unhealthy behaviour. Those perceptions and experiences will influence what effect the media has on their health in the future. But we have also seen that the media does have an effect, sometimes subtly, sometimes more powerful, and the potential is greater for negative rather than positive effects.

Considering Bourdieu in this regard, it is apparent that the learners' habitus have an influence on the effect media has on them, but also that cultural capital, as well as social capital provides a set framework for behaviour.

Secondly, friends shape the perception of Sexuality Education. Three participants explained that they try to please their friends and therefore friends influence them with regard to sexuality. This agrees on findings by Miranda-Diaz and Corcoran

(2012:262) who found that young people's decision to have sex coincide with the sexual choices of their friends. Hence young people rely more on their peers rather than the established norms of Sexuality Education (Rivers & Aggleton, 2000).

The last factor that is the most dominant of all, is the role that family members play in the perception of Sexuality Education. It is no surprise that in my study the family proves to be the key contributing factor in the participants' perception of sexuality. I attribute this to the open relationship most of the participants have with their parents (See 5.2.1). Emphasis can be placed on the upbringing of the participants and how it influences their perceptions and values regarding Sexuality Education, and also how they make choices with regard to sex. Hence Grenfell (2008:51) maintains that sexuality is not simply the result of the learners' habitus, but the relations between his/her habitus and his/her circumstances. Circumstances in this sense can refer to the way in which the learners were raised, how the different types of capital, such as economic circumstances, cultural circumstances and social circumstances become manifest.

Resources for Sexuality Education

When analysing which resources young people rely on when needing or looking for information regarding sexual related issues, three main factors emerged: technological resources, family and the LO textbook.

The findings indicate that Google is one of the main resources when young people are looking for information regarding sexual topics. These findings correspond to Wheeler's (2012) statement where he argues that nowadays the youth's knowledge exists in technological form, which includes Google. Young people rely on electronic and social media to gain knowledge of related issues. This raises the question: Can

schools still provide the information that young people want? In other words, is the school still relevant in providing information on a topic that is readily available on electronic and social media and that is not being filtered by a specific value system? In this regard Francis and DePalma (2013:11) argue that “good teachers can build on the learners’ ability to access this information and explore pedagogies that draw on interactive technology to teach accurate and reliable information in ways that learners can relate to”. As stated before, the participants all come from affluent homes where they all have cellular phones and Internet access.

It should, however, be taken into account that not all young people have access to electronic media where young people extend what is being taught at school, what they learn from their peers, as well as the relationship they have with family members who can provide them with reliable information. Looking at this through the lens of Bourdieu it is evident that economic capital as well as cultural capital comes into play. As I have explained earlier, the participants of this study have a certain amount of economic power compared to other young people who live in different circumstances. One can therefore argue that Sexuality Education programmes need to be contextualised – in other words, the content of Sexuality Education programmes should meet the specific needs of learners in a specific geographic and economic area.

Additional to this, the research has found that young people do probe their parents for information regarding sexual topics. Six of the eight participants reported that sexual information is obtained from their parents. Participant (PC, II) reported the following:

My mother and my stepdad are the most useful when I need information.

This is linked to the openness of relationship the participants share with their parents as well as the fact that the young peoples' families are the primary source of sexual information (Dyson & Smith, 2012:131). Contradicting these findings, research conducted by Mapetla and Francis (2013:131) shows that parents are hesitant to enter into serious conversations with their children about sexual topics. As researcher I cannot determine the degree of openness or define what openness means to each participant. Neither can I say whether the sexual information coming from parents is in fact correct and not biased. Openness in this study was restricted to each participant's own view of what openness means.

The LO textbook was mentioned by two participants, either as a useful material resource or as inadequate. One participant mentioned that he does use the LO textbook as a resource when looking for information on sexuality related topics. This specific participant was one of only two participants who did not report on the existence of an open-relationship with his parents. This can be linked to young people's attitude toward Sexuality Education, as well as the child-parent relationship. The other participant explained that the LO textbook is the last resort if he needs information on sexual issues because it is too much effort to consult the textbook.

5.5 Invisibilities/gaps identified

After conducting the literature review I thought I had a clear picture of what young people expect from Sexuality Education. I was surprised that certain grey areas emerged that contradicted previous research.

When the question was raised as to which factors play a role in the perception of Sexuality, none of the participants reported that religion had any influence on their way of thinking about sexuality. This contradicts the findings of LeClerc-Madlala

(2001), Harrison (2008), Regnerus (2007) and Wallace and Williams (1997) who found that religion strongly influences societal views about sexuality. This raises the question as to why religion does not play a role in the perception or attitudes of the participants in this study. Is it due to the cultural composition of my sample? As LO teacher I find it interesting that during Sexuality Education lessons religion always becomes the main contributing factor when debating sexual issues, but during the interviews religion was not mentioned at all. It seems as if learners say things that are socially acceptable during lessons, but when asked individually to elaborate or to give their own opinion where peers are not present, different viewpoints come to light, and which, through Bourdieu's lens, depict the effect capital has on what young people want from Sexuality Education.

Participants reported that they obtain sexual information from either their parents or technological resources, specifically Google. The question can therefore be asked whether Sexuality Education within the LO curriculum acknowledges the role of technology and, furthermore, whether technology is being utilised as resource in the teaching of Sexuality Education. Francis and DePalma (2013:11) argue that "we need to explore ways of understanding the significance of these technologies and the way learners themselves draw on these technologies to learn and answer their own questions". The findings of this study indicate that participants do not obtain their information from the subject Sexuality Education. When asked where participants find information regarding sexual topics, participant PB (II) answered:

I make use of Google.

This corresponds to one of the domains of connectedness that currently characterise the lives of young people (Schulze & Naidu, 2014), namely connectivism, which

states that knowledge today exists in websites, video archives, databases and so on (Wheeler, 2014).

Surprisingly the theme of sexual diversity never surfaced – in other words, not one participant mentioned the need to be informed about Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) identities or sexualities. The reason may be that this topic is not addressed in the LO textbook which may convey the message that this topic is not suitable for discussion. It can also be that this is not part of this cultural group's life world. It seems as if my research underlines the influence the habitus of the participants has on their attitude to and expectations of Sexuality Education. The way in which the participants in this study were raised influenced their needs and expectations of Sexuality Education programmes. It seems as if sexual diversity is a taboo topic, a topic that should not be taught and should definitely not be spoken about. Research conducted by Francis (2012) confirms this when reporting that teachers avoid teaching about sexual diversity due to a lack of teacher training, a lack of support by school management teams and so on. The teacher's own habitus plays a role when teaching or refraining from teaching sexual diversity. How the teacher was raised, what the teacher's beliefs regarding sexual diversity are and the comfort levels when teaching sexual topics play a significant part in whether or not the teacher will commit to the teaching of sexual diversity. Potgieter and Reygan (2012) stress the importance of teaching sexual diversity in classrooms. Hence more research should be conducted on the absence of sexual diversity, not only in the LO textbook, but also in teacher training.

5.6 Similarities and possible contradictions between the literature and the research findings

Worldwide numerous studies have been conducted on Sexuality Education to determine its effectiveness, the expectations of young people and the suitable Sexuality Education teacher. Studies that are both qualitative and quantitative gave me a clear picture of the complexity of the phenomenon under study. I came across studies conducted on various culture groups but I did not come across any studies regarding white, Afrikaans-speaking young people. Little seems to be known about this specific culture group regarding Sexuality Education.

When I compared my research findings on Sexuality Education to the findings of previous studies, I found that some studies contradict my findings regarding the part that parents play in Sexuality Education, with specific emphasis on the open relationship learners have with their parents. Another contradiction to my findings is the number of studies (LeClerc-Madlala, 2001; Harrison, 2008; Regnerus, 2007; Wallace & Williams, 1997) that have found that religion plays an important role in Sexuality Education. My study challenges these findings by indicating that for the participants in this study religion has not shaped their perception of sexual topics (See section 2.3.4).

When looking at the similarities of my findings, it has become apparent that, according to the Grade 10 learners of my study, Sexuality Education should move away from a *sex-negative* approach to the advantages of being sexually active. Young people want more time to be spent on teaching about the advantages of having sex. Another similarity is that participants reported that trying to please their friends play a part in their perceptions of sexual topics. Young people's decision to

have sex coincides with the sexual choices of their friends. Participants in this study reported that they make use of electronic media, specifically Google to obtain information on sexual topics. This is in line with previous research. Young people have all the knowledge they want available to them at the touch of a button on their cellular phones (See section 2.3.4).

More similarities became apparent during the analysis of data relating to the Sexuality Education teacher. General classroom management constitutes a critical part of the success of the Sexuality Education programme. Moreover, the Sexuality education teacher must have certain key characteristics that my study also highlights. It also became apparent in my findings that teachers tend to be judgemental when teaching sexual topics, which is similar to previous research (See section 2.3.3).

As far as the invisibilities/gaps found in my research are concerned, sexual diversity never featured during the in-depth interviews or narratives. Teachers avoid teaching about sexual diversity due to a lack of teacher training and a lack of support by school management teams. Moreover, the LO textbook lacks sexual diversity content. It is therefore no surprise that the sexual diversity topic did not receive any attention in the findings of my study.

5.7 Summary

The aim of the my study is to investigate what Grade 10 learners want from Sexuality Education; the focus of the study is the voices of the Grade 10 learners who took part in this study. In this chapter I have provided an in-depth understanding of what young people from a specific cultural and socio-economic background, namely Afrikaans-speaking learners from an affluent background want from Sexuality

Education. I did this by conducting a thematic analysis of the research findings by layering and interconnecting the themes in order to look for relations between the themes and presenting them visually. I also compared my findings to literature and illuminated the relevant perspectives by quoting the point of view of my participants.

It was fascinating to see that their experiences, viewpoints and recommendations on the one hand correspond to research on Sexuality Education done worldwide, but on the other hand challenge specific research outcomes. The fact that the learners do not obtain their information regarding sexuality from Sexuality Education programmes is a cause for concern. Does this mean that the Sexuality Education, which forms part of the LO curriculum, does not provide adequate information regarding sexuality? Further research needs to be conducted in order to investigate the discrepancy there seems to be between what the curriculum requires teachers to teach and the expectations and needs of Grade 10 learners. Furthermore, interviewing the parents and teachers of Grade 10 learners should lead to a better understanding of their perceptions and expectations of Sexuality Education programmes, as well as their comfort levels when addressing sexual issues with their children/learners, if at all addressed. This should shed light on their perceptions of their role and responsibility as sources of information regarding sexuality.

I have completed an analysis of the data on what Grade 10 learners want from Sexuality Education, as well as their attitudes to the phenomenon. In Chapter 6 I outline the conclusions of the research by answering the initial research question, followed by recommendations for teacher training and further research. I hope that the recommendations resulting from my study will contribute to the design of more effective programmes for Sexuality Education within the LO curriculum, as well as inform teacher training.

Chapter Six

Conclusions and Recommendations

6.1 Introduction

In Chapter Five I analysed and discussed the research findings with reference to the aim of my research, together with relevant literature on Sexuality Education in an attempt to uncover the meaning of the empirical research findings. I used the steps suggested by Bourdieu and Wacquant (1992:104) to unravel the experiences and recommendations of the participants (learners) in this study, regarding what they want from Sexuality Education. I compared my research findings to past research presented in the literature while I constantly reflected on the meaning of the findings.

The purpose of this chapter is to conclude the study by answering the research questions that guide this study. Lastly I make recommendations to policy makers, pre-service teacher training institutions, schools and for further research.

6.2 Research conclusions

The final conclusions of my study are drawn by answering the following research questions that guide my study:

- What are Grade 10 learners' attitudes to Sexuality Education?
- What do Grade 10 learners want from Sexuality Education and why?
- How do Grade 10 learners want to be taught?
- Whom do Grade 10 learners want to be taught by and why?

The last research question is answered in the recommendation section (See section 6.4) seeing that the question addresses the implications for teacher training:

- How can I make sense of the expectations of Grade 10 learners in terms of Sexuality Education and what are the implications for teacher training?

What are Grade 10 learners' attitudes to Sexuality Education?

Learners in my study reported that they feel comfortable when issues regarding sexuality are discussed. They ascribe this to their open relationships with their parents as well as their familiarity with the sexual information that they have access to. The content and presentation in secondary school is not different from that in primary school. Thus, learners are not confronted with new information, which attributes to their indifferent attitude when it comes to Sexuality Education.

When looking at the attitudes of Grade 10 learners to Sexuality Education, it is important to consider the factors influencing their perception of Sexuality Education. Three main factors emerged, namely media (specifically films and television), friends and family. According to the participants, media negatively influences their perception of sexual topics. They are of the opinion that films and television portray a skewed image of sex. As far as friends are concerned, it has transpired that the participants of this study try to please their friends and therefore friends also have an influence on the participants' perception of Sexuality Education (See section 4.3.3). Lastly the family was mentioned as the main contributing factor in the participants' perception of sexuality. Throughout my study the family (specifically parents) played a dominant role. Most of the participants have an open relationship with their parents, implying that they feel comfortable enough to approach their parents to provide them with information on sexual topics.

The participants' perceptions shape their attitudes to Sexuality Education. In other words, whatever role media, friends and parents play in their perception of Sexuality Education determines their attitudes to Sexuality Education.

What do Grade 10 learners want from Sexuality Education?

When I formulated interview questions to answer this research question, I decided to ask participants which topics should receive more attention in Sexuality Education. As I have explained earlier, the participants of this study are quite comfortable when sexual information is discussed or shared, due to the familiarity of the information. The question on which topics they feel need more attention answered a part of the question as to what they want from Sexuality Education.

Two topics emerged from the interviews, namely, emotional factors and the consequences of being sexually active, but with more emphasis on the advantages of being sexually active. The Grade 10 learners in this study would like more time to be spent on all the emotions that surface during sexual intercourse. Most of the Sexuality Education programme time is spent on the negative consequences of having sex, contraception and HIV/AIDS, which leaves little time to talk about the positive feelings/emotions when being sexually active. The second topic, according to the participants, that needs more time in the Sexuality Education programme is the positive consequences of having sex. According to the participants teachers focus on the negative consequences of having sex, such as becoming pregnant and getting STDs only. Grade 10 learners would like to know more about the advantages of being sexually active.

During the interviews participants focused on the importance of gender integration when sexual topics are discussed in the classroom. They want both genders to be present during these lessons as it creates an uncomfortable atmosphere after the lessons when they are segregated. The participants of my study recommended that Sexuality Education should start as early as a child can understand the different concepts that are linked to sexuality as a whole.

How do Grade 10 learners want to be taught?

The Grade 10 learners in this study reported that technology, classroom management and the knowledge of the Sexuality Education teacher have an influence on the effectiveness of the programme. They recommend that teachers focus on these areas to make lessons more interesting as well as effective. Making use of technological resources such as PowerPoint presentations and YouTube video clips ensures that the learners stay focused and pay undivided attention to the teacher presenting the lesson. These learners do not know a world without technology and therefore technological resources form part of their learning environment. Teachers should adapt their lessons to incorporate technological resources.

Secondly, the way in which the Sexuality Education teacher manages his/her classroom was underscored. Grade 10 learners in this study reported that a Sexuality Education teacher should be able to maintain discipline. Classroom discipline can get rather out of hand when sexual topics are discussed and therefore will have an influence on the effectiveness of the programme. Grade 10 learners would like a teacher to be strict in terms of classroom discipline.

Lastly the knowledge of the Sexuality Education teacher was reported on. The participants want a teacher who has sufficient knowledge of the topic under discussion to teach them. The teacher's knowledge, skills and attitudes determine whether or not learners will consider Sexuality Education seriously. Moreover, when a teacher lacks knowledge it can lead to wrong information being conveyed to learners (See section 2.3.3).

Whom do Grade 10 learners want to be taught by and why?

During the in-depth interviews and narratives with the Grade 10 learners, three factors were mentioned that they regard as important when looking at Sexuality Education teaching, namely gender, age and personal characteristics. The Grade 10 learners in this study reported that they prefer a female teacher when Sexuality Education is taught. They explained that a male teacher cannot relate to them as well as a female teacher. With regard to the age of the Sexuality Education teacher, no specific age was preferred. Participants explained that if a teacher has sufficient knowledge to teach sexual topics, age does not really matter, although most of them reported that the teacher should not be too old.

As far as the personal characteristics of the Sexuality Education teacher are concerned, Grade 10 learners mentioned that the teacher should be able to relate to the learners, respect them and make everyone feel at ease when teaching.

6.3 Recommendations

With reference to my research findings on what Grade 10 learners want from Sexuality Education, the following recommendations can be made to policy makers, pre-service teacher training institutions and for further research.

Recommendations for policy makers

First of all, policy makers should acknowledge learners' needs and expectations of Sexuality Education in developing the curriculum content. This will ensure that the content is relevant, that learners engage more in learning, and will contribute to the effectiveness of these programmes. According to my research findings, parents play an important role when learners seek information on sexual topics, as well as being a dominant influential factor regarding young peoples' perception of Sexuality

Education. Therefore, policy makers need to take hands with parents by means of an open dialogue when developing the content of Sexuality Education programmes. Similarly, Sexuality Education within the LO curriculum should be revised in terms of content and its implementation. Specific focus should be placed on the LO textbook and the quantity of sexual content. It is clear from my findings that no distinction can be made in content from primary school to secondary school. Policy makers should review the implementation age of Sexuality Education as my research shows that this important topic should be introduced at a much younger age. Lastly, support must be given to LO teachers, such as encouraging them to attend workshops on Sexuality Education and developing modules that can be distributed to schools for self-development.

Recommendations for pre-service teacher training

In the first place it is strongly recommended that pre-service training of LO teachers should include Sexuality Education. Topics that should receive attention include making use of technology (e.g. video clips, blogging and social media) to gain the learners' attention throughout the lesson. In other words, teachers should be trained to use all computer resources effectively in their lessons. Secondly, pre-service training should place emphasis on effective classroom management, which includes managing the discipline of learners when sensitive topics such as sexuality are discussed. Lastly, future teachers' personal characteristics, namely how to relate to learners, how to respect learners, and how to be at ease when teaching sexual topics should be developed to help both teacher and learner when Sexuality Education is taught. Pre-service training should also acknowledge the needs of learners and not rely on the curriculum only. Teachers should be trained to be

objective and to guard against imposing their own values and perceptions on the learners that they teach.

Recommendations for schools

Principals and school management teams should guard against appointing teachers who are not properly qualified. Teachers already appointed as LO teachers should be encouraged to re-educate themselves by reading books to become familiar with the topic they teach. They should also be encouraged to attend workshops presented by the Department of Education. Teachers must regard the learners as a useful resource when planning sexuality lessons and should be allowed to follow their own initiative when teaching these lessons.

Recommendations for further research

Throughout my study I could not find any research with regard to Sexuality Education relating to White Afrikaans-speaking young people. As indicated in Chapter 5 the findings of my study would have differed if I had conducted the study using participants from a different social background or culture. Therefore further research on various cultures' input with regard to Sexuality Education programmes is necessary.

Another topic that calls for further research is the role that religion plays in young peoples' perception of Sexuality Education. Once again, the different cultural groups should be taken into consideration. Lastly, the content of Sexuality Education textbooks at school, as well as at tertiary level should be scrutinised to determine whether sexual diversity is addressed.

6.4 Concluding remarks

The aim of my study is to investigate what Grade 10 learners' expectations regarding Sexuality Education are and the implications these may have on teacher training. By conducting a thorough literature review on Sexuality Education I came to realise the importance as well as the complexity of Sexuality Education, which provided the framework for collecting, analysing and interpreting the data. My study revealed interesting findings about Grade 10 learners' attitudes to Sexuality Education, their expectations of the phenomenon under study, as well as of the Sexuality Education teacher.

Looking at the alarming statistics indicating that sub-Saharan Africa (which includes South Africa) has the highest percentage of teenage pregnancies in the world, the highest incidence of sex-related crime in the world (Medical Research Council, 2009) and also the highest HIV prevalence (UNAIDS, 2012), I realise that much work needs to be done in the domain of Sexuality Education. An intervention is needed and emphasis should be placed on the Sexuality Education curriculum, on the question whether the needs and expectations of learners are being met and also on whether teachers have the knowledge and adequate pedagogic strategies to teach Sexuality Education.

Everything should get more attention; a deeper explanation must be given.

Not only the advantages and disadvantages, but how sex works, the emotional part, the biological part.' (PE, II)

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APPENDIX A

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Department of Education
RE: INFORMED CONSENT

TO WHOM IT MAY CONCERN

Herewith I request permission to conduct the following research project:

A Bourdieusian analysis of learners' expectations of Sexuality Education: implications for teacher education

When considering that sub-Saharan Africa (which includes South Africa) has the highest percentage of teenage pregnancies in the world, the highest incidence of sex-related crime in the world (Medical Research Council, 2009) and also the highest HIV prevalence (UNAIDS, 2012) the question needs to be posed whether Sexuality Education curricula are addressing the needs and expectations of learners and also whether teachers have adequate pedagogic strategies when it comes to teaching Sexuality Education.

The main objectives of the study are the following:

- To determine what learners want from Sexuality Education; how they want to be taught; by whom they want to be taught and also to explore the possible reasons.
- To determine how the LO curriculum responds to what learners want from Sexuality Education.
- To investigate the expectations of learners in order to inform teaching, curriculum and pedagogy and to explore the implications for teacher education.

In-depth interviews as well as narratives will be conducted with one Grade 10 class from a Model-C school in a middle-class residential area. This study will not collect identifying information of individual participants (e.g. name and address); participants will be asked to choose a pseudonym and therefore anonymity will be protected. All data gathered from this study will be coded and treated as confidential. The researcher will securely store the data documents for a minimum of three years. If the data is not needed after this period it will be disposed of. Participation is entirely

voluntary and neither the parent nor the child will be under any obligation to take part in this study. If he/she chooses to take part, and an issue arises that makes the parent or child uncomfortable, participation may be terminated with no further repercussions.

This study will contribute towards the understanding of what Grade 10 learners consider to be valuable and informative, as well as who they would prefer to teach them. The information provided will hopefully contribute to the design of better equipped programmes for Sexuality Education within the LO curriculum.

If there are any further queries about the way in which the research will be conducted, please feel free to contact me directly to discuss it, and also note that you are free to contact my study supervisor (indicated above).

Yours faithfully

Ms M.G. Botha

APPENDIX B

Navorsers:
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Geagte mnr. Barker

Soos u reeds bewus is, doen ek tans my meestersgraad in Opvoedkunde aan die Universiteit van die Oranje Vrystaat. My studie is direk gekoppel aan die LO kurrikulum, wat seksualiteitsopvoeding insluit. Die titel van my navorsing is: **Graad 10 leerders se verwagtinge met betrekking tot Seksuele Opvoeding.**

Statistieke toon dat sub-Sahara Afrika (wat Suid-Afrika insluit) die hoogste persentasie tienerswangerskappe, die meeste seksueel-verwante misdade (Mediese Raad van Gesondheid, 2009) asook die hoogste HIV syfers het (UNAIDS, 2012). Daarom moet die vraag gevra word of Seksuele Opvoeding in skole aan die behoeftes en vereistes van ons jeug voldoen.

Ek wil hiermee u toestemming vra of die Graad 10A-klas aan hierdie studie kan deelneem. Die studie behels dat leerders deelneem aan in-diepte onderhoude asook opstelle wat oor die onderwerp handel. Alle navorsing sal na skoolure plaasvind op 'n tyd watalmal pas. Ek sluit ook vir u die onderhoudsvrae in sodat u gemaklik kan voel met die rigting waarin die gesprek gaan beweeg. Ek is seker dat die deelnemers ook baat sal vind by die studie, siende dat Seksuele Opvoeding 'n integrale deel van 'n tiener se ontwikkeling is.

Die graad 10 A-klas is geselekteer vir hierdie navorsing juis omdat ek as hul Lewensoriënteringonderwyser reeds 'n vertrouensverhouding met hulle gestig het en voel dat ons 'n gemaklike, oop verhouding het. Deelname is heeltemal vrywillig en niemand is onder enige verpligting om aan die studie deel te neem nie en kan dus enige tyd onttrek. Ek kan u ook die versekering gee dat elke leerder se privaatheid en identiteit beskerm sal word daar skuilname ten alle tye gebruik sal word.

U is ook welkom om vir my sowel as my studieleier (bogenoemde) te kontak indien u enige vrae het. Indien daar gedurende die onderhoudvoering enige persoonlike probleme na vore kom, sal ek 'n gekwalifiseerde persoon kontak om 'n leerder van hulp te wees.

Met vriendelike groete
Marga Botha

APPENDIX C

Navorsers:
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Geagte Ouer(s)

Ek is 'n onderwyseres aan Hoërskool Fichardtpark in Lewensoriëntering (LO) en doen tans my meestersgraad in Opvoedkunde aan die Universiteit van Oranje Vrystaat. My studie is direk gekoppel aan die LO kurrikulum, wat seksualiteitsopvoeding insluit. Die titel van my navorsing is: **Graad 10 leerders se verwagtinge met betrekking tot Seksuele Opvoeding.**

Statistieke toon dat sub-Sahara Afrika (wat Suid-Afrika insluit) die hoogste persentasie tienerswangerskappe, die meeste seksueel-verwante misdade (Mediese Raad van Gesondheid, 2009) asook die hoogste HIV syfers het (UNAIDS, 2012). Daarom moet die vraag gevra word of Seksuele Opvoeding in skole aan die behoeftes en vereistes van ons jeug voldoen.

Ek wil hiermee u toestemming vra of u kind aan hierdie studie kan deelneem. Die studie behels dat leerders deelneem aan in-diepte onderhoude asook opstelle wat oor die onderwerp handel. Alle navorsing sal na skoolure plaasvind op 'n tyd wat almal pas, plaasvind. Ek sluit ook vir u die onderhoudsvrae in sodat u gemaklik kan voel met die rigting waarin die gesprek gaan beweeg. Ek is seker dat die deelnemers ook sal baat vind by die studie aangesien Seksuele Opvoeding 'n integrale deel van 'n tiener se ontwikkeling is.

Die graad 10 A-klas is geselekteer vir hierdie navorsing omdat ek as hul Lewensoriënteringonderwyser reeds 'n vertrouensverhouding met hulle gestig het en voel dat ons 'n gemaklike, oop verhouding het. Alhoewel ek u kind se deelname baie sal waardeer, is deelname heeltemal vrywillig en u kind is onder geen verpligting om aan die studie deel te neem nie, en kan dus enige tyd onttrek. Ek kan u ook die versekering gee dat elke leerder se privaatheid en identiteit beskerm sal word, deur die gebruik van skuilname.

U is ook welkom om my, sowel as my studieleier (hierbo genoem) te kontak indien u enige vrae het. Indien daar gedurende die onderhoudvoering enige persoonlike probleme na vore kom, sal ek 'n gekwalifiseerde persoon kontak om u kind van hulp te wees.

Met vriendelike groete
Marga Botha

Voltooi asseblief die onderstaande skeurstrokie en stuur terug.

Studie: **Graad 10 leerders se verwagtinge met betrekking tot Seksuele Opvoeding**

Navorsers: M.G, Botha

Ek, Mnr/Me _____, ouer/voog van _____
gee hiermee toestemming dat my kind aan die studie kan deelneem. Ek verstaan
waaroor die studie handel en ook die moontlike risiko's en voordele verbonde aan
die studie. Ek verstaan ook dat my kind se identiteit beskerm sal word en dat hy/sy
enige tyd kan onttrek sonder enige gevolge. Ek gee hiermee toestemming dat die
data wat van die deelnemers verkry word, gebruik mag word vir
publikasiedoeleindes.

Handtekening

Datum

APPENDIX D

Navorsers:
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Liewe Leerder

Buiten die feit dat ek julle Lewensoriënteringsonderwyser is, doen ek ook tans my meestersgraad in Opvoedkunde aan die Universiteit van Oranje Vrystaat. My studie is direk gekoppel aan die LO kurrikulum, wat seksualiteitsopvoeding insluit. Die titel van my navorsing is: **Graad 10 leerders se verwagtinge met betrekking tot Seksuele Opvoeding.**

Statistieke toon dat sub-Sahara Afrika (wat Suid-Afrika insluit) die hoogste persentasie tienerswangerskappe, die meeste seksueel-verwante misdade (Mediese Raad van Gesondheid, 2009) asook die hoogste HIV syfers het (UNAIDS, 2012). Daarom moet die vraag gevra word of Seksuele Opvoeding in skole aan die behoeftes en vereistes van julle as ons jeug voldoen.

Ek wil jou vriendelik vra om aan hierdie studie sal deelneem. Die studie behels dat jy deelneem aan 'n in-diepte onderhoud (waar ek en jy oor die onderwerp sal gesels) asook 'n opstel wat jy sal skryf oor die onderwerp . Hierdie onderhoude sal na skoolure plaasvind op 'n tyd wat jou pas. Ek sluit ook vir jou die onderhoudsvrae in, sodat jy gemaklik kan voel met die rigting waarin die gesprek gaan beweeg. Ek is seker dat jy ook baat sal vind by die studie aangesien Seksuele Opvoeding 'n integrale deel van 'n tiener se ontwikkeling is.

Die graad 10 A-klas is geselekteer vir hierdie navorsing, juis omdat ek as julle Lewensoriënteringsonderwyser reeds 'n vertrouensverhouding met julle gestig het en voel dat ons 'n gemaklike, oop verhouding het. Alhoewel ek jou deelname grootliks sal waardeer, is deelname heeltemal vrywillig en is jy onder geen verpligting om aan die studie deel te neem nie, en kan dus enige tyd onttrek. Ek kan jou ook die versekering gee dat elke leerder se privaatheid en identiteit beskerm sal word daarskuilname ten alle tye gebruik sal word.

Sal jy asseblief so gaaf wees om die skeurstrokie op die volgende bladsy in te vul?

Vriendelike groete

Juffrou Marga Botha

Voltooi asseblief die onderstaande skeurstrokie en stuur terug.

Studie: Graad 10 leerders se verwagtinge met betrekking tot Seksuele Opvoeding

Navorsers: M.G. Botha

Ek, _____ sal graag /nie graag nie aan hierdie studie wil deelneem. Ek verstaan waaroor die studie handel en ook die moontlike risiko's en voordele verbonde aan die studie. Ek verstaan ook dat my identiteit beskerm sal word en dat ek enige tyd kan onttrek sonder enige gevolge. Ek gee hiermee toestemming dat die data wat van die my onderhoud verkry, gebruik mag word vir publikasiedoeleindes.

Handtekening

Datum