

A critical analysis of Sexuality Education in Schools beyond the disciplinary boundaries of Life Orientation

by

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DECLARATION

I, John Chaka, declare that the Master's Degree research dissertation that I herewith submit for the Master's Degree qualification M.Ed Psychology of Education at the University of the Free State is my independent work, and that I have not previously submitted it for a qualification at another institution of higher education.

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LIST OF ACRONYMS AND ABBREVIATIONS

AIDS – Acquired Immune Deficiency Syndrome

CSE – Comprehensive Sexuality Education

HIV – Human Immunodeficiency Virus

LO – Life Orientation

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Abstract

Sexuality education has become the cornerstone in curbing the risks of risky behaviours in an effort to decrease the spread of HIV and AIDS. However, formal instruction regarding sexuality education is primarily isolated to the Life Orientation classroom, and has been found to be ineffective as cultural diversity influences what content should be taught and subsequently what is being taught. The primary aim of this study is twofold, (1) to investigate the perceptions of teachers not teaching Life Orientation regarding their responsibility in the teaching of sex and sexuality, and (2) to investigate sexual messages that learners receive from their teachers. The form of this study is presented through two publishable articles, where article 1 investigates the perception of teachers as to whether they have a responsibility in teaching sexuality education while article 2 investigates learner perceptions of messages received from their teachers.

Article 1 is framed through constructivist theory as a means to understand how teachers construct and perceive their social environment and interact therewith accordingly. Through the use of semi-structured interviews, 16 teachers from the Free State province reported on their perceptions of comprehensive sexuality education. While consensus was reached that sexuality education is important many teachers felt it was not their role to teach learners about sexuality. It is further found that background influences such as culture and religion greatly impact the manner in which teachers perceive and approach sexuality education. It was further found that younger teachers felt they have a responsibility in teaching sexuality education, while older teachers expressed greater discomfort and less accountability in the area.

Article 2 investigates the perceptions learners as to what messages they receive from teachers regarding sexuality education. A total of 16 learners communicated, through drawing pictures, and providing short narratives, their perceptions about sexuality within their school. It was found that teacher role-modelling greatly influence learner perceptions, which is in practice often problematic to social justice as many teachers engage in sexual misconduct and risky behaviours. The two articles together suggest the need to bring accountability to all teachers as to their teaching methodologies and their responsibility of teaching learners healthy sexual attitudes and values. It is suggested that teachers become more sensitive to their role as models within the area of comprehensive sexuality education.

Keywords: Sexuality Education; Cultural Diversity; Comprehensive Sexuality Education, Sexual Misconduct; Visual Participatory Research; HIV and AIDS Education; Critical Emancipatory Research; Abstinence; Life Orientation; Sexuality

Background to the study

South Africa is facing an on-going debate regarding the teaching of sexuality and HIV and AIDS in terms of when sexuality content should be taught, what to teach and at what age learners should be taught. Sexuality education has primarily been restricted to the Life Orientation (LO) class which has proven to be complicated in that most LO teachers are not teaching sexuality education with success due to attitudes and perceptions rooted in culture and religion.

It should not be the task of LO teachers alone to teach sexuality, especially since there is already doubt whether Life Orientation is achieving its purpose of providing learners with relevant information to make informed decisions within society and beyond the classroom context. If LO does not succeed in providing learners with relevant sexual information, it may leave them vulnerable to sexual abuse, coercion, unplanned pregnancies and sexually transmitted diseases. This study consequently investigated the perceptions held by teachers who do not teach LO regarding their responsibility in the teaching of sexuality, as well as the sexual messages that learners receive from teachers teaching other disciplines outside of the Life Orientation subject area itself.

Methodological triangulation was employed in this study. Ziyani, King and Ehlers (2004) describe methodological triangulation as the use of two or more research methods in a single study. Drawings as visual participatory methodology, as well as interviews, were used to gather data from both learners and teachers. The aim of using methodological triangulation was to find the gap that exists between messages that learners receive from teachers and the perceptions of teachers regarding their responsibility in the teaching of sexuality. The findings of drawings as visual participatory methodology is reported in article two while the interviews with teachers are reported in article one.

This study revealed that there is a gap between the messages that learners receive from teachers and what social justice and comprehensive sexuality posit. Furthermore, the perceptions that teachers hold regarding their responsibility in the teaching of healthy sexuality, are often misaligned with the ideals of teaching across disciplinary boundaries, providing evidence that sexuality education should extend beyond the Life Orientation classroom as a means to reflect societal dynamics. This study reports that teachers should pay attention to messages sent indirectly during teaching and to furthermore keep in mind that

they act as role models to learners. There is a need to sensitise teachers to take responsibility for their own actions, whether they are formally teaching sexuality education as part of the LO curriculum or by sending sexuality messages in an informal way based on their behaviour in the classroom.

This dissertation is in the form of two articles. Article 1 reports on the perceptions of teachers who are not teaching Life Orientation on whether they believe they have a responsibility towards the sexual health of learners. Teachers interviewed in this counterpart of the data collection process agree that learners should be given relevant comprehensive sexuality information in order to make informed choices, but older teachers felt that it is not their responsibility to educate the younger generation on this topic. Younger teachers felt more positive in that they can add to healthy learners during their usual class activities. Culture and religion were the base mediators when teachers were stressing their views of abstinence and/or comprehensive sexuality education (CSE). Although they differed in terms of their responsibility towards the teaching of sexuality, they all agreed that learners need comprehensive sexuality education to make informed choices.

Article 2 reports on the perceptions of learners regarding the sexual messages that they receive from their teachers who teach outside the subject Life Orientation. The article is framed through Critical Emancipation Discourse as the intention was to free learners from the control and expectations vested in teacher power relations in order to express their perceptions about the sexual messages they receive within the educational context. Learners voiced their experiences by means of drawings as a means of data collection aligned with participatory research methodologies. The majority of learners disclosed, through their drawings and narratives, that some teachers practice sexual misconduct and those incidences are often left unreported due to the culture of silence within both the community and school structures. Learners further elaborated that most teachers are not using effective communication strategies when the topic of sexuality is broached. This suggests that only a limited number of teachers who are not involved in LO provide learners with relevant knowledge aligned with the ideals of broader societal transformation and social justice.

The findings of this study (both article 1 and article 2) report the age of teachers and perceptions mediated through culture and religion to contribute to the gap between messages that learners receive from teachers and the ultimate goal of instilling citizenship value

skillsets that extend beyond the classroom context. A brief introduction to both articles follow.

Article one

Article one titled is titled '**Sexuality Education beyond the Life Orientation class: Teacher perceptions across the curriculum**' and is framed through constructivism theory. Donald, Lazarus and Lolwana (2010) describe constructivism as a view that sees knowledge not as given, but as being actively and continuously constructed and reconstructed by individuals, groups, and societies. Teachers were given chance to express knowledge that they constructed and reconstructed based on sexuality education. Most teachers responded based on their background knowledge, not necessarily to the requirements of the curriculum (the given knowledge), this implying that their responses were based on their own constructed knowledge. There was a common theme in narratives in category of older teachers in that "*I was not taught about sexual issues so is not my responsibility to teach learners about that*".

This study is based on examining the attitudes of teachers toward their responsibility, or lack thereof, concerning sexuality education. The main question which is posed in this article is: *What are the perceptions of teachers (who are teaching in other subject areas than Life Orientation) regarding their responsibility in the teaching of sexuality issues?* Most people consider the task of teaching Sexuality issues as a task of LO teachers. The aim was to find out whether teachers, who are not teaching LO, believe they have a responsibility towards the teaching of sexuality education. Teachers who participated in the study were invited to take part in semi-structured interviews. Purposive sampling was used because only teachers who are not teaching LO were approached. Tongco (2007) describe purposive sampling as a technique where there is a deliberate choice of an informant due to the qualities they possess. In the proposal phase the intention was to invite teachers from two schools in one area, but teachers were hesitant to talk about sexuality issues, especially in a group. This lead to individual interviews with all 16 teachers rather than group interviews as was intended. Teachers involved were recruited from various areas of Mangaung Metro Municipality (Bloemfontein, Botshabelo and Thaba N'chu) as well as the rural area of Excelsior. All teachers completed consent forms and they were assured that their identity will remain anonymous throughout the study.

The years of experience of the teachers interviewed ranged from 3 years to 37 years. In the discussion of the results, the views of teachers were classified in cohorts of ten to keep similar age cohorts in examinable categories. As such, results in the discussion are reflected through category A (31 to 40 years' experience), category B (21 to 30 years' experience), category C (11-20 years' experience) and category D (1 -10 years' experience). Category C and D shared similar views which differed in views from those of category A and B, as will be discussed in the article's 'results and discussion' section.

Article one has been received by *Southern African Review of Education* journal and is under review. The confirmation email is shown in appendix D whereby the correspondences were directed to Eben Swanepoel.

Article 2

Article two (**Voicing Learners' perceptions of sexual messages received from teachers in a rural school within the Free State province**) prioritised the voice of learners as central to data gathering as they were emancipated from their restricted environment of school to express the sexual messages they are receiving from their teachers. The theoretical framework of the article is thus based on Critical Emancipatory Discourse. Raelin (2008) described Critical Emancipatory Discourse as a framework which aims to free people from institutional forces that limit personal control. This theory further accounts for power relations of the researcher in relation to participants. Learners were allowed to express the messages they received from their teachers without fear as they were assured anonymous status of their identity at all times and confidentiality of data collected.

Drawings, as visual participatory methodology, were used to collect data from learners. Theron, Mitchell, Smith and Stuart (2011:21) describe the participatory visual methodology as "a body of work which focuses on the use of the visual (video, digital storytelling, drawings, etc.) and is also regarded as one aspect of community-based research". This study mainly employed drawings and learners were also asked to give meaning to their drawings by means of writing a sentence or two at the bottom of their pages. Visual methodologies prompt, according to Lorenz and Kolb (2009), a more direct understanding of people, their life experiences and their perceptions than is possible with data collected solely by the researcher. Learners were instructed to make drawings that depict messages they received from their teachers who are teaching other subjects than Life Orientation. The benefit of drawings as participatory visual methodology is that it facilitates investigating layers of

experience that cannot easily be put into words (Bagnoli, 2009). The main question of the study is: *What messages do learners receive from teachers regarding sexual behaviour?*

There was a high rate of learners' pregnancy, sexual violence (slapping of buttocks as well as vulgar languages using reproductive organs) incidents among learners, as well as rumours, circulating about some teachers engaging in sexual affairs with learners during teaching experience I had at one school in the rural parts of Free State. This prompted me to investigate whether learners received positive sexual messages from their teachers (specifically those who don't teach LO) to assist them in making informed decisions in society. The intention was to involve grade 10 to 12 learners, but the time granted by the principal to recruit learners was after teaching time (only after 14:45) and as a result only grade 12 learners were available on a daily basis at school for studies after three o'clock. During the day of interviewing participants (and the handing out of consent forms to parents), some grade 12 learners brought their peers to the session after they heard that we intended to select 16 participants for the study. Due to that, most of learners in the study were from grade 12 and fewer from 10 and 11. The 16 learners in the rural area of Free State volunteered to be part of the study by completing assent forms and further consent forms were received from their parents.

One drawing session was organised for learners where they were expected to draw a picture(s) of the sexual messages they receive from their teachers. Learners' voice in this study was given a priority because learners participated actively as experts in the data analysis. After the drawing session, in the intended "*show and talk*" session, learners hesitated to openly discuss their drawings especially over the recorder, but agreed to write narratives that explains their drawings on a piece of paper. Their narratives were useful when drawings were further analysed. Three themes came out of drawings of learners, namely

- Sexual misconduct
- Teacher role-modelling
- Comprehensive Sexuality Education

Article two is under review in the Journal of Education Studies (JES). Letter confirming that article is received by JES is attached in appendix D. Article two was submitted to the JES before the title was reviewed. In the confirmation letter (appendix D) the title of the article is: **Voicing Adolescents' perceptions of sexual messages received from teachers in a rural school within the Free State province.**

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Sexuality Education beyond the Life Orientation class: Teacher perceptions across the curriculum

Abstract

An on-going challenge in post-apartheid South Africa is the teaching of sexuality in schools aligned with inclusivity and social justice. Research reflects that teachers are often not optimally trained to accommodate the myriad of cultures and backgrounds of learners in their classrooms. It is further needed to acknowledge that their own personal beliefs could influence the messages conveyed to learners. Effective communication must be viewed as one of the most powerful tools to address the HIV and AIDS pandemic, and in addition prepare learners for one of the major challenges: responsible sexual behaviour within a socially just society. This study is based on examining the perceptions of teachers toward their responsibility, or lack thereof, concerning sexuality education. A qualitative research design was used to collect data through interviews with 16 teachers. The findings highlight the fact that most older teachers felt that they were not responsible for sexuality education and seemed surprised that they have the capacity to influence learners within the area. Their lack of involvement is justified by blaming culture and religion for their discomfort. With these findings in mind, it is proposed that the focus should be placed on teacher-training to become active role players and role models to keep in touch with learner needs.

Keywords: sexuality education, HIV and AIDS, abstinence, comprehensive sexuality education

1. Introduction

The teaching of sexuality remains a controversial subject as many teachers do not hold the same beliefs as to what to teach within the area of sexuality, when it should be taught and at what age learners should be introduced thereto. The HIV and AIDS epidemic has affected Sub-Saharan Africa immensely (WHO, 2013; UNAIDS, 2014). Most HIV infections occur during adolescence and approximately 11 million reports of sexually transmitted diseases occur each year in South Africa. More than 50% of these infections are found among people between the ages 15 and 20. Pettifor et al. (2005) furthermore state that about one-third of 19 year olds have been reported pregnant, with about 45 000 incidences each year countrywide. When taking into consideration the high number of learners who are either HIV positive, fall pregnant or drop out of school at an early age in South Africa, it becomes increasingly important for learners to be equipped with the necessary skills needed to reduce the risks that they face. These statistics further confirm the existence of a pattern of early sexual intercourse onset, multiple sexual partners and a low incidence of condom use (Francis, 2010). This is reiterated by researchers who state that many learners are sexually active, with at least 25%

of teenagers engaging in sexual relations before the onset of their 16th birthday (UNAIDS, 2014; Vethe, 2011).

The early onset and the context within which sexual intercourse begins are clear indicators of the potential risks that learners face. Chigona and Chetty (2008) found that once a teenager becomes pregnant teachers and parents often give up on them and fail to take their future plans seriously. It becomes difficult for these teenage parents to further their goals, subsequently leading to high incidences of school dropout. The lack of support towards learners comes as a result of a deficit in teacher induction which leads to subpar skills and knowledge within the area of Sexuality Education (Coetzee and Kok, 2001; Francis, 2010; Francis, 2012; Francis and Zisser, 2006; Rooth, 2005), thus contributing to the tension that exists between what teachers want to teach learners and what learners need to be taught. This tension is caused by a conflict between messages that teachers are expected to teach and the influence of their own personal beliefs and values (Amhed, Flischer, Onya, Mukoma and Jansen, 2009).

Teachers find it comfortable to teach within their own content areas which they perceive relevant regardless of the challenges that learners are facing on societal levels and needs. Most teachers fear losing respect when they teach about sexuality and assume the personal boundaries set between them and learners will be crossed (Amhed et al., 2009). This attitude of teachers makes it questionable as to whether Life Orientation (LO) is always effective and whether messages conveyed extends beyond the LO classroom itself (Christiaans, 2007; Prinsloo, 2007). On the other hand, teachers blame their discomfort with teaching sexuality on a lack of optimal training. When considering this reality, teachers do not have a choice but to make sexuality education more relevant and effective. Sexuality education in schools could be in jeopardy if teachers do not take responsibility for the lifestyle that the learner is exposed to (Beyers, 2011).

The challenges faced by learners can be minimised if all teachers accept the responsibility instead of placing sole responsibility on LO teachers. In this sense teachers should be aware that even communicating with learners on other aspects or learning areas within the curriculum they are also viewed as implicitly communicating sexuality messages as role-models to learners (MacCallum and Beltman, 2002). The effect of shifting this responsibility to LO teachers and blaming learners for their uninformed choices is negatively impacting society. A teenage mother in grade 9 for example, within the study of Chigona and Chetty

(2008), mentioned that her teacher constantly scolds her in class for coming to school tired as result of her baby who was crying at home and disturbing her to complete her homework. If sexuality is not addressed at teaching level in ways that promote the development of critical thinking skills (subsequently promoting the skillsets of critical reflection on the individual and society, self/others, democratic culture and notions of equality/inequality), it may leave learners vulnerable to the ideals of becoming productive participants within society (Rogow and Haberland, 2005).

The profound role that teachers play in the lives of learners must not be underestimated; the role of an adult, including that of a teacher, is not only to teach learners, but to intentionally attempt to raise responsible adults. When taking the phrase —children live what they learn|| to heart, I suggest that we have to accept that what is modelled before children has a meaningful impact on their lives. It often happens in South Africa that teachers are in the midst of sexual relationships with learners (Human Rights Watch, 2011), leading to learners who witness the lives of teachers and misdirecting healthy sexual development. We may teach learners the basic facts of sexual relations, but what we model speaks louder than words. Bloem (2000), as cited in Chigona and Chetty (2008), argued that teachers may need a professional (such as an educational psychologist or social worker) to come and inform them about handling teens and their situations. Teachers further need in-service training to be continuously updated of changes that the society is facing within the domain of sexual health.

It becomes clear that there are many social issues that could play a role in the sexual behaviour of learners. While the LO curriculum aims to instil the knowledge and skillsets promoting healthy sexual development, the discussion thus far reflects the importance of engaging all teachers across the curriculum as agents of change within sexuality education. This paper will subsequently focus on teachers who are not teaching LO and their perceptions regarding their roles and level of responsibility towards the teaching of sexuality.

2. Problem statement and questions

The task of supporting learners in making healthy decisions regarding sexual matters has been primarily restricted to LO teachers, with scant research pointing to the perceptions of teachers from other subject areas and their experiences and perceptions pertaining to sexuality education. The education system furthermore does not consider whether teachers who are not involved with Life Orientation as subject may feel a sense of responsibility in assisting learners with sexuality education. The Department of Education (2014:8) states that Life Orientation —addresses skills, knowledge, values about the self, the environment, responsible citizenship, a healthy and reproductive life, social engagement, recreation and physical activity, careers and career choices. These include opportunities to engage in the development and practice of a variety of life skills to solve problems, to make informed decisions and choices and to take appropriate actions to live meaningfully and successfully in a rapidly changing society|| . This seems to be the responsibility of all adults rather than solely that of LO teachers. The primary question of this study is thus: What are the perceptions of teachers (who are teaching in other subject areas than Life Orientation) regarding their responsibility in the teaching of sexuality issues?

3. Theoretical framework

Individuals are actively constructing their knowledge through social interaction (Bruning, Schraw, Norby, and Ronning, 2004). Teachers were allowed to express their constructed knowledge of sexuality education in whether they believe they have responsibility towards the teaching of sex and sexuality. This was done by means of interviews which were transcribed and analysed in order to make sense of the teachers' point of view and construction of knowledge. Donald, Lazarus and Lolwana (2010) describe constructivism as a view that sees knowledge not as given, but as actively and continuously being constructed and reconstructed by individuals, groups, and societies. Jacobs, Vakalisa and Gawe (2011) concur that constructivism reflects that individuals construct their own knowledge (understanding of the world) by comparing what they encounter in the physical and social world with their existing knowledge.

Teachers were given chance in this study to express their constructed knowledge by asking them their views regarding whether they have a responsibility towards teaching of sexuality education. They accordingly answered through comparing what they encounter in their physical and social world with their views and beliefs. Teachers responded based on their

background knowledge, not necessarily on the requirements of curriculum, and this meant that their responses were based on their personal construction of knowledge. Woolfolk (2007) explained that knowledge is constructed through the interactions of internal (cognitive) and external (environment and social) factors. Donald, Lazarus and Lolwana (2010) concur that knowledge is shaped, constructed and reconstructed in different social contexts and at different times. Teachers in this study were given chance to express their constructed knowledge accumulated from their different walks of life in terms of whether they believe they have a role to play in teaching of sexuality education beyond LO class. Constructivism Theory guided this study within an interpretive paradigm. The Interpretive Paradigm is a “worldview within social sciences, a lens through which to examine social phenomenon and analyse and report on context specific data” (Maree, 2007:32). Nieuwenhuys (2007) describes the aim of interpretive research as a process of offering a perspective of a situation and to analyse the situation being studied as a means to provide insight into the ways particular groups of people make sense of their situations or the phenomena they encounter. This study attempts to bring forth the teachers’ constructed views regarding sexuality education. The aim thereof is interpreting without generalising, but in gaining a deeper understanding of the perceptions held by teachers with regard to whether they believe they have a responsibility in the sexuality education of learners

4. Methodology

4.1 Participants

A total of 16 teachers were interviewed and I attempted to make sense of and interpret their perceptions in terms of the meaning they brought forth. Purposive Sampling was used in the study because the main aim was to investigate whether teachers, specifically not teaching LO, felt they have responsibility towards the teaching thereof and as a result only teachers who are not teaching LO were purposively invited to be part of the study. Tongco (2007) describe purposive sampling as a technique where there is a deliberate choice of an informant due to the qualities they possesses. It was my intention to recruit participants from two schools in Excelsior within the Free State province; however most teachers who were not involved in teaching Life Orientation showed no interest in discussing sexuality education. I approached participants individual and interviews were subsequently scheduled in places of their preference. All participants are teachers in Grade 8 to 12. All participants were from different schools in Excelsior, Thaba Nchu, Botshabelo and Bloemfontein. The

table below reflects the demographic information of the final sample of participants involved in this study:

Table 1: List of participants

participants	Gender	Subject	Experience (years)
1. Participant 1	Female	Sesotho Home Language	37 years
2. Participant 2	Male	Technology	34 years
3. Participant 3	Female	Mathematical Literacy	25 years
4. Participant 4	Male	Social Sciences	24 years
5. Participant 5	Male	English First Additional Language (FAL)	22 Years
6. Participant 6	Female	English FAL	21 Years
7. Participant 7	Male	Social Sciences and languages	18 years
8. Participant 8	Male	Mathematics Literacy	15 years
9. Participant 9	Female	Physics	14 Years
10. Participant 10	Female	Economics	12 years
11. Participant 11	Female	Life Science	12 years
12. Participant 12	Female	Sotho Home language	10 years
13. Participant 13	Female	EMS	07 years
14. Participant 14	Male	Sesotho Home Language	06 years
15. Participant 15	Female	English FAL	05 years
16. Participant 16	Male	Mathematics	03 years

4.2 Data gathering

Focus group interviews were intended, but most participants were hesitant to talk about sexuality education in a group and it was difficult to arrange for a common place for teachers from different areas to be interviewed together. I moved to conducting individual unstructured individual interviews with all 16 teachers. The unstructured interviews were used to elicit the teachers' perceptions regarding their roles and responsibilities in the teaching of sexuality. The benefits of this type of interview are that they enable the participants to discuss their interpretations of the world in which they live and to express how they regard the situation from their own point of view (Cohen, Manion and Morrison, 2007). All interviews were recorded with a voice recorder for future analysis.

4.3 Data analysis

Transcription, according to LaPelle (2004), allows the researcher to move directly into using words for analysis. All the interviews were transcribed and as a means to analyse the interviews of teachers, a three-flow of activity was employed. Miles and Huberman in Meadows (2013) see the analysis of qualitative data as a three-flow of activity, namely data reduction, data display and conclusions. The transcriptions of the interviews were thematically coded, with the display of data done through the emergence and subsequent discussion of the three major themes identified in section 5 of this article. The data analysis was discussed with the supervisors of the study to eliminate researcher bias and ensure a level of validity and reliability of themes which emerged.

4.4 Ethical considerations

The higher education institution where this study is based provided the registration and ethical clearance at primary level to conduct the research (**UFS-EDU-2014-025**). Secondly, the Department of Education in the Free State provided clearance to perform the study in the province. All the teachers involved were briefed about the scope of the study and were assured that their participation will remain anonymous and that they can withdraw from the study at any time. All teachers furthermore signed consent forms and agreed to be interviewed over voice recorder while all names were coded using numbers as represented throughout this report as an extra measure of anonymity.

5. Results and Discussion

It was found that the age of participants played a significant role in how they viewed their responsibility in the teaching of sexuality. All teachers with extensive years of experience of teaching in the study (31-40) felt that it is not their responsibility to teach learners about sexual matters. Most of teachers in experience cohort of 21 to 30 were slightly different from the first in that they believe they have responsibility towards sexuality education, but they can't directly teach sexual matters as they don't feel comfortable to discuss such matters with learners. In order to attain an analysable cohort to compare and contrast, experience years and categories were divided into groups of 10, ranging from very little experience to extensive teaching experience. Participants' views accordingly lead to the classification of their responses in terms of the categories as shown below:

Table 2: Categories of participants

Experiences (ages)	category	Gender (percentage)	Subjects taught
31 to 40 years	A	Female – 50% Male – 50%	Sesotho Home language and technology
21 to 30 years	B	Female – 50% Male- 50%	Mathematical literacy, Social sciences and English First additional language
11 to 20 years	C	Female – 60% Male – 40%	Social sciences, physics, economics and life sciences
0 to 10 years	D	Female -60% Male - 40%	Sotho Home Language; economic and management sciences and mathematics

In presenting these findings, the symbol P (meaning participant) will be used, with experience age in the brackets being used to distinguish the participants. The three major themes are shown below which emerged in response to: What are the perceptions of teachers (who are teaching in other subject areas than LO) regarding their responsibility in the teaching of sexuality issues?

- Age group influencing the perceptions of teachers
- Abstinence versus Comprehensive Sexuality Education
- Cultural and religious view on Sexuality Education

5.1 Age group influencing the perceptions of teachers

All participants who were in category A reported that they did not feel comfortable talking about sex. They were furthermore of the opinion that they have no responsibility in the teaching of sexuality. Consider the two following narrative extracts:

P1 (37)

“Eh...for an old teacher like I it is difficult. It is not easy to talk to the learners about such stuff.”

P2 (34)

“my personal view is that I cannot teach learners about sex”

Sexual Health Access (2009) reported that when parents do not talk to their children about sex, it sends clear messages that sex is something which is taboo to talk about, and as a result children are at risk of taking the wrong advice from their peers. It must be mentioned that these participants (category A) made it clear that sexuality education is very important, as learners will make uninformed decisions if they do not receive relevant information. We are reminded of the earlier discussion that most teachers function from their own cycle of socialization- they teach the way they were taught, and they are still not at ease with teaching safe sex as this is something that they were never exposed to. The participants from category B shared a slightly similar view as the older participants in category A in that it is not their responsibility to teach sexuality. When asked whether they believe that they have a responsibility therein they agreed, yet mentioned that they are not comfortable discussing sexual matters with learners. Category C and D participants were positive regarding sexuality education as compared to category A and B as they felt that they do have a responsibility. A younger participant who has less than 5 years of teaching experience seemed to be positive and more in touch with her role in sexuality education. She mentioned that *—we are all sexual beings, therefore as a person I am already part of this education.”*

The results suggest that all participants who have less than 20 years of experience have attended teacher training post-1994 (and subsequently the end of apartheid in South Africa) and those of 21 and above have undergone training in pre-1994. This led to another deduction that those who have less than ten years of experience were more positive to talk about sexuality. A possible explanation may be that they have undergone secondary

schooling in the era of Life Orientation which was announced in 2002 by the Department of Education (2002) as a way to strengthen the curriculum. The study of Engelbrecht et al. (2015) reported similar instances in that the way in which participants understand a diversity of learning needs is based on the training that they initially received as teachers.

5.2 Abstinence versus Comprehensive Sexuality Education

The findings of this study reveal that older participants (Pre-1994 educated teachers) were stressing abstinence, while younger participants (post-1994 educated) stressed comprehensive sexual education. Gautam-Adhikary (2001) reported various myths that most parents and adults have regarding sexuality. One of the greatest fears was that comprehensive sexuality education encourages learners to have sex. Older participants in group A indicated that there is no need to share sexual messages with learners, saying that they were not taught about sexuality and therefore there is no need to teach learners about it in turn.

Participant 2(34) regretted that he failed to discuss sexuality with his child and the result was that his child ended up making uninformed decisions.

P2 (34)

“Let us look at my own experience, when my daughter fell pregnant a while ago I was devastated because I realised I was the one to be blamed for not discussing sexual matters with her.”

In spite of stressing abstinence, participant 2 revealed that learners end up making wrong choices as they didn't receive sexuality education from adults close to them. Participants in the category B slightly shift away from abstinence.

P4 (24)

—Automatically I should make them aware of abstinence and importance of retaining virginity until the right age, and showing advantages and disadvantages of sexual involvement at an early and as well as at the right age”

Although category B participants agreed that they can share sexuality education openly with learners, their religious and cultural background were the main factors contributing to their uncomfortable feelings in dealing with sexual matters.

P3 (25)

“Honestly speaking, it is sometimes difficult due to our background but times have changed.”

P5 (22)

“Sometimes it is challenging because we are victims of the old era teachings, where we were not as open as today’s learners.”

Discussing sexual messages with learners can have lasting positive effects on the individual. Participant 6 (21) indicated that she does not have any challenge sharing sexuality messages with learners. She narrated the story of her father who was open to her in matters of sexuality. As a learner she could receive Sexual Education from him and this has instilled confidence in her to share sexual messages with learners, knowing the impact that it will have on them from her own experiences. Beyers (2012), Francis (2011) and Rooth (2005) also indicate that teachers (and adults) should claim responsibility in disseminating relevant information to learners so that they can make informed choices.

Categories C and D held the view that learners should be taught comprehensive sexuality education because they are sexually active, however two teachers in category C and D had a different view from the members of the category as result of cultural and religious backgrounds which emphasise abstinence. Sexuality education programs that advocate abstinence until marriage are based primarily on religious beliefs, stating that couples should not engage in sexual intercourse outside of marriage. Francis and DePalma (2013) asserted that the assumption of abstinence-only promotes abstinence from sex and works on the assumption that many young people are not, or will not, become sexually active. Literature has shown that learners engage in sexual activity as early as before the onset of their 16th birthday (Vethe, 2011; UNAIDS, 2014). The tenets of this approach to sexuality education are frequently defined in such a way as to imply that any violation of these precepts is immoral (Brewer, Brown and Migdal, 2007).

A study conducted almost a decade ago in California found a similar trend among teachers with more experience and those of less teaching experience. Of note on part of parental age influences, Constantine, Jerman and Huang (2007) reported that parents in all age-groups showed high levels of support for comprehensive sexuality education (86-94%) while the highest level of support was among those younger than 30. They were more likely than older parents to support comprehensive sexuality education.

5.3 Cultural and religious views on Sexuality Education

The degree of abstinence and comprehensive sexuality views are mediated through how religiously and/or culturally-oriented a person is, according to the third theme which emerged through the data analysis. All participants mentioned that sexuality education should focus on moral and religious issues, aligned with Dever and Falconer (2008) who state that religious education improves the moral character of learners and controls negative influences from society. Although religion is a fundamental part of the lives of many learners, religious institutions, as well as schools, should keep abreast with changes in society. It is difficult for most teachers with a strong religious conscience to approach sexuality education without drawing on this background, and with it the associated feelings of guilt. Wood (2008) reported that we are all shaped by our culture (and religion) and life experiences, and that our behaviour is determined by what we were taught. This is a challenge because teachers teach from the perspectives of their own social class affiliation (Beyers, 2011). If adults communicate effectively, learners should receive the message that sexuality is not necessarily sex, but that it includes issues such as intimacy, sensuality and physical needs.

Although participants acknowledge that certain topics, such as HIV and AIDS, reproduction, and sexually transmitted diseases are covered in the Life Orientation, their degree of agreeing to teach sexuality differed based on their cultural and religious stance. Added to this is that some participants were of the opinion that sexuality education should be the responsibility of the parents. Participants who were part of the studies of Francis (2010) and Rooth (2005) also asserted that it should be the responsibility of parents and parents alone to teach their children about sex. This may be a reflection on their own feelings of inadequacy to teach these sensitive topics. This attitude may furthermore hinder their effectiveness as sexual role models, as they do not want to share the responsibility. Masinga (2009) elaborated on what causes teachers to prevent themselves from talking openly about sexual matters to learners in that they lack knowing themselves as a means to understanding their prejudices and outlooks in order to be better teachers.

Most of the participants shared the idea that their culture and religion prevented them from taking responsibility in teaching learners about sex and sexuality. When prompted, one participant mentioned that what he does in his private life has “*nothing to do with anyone*”. Most participants indicated that they didn’t think about being a role model when they were teaching subjects such as mathematics or languages. One participant in the study of Francis

(2012) expressed similar discomfort which resulted from their personal position being in conflict with message of sexuality education as follows: *“I am a religious person and I don’t like discussing things like that, so I find it uncomfortable”*. It is a concern that teachers seem to be unaware that they are also role models to learners, and not only teachers who have to disseminate knowledge. If they are not aware, then can they be blamed for not accepting mutual responsibility to teach healthy sexuality?

It is interesting to note that Participant 7 viewed sexuality education as a waste of time and ineffective. He thinks the legislature compels him to say that he does have responsibility therein, but that he personally views it to be the duty of people who are well trained.

P7 (18)

“I don’t agree with the teaching sexuality education, because of my religious and personal views.”

One female participant indicated that she is not comfortable with sexuality education because of her background and as a result *“sex is not a topic”* as she considers it to be a taboo. Religious stance among participants causes them to struggle with engaging learners in discussions related to sexuality education. Participant 13 from category C narrated her story about her Biology teacher from secondary school who was struggling to present the reproductive organs as he was obliged to engage in sexual discussion. She attributed the state of being uncomfortable among her teacher to cultural background. Participant 13 went further and made a culturally indifferent statement when she stated that *“To be quite honest for us black community it is difficult to discuss such matters unlike other English speaking societies”*. She made an assumption that white society parents are able to discuss such matters with their children and this makes it easy for children to make informed choices when they are older. Participant 15, who is also a teacher in category D, concurred with participant 13 in that *“in white culture and schools they unlike at our black schools hence we have a high rate of teenage pregnancy in our black schools. It is more of a cultural barrier.”* Masinga (2009) found that the cause of problems is not rooted in culture and religion, but is instead rooted in the self due to a lack of exercising self-reflective practices. The participants find it hard to acknowledge that they have their own —demons|| that prevented them from talking openly about sexual matters to learners

Most participants pointed to culture as the leading cause of differences they perceived to exist between black and white communities. Culture and/or religion is considered the causal

view of sexuality education as a taboo which denied parents and teachers the opportunity to teach learners optimally about sexuality, contrary to white teachers who are often more open about sexuality matters with their children. This perception was common among many participants interviewed, yet through different views as some blamed culture for making it hard for them to share sexual messages with the learners who they are teaching.

P8(15)

“Excuse racial statement but if we compare our black children to white children, black children are the ones suffering from high rates of teenage pregnancy due to cultural barriers preventing parents from talking to their children about sexual matters.”

P5(22)

“sometimes it is challenging because we are victims of the old era teachings, where we were not as open as today’s learners.”

The effects of culture was strongly acknowledged in age group A and this became less restricted in group B where teachers believed they can teach sexuality, but claimed that they find it hard as they are the victims of old era teachings. The study of Amhed et al. (2009), which was mainly focused on Life Orientation, reflects similar findings in that there is conflict between the messages that teachers were to teach with their own personal beliefs and values. It is clear that sexuality education and teacher identity and beliefs are closely linked (Francis, 2012). The teachers interviewed who had a strong stance on culture and/or religion indicated that parents must be the ones teaching sexuality education. This assumption is common among teachers who have a strong cultural stance (Francis 2010; Rooth, 2005).

It is interesting to mention that during the discussions with some participants, it was mentioned that there were teachers in their schools who had intimate relationships with girls in the school (this is a central theme which emerged during article 2 of this dissertation). They mentioned that this was a concern, but that nobody had the courage to confront these teachers, not even the principal. Human Rights Watch (2001) has documented this tendency which was furthermore echoed by Helleve et al. (2011). Their study indicated that it was mostly female teachers who viewed these relationships as inappropriate. This might be a wake-up call for parents to become involved in the education of their children and take responsibility for the role models that learners are exposed to.

Francis and Msibi (2011) reported that one of the key ways in which oppression manifests is through psychological colonisation. Hall and Livingston (2003), cited in Francis and Msibi (2011), defined psychological colonisation as the standardization of ideas previously less relevant to native populations that include eradication, exclusion, or assimilation. In the case of teachers who don't teach Life Orientation and whether they believe they have responsibility towards teaching sexuality education, psychological colonisation appears to be religious and cultural. Older participants who were taught during the pre-1994 era don't challenge culture and religion as compared to younger participants who were taught during post-1994 era who do challenge culture and religion with the awareness that learners are sexually active, therefore they must be taught comprehensive sexuality education. Older participants maintained that culture and religion denounces comprehensive sexuality education over abstinence-based sexuality education. The assumption is that learners will experiment with the messages conveyed during sexuality education, hence contributing to the high prevalence of teenage pregnancies and the spread of HIV.

The question posed by Francis (2010) "*is school an appropriate environment for sexuality education?*" was answered positively through participant narratives although it was not directly posed. They all agreed that learners need information regarding sexuality education due to the challenges they are faced with. I argue that the teachers contribute to the lack of information imparted to learners within the realm of sexuality education. On the main question of this study: —'*What are the perceptions of teachers (not teaching Life Orientation) regarding their responsibility in the teaching of sexuality issues?*' all participants agreed that learners need information and sexuality education in order to make informed choices, therefore they have a role in imparting sexuality education to learners although their responses differed in terms of the degree of their responsibility, particularly based on their culture and religion stance. The results also revealed that teachers place their personal beliefs and values before the needs of learners and what learners in turn need from sexuality education.

6. Implications for practice

Even though South Africa has national education policies in place intended to support learners who fall pregnant or contract sexually transmitted diseases such as HIV and AIDS, there is a lack at school-level support structures to implement them successfully. Teachers

still have the power to refrain from teaching relevant issues because they do not feel at ease therewith. Adults, specifically teachers, should be made aware that they have a role to play by simply being mentors and displaying behaviour that includes respect for diversity and making healthy decisions. Although mentoring is a known concept, it is more often associated with young people and individuals in a new work environment. I argue that the experiences of teachers could be a valid starting point in the teaching of healthy sexuality attitudes and values. However, teachers often seem either uninformed or negligent.

I am convinced that teachers have the opportunity to bridge the gap between ideal and reality. Ideals, as depicted through the media, are often unrealistic, and teachers are in the position to model the realities of society and raise awareness regarding stereotypes such as gender. Another important bridge to cross is the gap between theory and practice. Teachers teach the knowledge (theory) that is expected from them, but choose to ignore what learners are exposed to regarding their own attitudes and lifestyles. I believe that the complexities of the personal lives of teachers as well as the school-context must be taken into account when interventions are proposed. Teachers must be active role players in the designing of programmes intended to inform and develop healthy individuals. Only then can the varied life-experiences be utilized in programmes likely to have a positive impact in the lives of learners.

7. Limitations to the study

There are some limitations regarding this study that must be taken into account. Due to the fact that this study was qualitative in nature, the number of teachers were few and only from one cluster within one provincial area in South Africa. Care should thus be taken to avoid generalisation in extending the results of this study to other areas in South Africa.

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Voicing Learners' perceptions of sexual messages received from teachers in a rural school within the Free State province

Abstract

Effective communication (both verbal and non-verbal) on part of teachers must be viewed as a core tool to address not only the HIV and AIDS pandemic, but in addition prepare the learners for one of the major societal challenges: responsible sexual behaviour. Although learners have access to sexuality education in the Life Orientation curriculum, many learners are often still faced with sexual violence and inappropriate sexual behaviour practiced by teachers. Sexual violence is rarely reported due to the culture of silence in communities. The question remains whether learners are then not denied the effective sexuality education and healthy development that they have a right to. This study aims to voice learner perceptions of sexual messages and the challenges they experience within their schooling environment. A qualitative research design was used to collect data by making use of drawings as visual participatory methodology and analysed by adopting an Emancipatory framework of Critical Discourse. Drawing on findings from the study with learners, I will argue that learners' perceptions of the sexual messages sent by teachers include inappropriate verbal and non-verbal messages which leave them feeling vulnerable. In addition, teachers are reported to engage in sexual relations with learners. I end with suggestions to assist teachers and learners to become active participants in the holistic development of learners.

Keywords: learners; sexual misconduct; sexuality education; visual participatory methodology

1. Introduction

When taking into consideration that many female learners report sexual violence such as rape, sexual abuse, sexual harassment and assault by male learners and teachers at schools as well as the high HIV and AIDS prevalence in South Africa (Prinsloo, 2006), it becomes clear that there is an urgent need for comprehensive sexuality education. This is supported by Beyers (2012) who maintains that few learners receive adequate information about sex and sexuality to prepare them to be responsible adults, which leaves them vulnerable to sexual abuse, coercion, unplanned pregnancies and sexually transmitted diseases such as HIV and AIDS. Studies which were conducted almost twenty years ago reported that pregnancy is among the most serious causes of school disruption, particularly at secondary-school level

(Mokgalabone, 1999; Theron and Dunn, 2006). This problem has escalated over the years as the study of Sibeko (2012) found that pregnancies in schools often resulted in poor results, failure, repeating of grades and high incidences of school dropout. School disruption is often caused by the girls' difficulty in coping due to having to raise babies, and also due to the fact that teachers and parents often give up on them and fail to take their plans seriously once the girls have given birth (Schultz, 2001).

This questions whether sexuality education at school level is effective in supporting learners to make proper and informed choices regarding sex and sexuality. The concern therefor is further reflected through a study of Nqoloba (2008) reporting that there is a gap between what teachers should teach at different grade levels and what is actually being taught, especially because certain content is not emphasized or is completely silenced. It is further highlighted that all teachers within the study thought that sexuality education should cover decision making, abstinence, birth control methods, prevention of pregnancy and HIV and AIDS transmission. However, birth control was ignored until grade 10 as it was thought to be the right time to introduce sexuality education.

Thaver (2012) argues that the teaching of sexuality and HIV and AIDS education in schools has been a subject of debate and discussion in Southern Africa for many years, especially on issues around when to teach and what content to teach. Although popular belief is that sexuality education is the responsibility of Life Orientation (LO) teachers, Christiaan (2006) found that most LO teachers lack a positive attitude towards the learning area. It is questionable as to whether LO is reaching its goal of communicating critical thinking within the realm of learner sexuality as there is a prevailing perception that learners are —in need of protection, rather than as learners who have the right to relevant information about their own bodies and their sexuality|| (Francis, 2010:315). Pillay (2012) further states that Life Orientation offers possibilities for equipping learners in South Africa with the knowledge, skills, attitudes and values to develop confidence within themselves to become responsible proactive citizens within society. However, this cannot be provided by LO teachers alone, since there is already doubt whether LO is achieving this purpose (Jacobs, 2011). Mosia (2011) found that HIV and AIDS Education and policy implementation, and the realization of curriculum guidelines from the Department of Education regarding sexuality education, are not consistent throughout all schools in South Africa even though HIV and AIDS affects all South African cultures. Beyers (2012) argues that with the high incidences of HIV-positive

individuals in South Africa, teachers (and adults overall) do not have a choice but to make sexuality education more relevant and effective to the needs of the learners.

I believe that learners need more than the sexuality education which they obtain from the LO teacher, and further to minimize the fear held by adults that learners may increase sexual activity if they are taught comprehensive sexuality education instead of merely abstinence (Nqoloba, 2008). Nqoloba also argued that learners need all teachers to provide them with the necessary information (formal and informal) that they need to make informed decisions with the intention of minimizing the risk of inter alia HIV and AIDS transmission, teenage pregnancy and sexual abuse. Mosia (2011) reported that the indifferent attitudes of some learners and teachers at many South African schools justify the need for further scientific inquiry to establish how learners may be assisted to overcome their ignorance and protect them from negative consequences such as teenage pregnancies or HIV.

Chabilall (2012) reiterated that schools are embedded in communities and are meant to reflect the values, beliefs and cultures of the families and communities they serve, thus reproducing the community cultural and social practices. Since learners spend a great amount of time at school, it is my opinion that it is, in part, the school responsibility to raise awareness among all teachers to make it clear that they do have a role to play in the teaching of sexuality as they are viewed as role-models by learners. Therefore school culture plays an undeniable role in facilitating the child's ability to make informed decisions about personal well-being and HIV and AIDS (Chabilall, 2012). Naidoo (2006) sees sexuality education as a means to provide young people with opportunities to acquire knowledge and understanding of human sexuality through teaching processes which will enable them to form values and behaviour within a moral, spiritual and social framework. Scant research has been done to account for the voices of learners regarding the messages modelled and taught by their teachers, or to better investigate the messages conveyed through teachers and the subsequent perceptions of the learners. Therefore, I argue that the voice of learners must be heard to determine whether the messages they receive from teachers, especially those who are not teaching LO, add to the healthy, holistic development of learners as their sexuality should reflect self-acceptance and respect.

2. Problem statement and questions

The formal task of supporting learners to make healthy decisions related to sexual matters has been restricted to Life Orientation teachers with scant information informing the perceptions of how learners ultimately perceive these messages and messages received within the educational context as a whole. The Department of Basic Education (2011) describes LO as the study where learners learn about the self in relation to others and society, yet the challenge arises that this responsibility has been shifted to the LO class alone at explicit teaching levels with little consideration as to the role other teachers play within the teaching thereof. The voices of learners have not been given enough consideration to present the messages they receive from their teachers in general, not solely LO teachers, in order to determine whether teachers' role-modelling has an impact on the sexual wellbeing of the learners. The primary question of this study is thus: What are the perceptions of learners regarding the sexual messages they receive from their teachers? This study subsequently aims to place the learners' voices at the forefront as a means to convey their experiences and perceptions regarding sexuality education.

3. Theoretical framework

Learner voices were given priority and freed from the control and expectations of their teachers and institutions by allowing them to express their perceptions regarding the sexual messages received from their teachers. This was done through drawings and narratives as this study is framed by Critical Emancipatory Discourse. Nouri and Sajjadi (2014) report that Critical Emancipatory Discourse is rooted in the notion that education should play a key role in creating a socially-just and democratic society. Raelin (2008) concurs that Critical Emancipatory Discourse is a framework which aims to free people from institutional forces that limit personal control. It must be noted that this theory further accounts for power relations of the researcher in relation to participants. Critical Emancipatory Discourse allows for participant narratives to be analysed in their true form, thus unbound as far as possible from the preconceptions and expectations of the researcher. This allows for a respectful approach in analysing the data, and a more truthful reflection of placing the participants in line with their proactive role within a democratic society (Jonck and Swanepoel, 2015; Nkoane, 2012). For this reason, learner narratives are provided verbatim, with spelling and

grammar kept as provided as a means to ensure a more valid approach to voicing participant reports on their experiences of sexuality education. Learners were provided the context to develop a critically conscious understanding of their relationship with the world by reflecting on their drawings through their own narratives. Critical Emancipatory Discourse guided the study within an Interpretive Paradigm. The Interpretive Paradigm is a world-view within social sciences, a —lens through which you examine the practice of research|| (Maree, 2007:32). Nieuwenhuys (2007) described the aim of interpretive research as a process of offering perspectives and to further analyse the situation under investigation as a means to provide insight into the way in which a particular group of people make sense of their situational context or the phenomena encountered.

4. Methodology

A qualitative research design was used for this study. Mertens (2010:159) describes qualitative research as “multi-method in focus, involving an interpretive, naturalistic approach to its subject matter”. This provides the researcher with the chance to gain a more profound understanding into the world of the participants, and further allows for critical methodologies that enhance the meaning, understanding and reflections of the participant, instead of promoting the values and expectations of the researcher. Subsequently, drawings as a form of visual participatory methodology were used to collect data from learners because they offer learners an opportunity to express themselves regardless of linguistic ability (Mitchell, 2008). Beyers (2012) evaluates participatory visual methodologies as valuable contributions to the realm of education and social change. Aligned with emancipatory research, this methodology allows for learners to provide insights into their own world, without the constrictions and expectations posed through normative interviews, especially relating to the power role that the researcher demonstrates during such a process. Tanga, de Lange and van Laren (2014) reflect on the importance of visual participatory methodologies as a means to critically engage all stakeholders within the research process, which underpins the importance of the emancipatory nature of this project further as visual representation of the data is more accessible and comprehensive than academic texts necessarily would be.

4.1 Participants and sampling

A total of 16 secondary school learners from one school participated in this study. 11 learners came from Grade 12, three from Grade 11 and one from Grade 10. A comprehensive list of the participants' demographics is shown in table 1 below. A purposive sampling method was used as only learners (secondary school going learners) were sampled; specifically identified as an at-risk group with regards to sexual behaviour. Palys (2008:667) described purposive sampling as a series of strategic choices about with whom, where, and how one does one's research. It was intended to invite all grades (10 to 12) from the secondary school, but only grade 12 learners were available at school after school hours, and therefore this population forms the majority of participants in this study. During the day of interviewing participants (and the handing out of consent forms to parents), some grade 12 learners brought their peers to the session after they heard that we intended to select 16 participants for the study.

Table 1: Demographics of participants who participated in the study

Learners	Gender	Grade	age
Learner 1	Male	12	18
Learner 2	Male	11	17
Learner 3	Male	11	17
Learner 4	Female	11	17
Learner 5	Male	11	17
Learner 6	Male	12	19
Learner 7	Male	12	18
Learner 8	Female	12	18
Learner 9	Female	12	17
Learner 10	Female	12	19
Learner 11	Female	12	18
Learner 12	Female	12	18

Learner 13	Male	12	17
Learner 14	Female	12	20
Learner 15	Male	12	*
Learner 16	Female	10	`18

Note: * Learner 15 omitted to provide his age

4.2 Data gathering and analysis

Drawings, as a visual participatory methodology, were used by the learners to draw the sexual messages they received from their teachers, specifically those not teaching Life Orientation. Theron, Mitchell, Smith and Stuart (2011) describe the participatory visual methodology as a body of work which focuses on the use of visual stimuli (such as video, digital storytelling, drawings) and is also regarded as an aspect of community-based research. Visual methodologies prompt, according to Lorenz and Kolb (2009:264), a “more direct understanding of people, their life experiences, and their perceptions than is possible with data collected and controlled solely by the researcher”. The benefit of drawings as participatory visual methodology is that they facilitate the investigating of layered experiences that cannot easily be verbalized (Bagnoli, 2009). During the drawing session learners were given a clean A4 paper with a pen and dark pencil. Instructions to learners to draw a picture of the sexual messages they receive from their teachers were conveyed using a projector and laptop while verbal explanation was done. Learners were asked to focus only on messages they receive from teachers who are not teaching Life Orientation. Learners were told that how well they draw is not important, but that focus must be given to the meaning conveyed through their drawings. They were also asked to give the drawing a title.

Learners played an integral role in the data analysis. Discussion (*show and tell*) of drawings was intended with learners as a group, but most learners showed hesitation to discuss their drawings over the recorder as they feared that their teachers might get hold thereof and recognize their voice, even when privacy and confidentiality were assured. They indicated that their teachers might ill-treat them. After the drawing session, during the time which was planned for “*show and tell*”, I gave them a clean A4 paper to write their interpretation of the drawings and reasons why they have decided to draw such the specific picture. Brief

instructions were conveyed informing learners to write brief narratives providing an explanation of their drawings. These writings of learners were used as direct quotes as well as paraphrasing when drawings were analysed and coded as a means to sustain the original meaning of their original narratives and to ensure that their meaning is accounted for as opposed to that the researcher would place thereon. The drawings of learners were further analysed using a three-flow of activity method. Meadows (2013) sees the analysis of qualitative data as a threefold activity, namely data reduction, data display and drawing conclusions. Data reduction was done by grouping drawings that have similar meanings in terms of the theme they represent, while data display was done through the displaying of drawings that forms similar messages in the section of results and discussion.

While the aim of this study is not to generalize the results, but rather to gain a deep understanding of individual experiences, certain measures of validity and reliability were still employed. Methodological Triangulation (drawings by learners and semi-structured interviews with teachers which are reported on in a separate article) was used to find the gap that exists between messages that learners get from teachers and the perceptions of teachers regarding their responsibility in the teaching of sexuality. Ziyani, King and Ehlers (2004) describe Methodological Triangulation as the use of two or more research methodologies in a single study. two research methodologies were used to find the gap that exist between sexual messages that learners receive from their teachers as well the perceptions that teachers have regarding whether they believe they responsibility towards the teaching of sexuality education. Yeasmin and Rahman (2012) further described the term 'Triangulation' as a process of verification that increases validity by incorporating several viewpoints and methods.

4.3 Ethical considerations

The ethical committee of the University of Free State approved this study which was conducted under its endorsement and guidance. The ethical clearance number provided is **UFS-EDU-2014-025**. The Department of Education, the principal, as well as the parents gave their permission for the research to be conducted. The learners were informed that their participation was voluntary and that they could withdraw at any time from the drawing sessions. Before the drawing session all learners submitted written consent forms from their parents as well as their own written assent forms. The social worker of the school was

unavailable after school hours as a result of distance from the capital city of the province, and as such the school's Head of Department of Natural Sciences, who is also the chair of School Based Support Team (SBST), was available during drawings session to provide support in the event of problems arising.

5. Results and Discussion

Most learners' drawings showed negative sexual messages from teachers who hardly inspire learners through the attitudes and behaviours they display, while one drawing demonstrated teachers as fountains of living water for the knowledge within the realm of comprehensive sexuality education they impart to learners. Learners' drawings, coupled with messages they wrote to bring meaning to their drawings, lead to the following themes identified:

- Sexual misconduct
- Teacher role-modelling
- Comprehensive Sexuality Education

5.1 Sexual misconduct

Prinsloo (2006) found that many girls experience sexual violence in schools and this sexual violence against girls permeates the whole of the South African education system (Human Rights Watch, 2001). The drawings of learners concur with Prinsloo (2006) as some of the participants revealed that there are some teachers who practice sexual violence towards learners in spite of the risk of losing their employment. Participants furthermore claimed that some teachers abuse their authority by bribing girls to engage in sexual relations with them as shown through the subsequent three narratives.

"In my school there are teachers that sleep with learners and they make promises"

Learner 1

"Our teachers bribe us with money, especially those who always ask girls to come and clean for them. They give them money and they sleep with them"; "Our teachers take advantage of school grade 12 girls"

Learner 10

“Our teachers becomes more sexually aroused when it is weekend because we will be together with them in taverns, drinking together and we end up sleeping with them.”

Learner 14

Figure 1: Sexual relations with learners



Figure 1 portrays a teacher who gives money to a school girl as bribery for sexual affairs, as well as a teacher who spend time with school girls in the tavern drinking and sleeping together. It is a concern to see that there are some teachers who portray the attitude of seeing school girls as potential lovers. This attitude is fuelled by African traditions of patriarchal structures which forbid women and children from discussing sexual matters. Women and children are treated as property of men; a view which serves as a universal code of sexual misconduct (Masehela and Pillay, 2014). One female learner submitted the drawings of her teacher who bribed a peer for sexual favours in the staffroom. It was confessed during informal chatting before leaving the room that it is a fruitless exercise to report a teacher because they always have a way out.

A study by Masehela and Pillay (2014), conducted in the Limpopo province, reported similar incidents of teachers accused of inviting female learners home, showing them pornographic

videos and ordering them to do the actual acts of intercourse on him. The female learners admitted that the teacher invited them over and the following day, when parents arrived, the girls recanted. Their new story was that the teacher showed them Life Sciences videos. The principal had no option but to drop the case, and since then relations between him and his staff have been extremely tense. The tense relation suggests that most teachers protect their fellow colleagues who practice sexual violence against learners. Sexual violence has a long lasting impact on the learners and this affects the psychological health of the learners in turn. Human Right Watch (2001) reported that learners who experienced sexual violence at schools often had negative and confused feelings about themselves and experience depression, guilt, anger and anxiety. Most of these cases keep on occurring and this suggests that perpetrators are not being held accountable of learners placed in their care. This in turn reflects the negligence of teachers who do not subsume healthy role models or engage in unlawful behaviour with learners, especially when focussed on the results reported in this study.

The sexual abuse practiced by some male teachers has long been on-going in South Africa as the severity thereof was previously stressed during the early inception of the democratic government in 2000 by the then Minister of Education Kader Asmal.

“There must be an end to the practice of male educators demanding sex with schoolgirls or female educators. It shows selfish disrespect for the rights and dignity of women and young girls. Having sex with learners betrays the trust of the community. It is also against the law. It is a disciplinary offence. Tragically, nowadays, it is spreading HIV/AIDS and bringing misery and grief to these precious young people and their families” (Kader Asmal cited in Prinsloo, 2006: 305-306)

The drawings of learners revealed that the practice of sexual abuse has not yet ended as there are some teachers who still demand sex from schoolgirls using material benefits in return of sexual satisfaction. This is evident from the following extract narrated through one of the participants:

“Do not let teachers to bribe you or encourage you to do things that you will regret one day when things do not go well. In many school there are teachers that sleep with learners and they make promises to lots of things...”

Learner 1

The report by the Centre for Applied Legal Studies (2014) revealed that the culture of silence among learners is enhanced by the fear of losing the material benefits afforded to them by their teachers, hence causing a reluctance to disclose abuse afflicted on them by teachers. The study reported through the before mentioned article was conducted in a rural school where most parents depend of social grants for survival and this is one of the advantages that teachers who practice sexual violence use. They give learners who come from disadvantage families money as a form of bribery to remain silent (refer to figure 1). The report by the Centre for Applied Legal Studies (2014) concurred that poverty plays a significant role in this culture of silence. One female learner (aged 20) who submitted the drawings of a teacher bribing a learner with money in the staffroom confessed that this is a situation that does occur in her school, yet the silence surrounding the incidences thereof outside the interview context prevails.

5.1.1 Effects of sexual violence in schools

A report by Centre for the study of Violence and Reconciliations (2008), which aimed to enhance the understanding of the nature of violence in South Africa with a view to strengthening government response to this problem, described high levels of sexual violence as part of South Africa wider problem with overall violence. Statistics published by the Centre for the Study of Violence and Reconciliation (2009) indicated that sexual violence cases in South African communities increase annually despite unreported cases as a result of the cultural of silence. The Human Rights Watch (2001) reported that the learners who were exposed to sexual violence, either by teachers or male learners, were not performing as well as before in their school performance; further losing interest in other outside activities such as sports. In Figure 1 a learner disclosed, through her drawings, that she usually spend weekends with teachers at taverns which lead to sexual intercourse with them. This adds to the pressure of performing academically, and dealing with puberty as whole, as financial restraints permeate the need for early sexual onset with teachers who take advantage of this for personal gain.

The effects of sexual violence become further emphasised through the following narratives:

“This thing will start by the teacher at school. He will say „can you come to my house today and clean it for me please?“ You will say okay, then you get there you find the teacher naked, you will get pregnant.”

Learner 3

“And when they have found out that they are in such things they do not know what to say to their parents about the problem that they are pregnant and they have failed because of the bribe that the teacher do to you. And after that the teachers do not want to hear anything about the pregnancy.”

Learner 1

5.2 Role-modelling

Five learners’ drawings presented perceptions regarding the lifestyle of teachers and how they are affected thereby. Teachers must be reminded that their appearance and the manner they conduct themselves, as well as how to conduct their recreational lifestyle in front of learners, impacts sexuality learning as well.

Figure 2: Teacher role-modelling

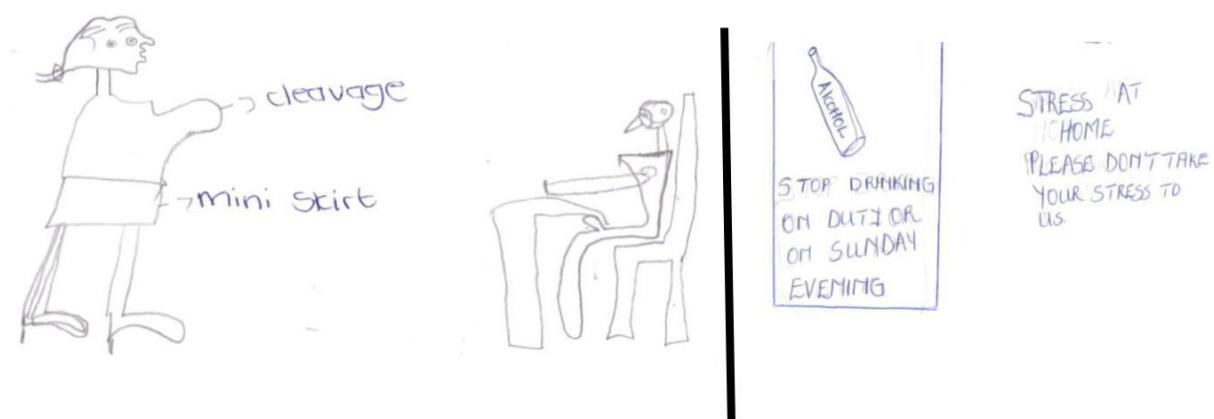


Figure 2 depicts the dress code of a female teacher that invokes sexual fantasy on the male learner, while another drawing suggests that there are some teachers who go to school while under the influence of intoxicants. A study by Beyers (2012), which was intended to narrow

the gap between what teachers teach and what learners need to be taught during sexuality education, reported that bad role models contributed to the ignorance of learners when it comes to sex. This should raise awareness regarding the role of teachers as role models' beyond merely their subject content.

A learner who made one of the drawing in figure 2 pointed to the manner in which the dress-code of his teacher influences his ability to focus in his narratives, further emphasising the manner in which this implicates the non-verbal manner in which the teacher impacts the learner's perceptions:

"I lose concentration when my Sesotho teacher enter the class. She always looks sexy, her mini skirts and cleavage makes my stuff hard".

This influences how learners' subsequently perceive authority figures, and their approach to respectful behaviour and communication, as verbalised further by the learner:

"I can talk to her as if I talk to my girlfriend. I find it hard to call her Ma'am".

5.2.1 Non-verbal communication of teachers

Moats (2016) reported that the way teachers use language directly impacts student vocabulary growth. Non-verbal communication plays a vital role in enhancing communication, or in turn may act as a barrier thereto. A study by Sathik and Jonathan (2013) examined the impact of relevant facial expressions on learners' comprehension and found that facial expression is the most frequently used non-verbal communication mode by the students in the class room, and that the facial expressions of the students are significantly correlated to their emotions. Teachers as role models should be aware that their non-verbal communication methods have an impact on changing learner expressions as a result of emotions activated by the non-verbal cues from the teacher. Teachers should thus reconsider the use of words as well as the facial expressions displayed when interacting with learners. Sexuality does not mean sexual activity only; it is a concept that encompasses sexual behaviour and function, as well as the individual's awareness of her or his own body (Maluleke, 2007). The use of non-verbal communication in an inappropriate manner can cause learners to develop negative attitude about themselves. Figure 2

shows two drawings in which the teacher is engaging in gender discrimination by using perceived unfriendly facial expression towards boys while the opposite is shown to girls. The boys receiving unfriendly expressions turn to reflect the same sad facial expression on their faces as their teacher engages with them, and this raises the question: Will they be able to develop a positive attitude towards their sexual wellbeing and development? Teachers seem to be unaware that their non-verbal communication plays a role the development in the sexual wellbeing of learners. When using non-verbal communication teachers are reminded that sexuality is shaped by how individuals feel about themselves and their bodies and their belief in their ability (Maluleke, 2007), therefore inappropriate non-verbal communication stimulates a negative perception of oneself (refer to figure 4).

Figure 3: Spoken words and facial expressions of teachers



Brown (2013) compared role-modelling of teachers with role play. Brown explained that role-play helps to constitute one's personal front stage which is the overall impression that one presents to others when interacting with them in any specific situation. Brown stated that facial expressions and bodily gestures affect how people see and judge others in society. Teachers should try their level best to use facial expressions and bodily gestures which promote equality and non-prejudice rather than favouritism. Naeem and Iqbal (2011) stated that facial expression results from one or more motions or positions of the muscles of the face.

These movements convey the emotional state of the individual to observers. Facial expressions are a form of non-verbal communication. Teachers must be aware that body language plays a positive role not only in class teaching, but in shaping students' character (Tai, 2014).

Learners are sensitive to the messages conveyed at verbal and non-verbal levels, and need to become aware of the manner in which gender-related differences are portrayed through their language methods, and simultaneously the manner in which they portray sexuality education related messages. This is reflected through the following participant extract:

“Many teachers like to look at girls when they are wearing short skirts and instead of telling that girls that it is not good to wear short skirts they will instead advise them to wear it more.”

Learner 15

5.2.2 Importance of non-verbal communication in role-modelling

From the discussion of drawings of learners it is suggested that adults most often consider the verbal communication as the most convenient way to convey the message. A study of Barmaki (2014), which examined the application of non-verbal techniques such as hand gestures, bodily postures and proximity as powerful communication skills exhibited during teaching, reported that non-verbal cues may play an important role in the preparation of an individual for teaching. Drawings of learners showed that how teachers conduct themselves impacts them, therefore teachers must also be aware that their non-verbal communication messages have an impact on learners. Teachers must be skilled on the usages of non-verbal communication methods with the purpose of correlating non-verbal as well as verbal behaviour and messages. Teachers must also consider their dress codes; they must hide their body parts (that is, cleavages and thighs) as this might create fantasy for some learners.

5.3 Comprehensive Sexuality Education (CSE)

Although the majority of learners portrayed their teachers as adults who abuse them through sexual violence as well as non-verbal communication, there were some who embraced their teachers as good role models. A few learners' drawings that spoke positively of their teachers suggested that only a few teachers are doing what is best to enable learners to make informed

choices. The study of Maluleke (2007) reported similar trends of teachers who are categorized as having either positive or negative influences on the sexuality development of young people.

“Good teachers were indicated as those who taught them (learners) Life Orientation and how to protect themselves from diseases and abuse. The bad teachers were those who abuse, impregnated, and sought sexual favours from learners at school and in the community or impregnated a school girl and threatened the girl’s boyfriend in claiming paternity.” (Maluleke, 2007:13)

The effects that the messages of comprehensive sexuality education have on learners contribute to the enhancement of skills related to making informed sexuality choices. The Fact sheet of United Nations Educational, Scientific and Cultural Organization (UNESCO) (2011) concurred that when young people are equipped with accurate and relevant information, they will develop skills in decision-making, negotiation, communication and critical thinking. These skills will assist them in avoiding unwanted pregnancies, unsafe abortions, as well as improving their sexual and reproductive health and protect themselves against sexually transmitted diseases. Figure 4 shows a picture of a learner who regrets becoming pregnant due to her ignoring messages of CSE which was imparted by teachers.

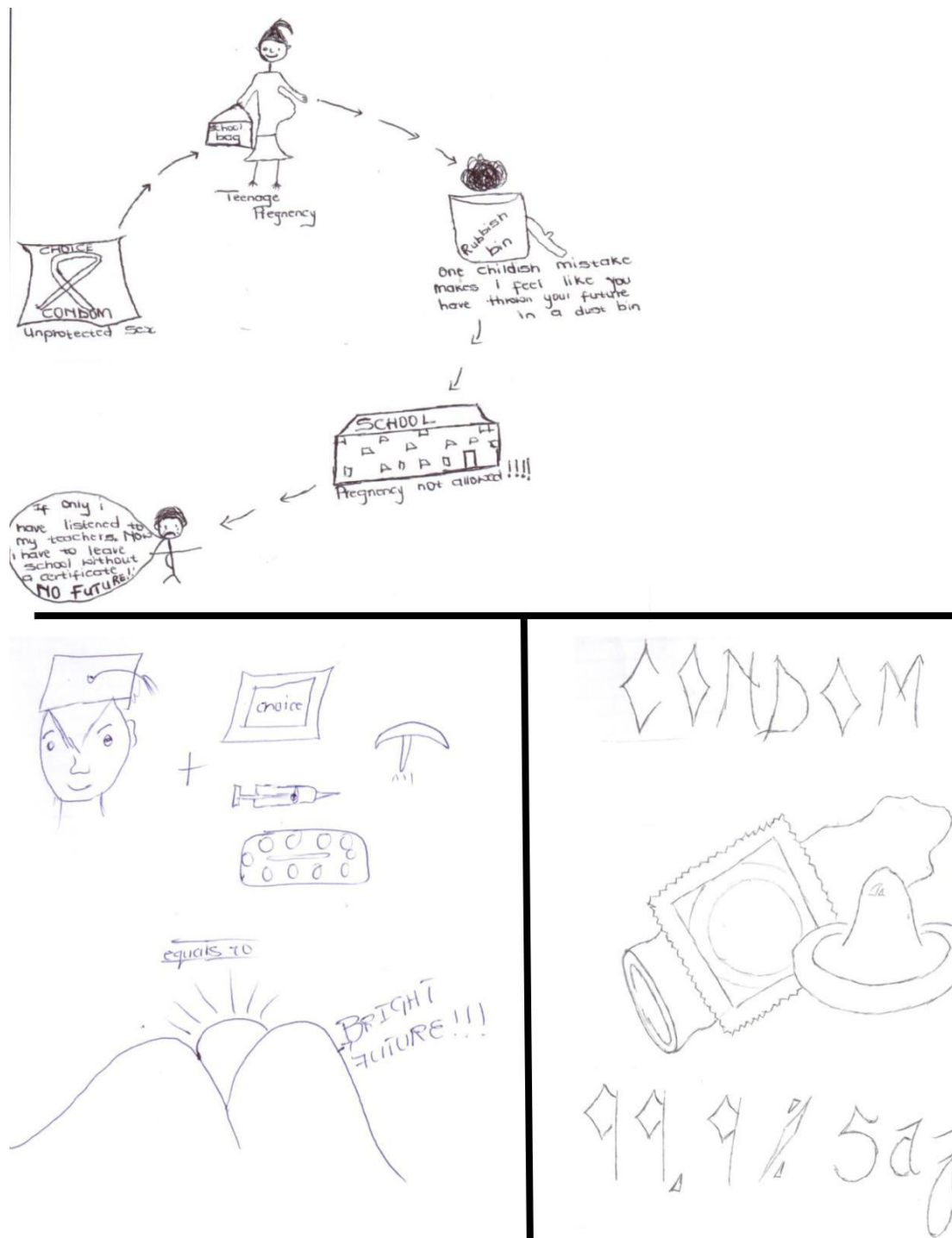
“Sexual message of which I receive from teachers is that I should always use a condom or else I should abstain. We as learners take our teachers for granted because we think that they do not want us enjoying our youth. But at the end we remember them, their words telling us sex is like a fire, once you burnt, you are burnt. Once you fell pregnant at an early age it is done, the only thing left will be for you to leave school, without certificate and no matric certificate no future.”

Learner 11

“Avoid regrets. Education and contraceptive will lead to brighter future”

Learner 5

Figure 4: Comprehensive Sexuality Education



A study by Plummer et al. (2007), which was conducted in rural Tanzanian primary schools with the aim of examining the implications for potential sexual health programs, reported similar accounts where schools are favourable spaces for sexual health programs.

However, the serious challenge is unofficial practices (corporal punishment, teachers' alcohol

abuse, as well as sexual abuse) that alienate learner and their parent. Beyers (2013) states that teachers are often unwilling to engage in dialogues with learners because they themselves do not feel comfortable in the teaching of sexuality. Mukoma et al. (2009) concurred that teachers were often not comfortable teaching safe sex and preferred to teach abstinence. Francis and DePalma (2013) assert that comprehensive sexuality education recognizes that many young people are sexually active, therefore emphasizing the need to teach about sexually transmitted diseases and disease prevention, including condoms and contraceptives, as evident through the experiences of the following participant narrative:

Sexual message of which I receive from my teachers, that I should always use a condom or else I should abstain. We as learners take our teachers for granted because we think they do not want us to enjoy our youth...If I ever feel that I cannot abstain the only thing is to use a condom. Condomise.”

Learner 11

Failing to provide comprehensive sexuality education to learners will not aid in reducing the problems they face. CSE informs learners that abstaining from sexual activity is the best preventative strategy, but still provides information on pregnancies, sexually transmitted diseases, and the use of condoms and other contraceptive measures to promote safe sex practices (Blackburn, 2009). Kohler et al. (2007) suggested that formal comprehensive sex education programs reduce the risk for teen pregnancy without increasing the likelihood that learner will engage in sexual activity, and confirms the results from randomized controlled trials that abstinence-only programs have a minimal effect on sexual-based risky behaviour. If all teachers accept a part in guiding learners to make informed sexual choices through CSE, learners will be able to take the right steps to report and stand against sexual misconduct.

6. Implications for practice

Even though South Africa has national education policies such as Employment of Educators Act no. 76 of 1998 in place intended to protect learners from violence and discrimination, there is a lack at school-level support to implement them. Some teachers still engage in sexual violence towards learners and most of these cases remain unreported.

I argue that how teachers communicate and engage with learner (both verbally and non-verbally) and how they conduct themselves towards learners could be valid points of departure to consider in the teaching of sexuality.

Learners are exposed to the attitudes and lifestyles of teachers, and in so doing experience contact-learning, whether verbal or non-verbal, on a continuous basis. I believe that the complexities of the personal lives of teachers, as well as the school-context, must be taken into account when interventions are proposed. Learners must be active role players in the designing of programs intended to inform and develop healthy individuals within society. Only then can the varied life-experiences be utilized in programs likely to have a positive impact in the lives of learners. At current level, the voices of learners are overshadowed by the expectations of adults, and thus the needs of the learners are to a large extent not involved in the process of implementing successful sexuality programs within schools. In line with the Critical Emancipatory nature of this study, it becomes evident that the voices of learners need to be heard, and considered as active agents in order to establish change within the realm of comprehensive sexuality education.

7. Limitation of the study and recommendations

There are some limitations regarding this study that must be taken into account. Due to the fact that this study was qualitative in nature the number of learners were few and from only one school. In addition to the drawings representing a small sample of all learners, caution is advised when making generalization of results to other contexts or samples, especially when taking into account the reflexivity of language and the need to align analysis closely with the intended meaning conveyed through the participants.

More research should be done to reflect on whether learners are aware that sexual relationships with teachers are serious offences and whether they know the procedure to report such cases in order to find better ways to support learners with information that will help them to make informed decisions. In addition, similar research projects should be conducted in other schools in South Africa as a means to establish whether or not the trends described in this article also hold true for other contexts. The following recommendations are

therefore based on drawings of learners regarding the sexual messages they received from their teachers

- The Department of Basic Education should conduct surveys to identify areas which most learners claim they experience sexual violence, of which the School Governing Body of those schools should be trained as to how they should teach other parents and community members on how to report sexual violence and how to identify symptoms of sexual violence among learners.
- The Department of Basic Education should conduct training workshops for the Representative Council of Learners regarding how they inform other learners about types of violence and how to report them.
- The Department of Basic Education should conduct workshops for teachers on the importance of non-verbal communication during interaction with learners related to sexuality issues.

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Concluding notes on first article

Article 1 aimed to examine the role of teachers who are not teaching Life Orientation and their subsequent feelings toward sexuality education, especially related to their responsibility thereto. Teachers in category D and C (which were mainly teachers with 20 years of experience and less) were more positive in acknowledging that they have a role to play in the teaching of sexuality education as compared to teachers in category A (older teachers) who claimed that it is not their duty to teach learners about sexuality education. Older teachers however did confirm that learners need comprehensive sexuality education. Teachers in Category B agreed that they have the responsibility to teaching sexuality, but because of background differences and culture it is still a challenge for them to teach learners about sexuality.

Teachers' lack of involvement is justified, through their narratives extracts, by blaming culture and religion for their discomfort within the area of sexuality education. Wood (2008) reported that we are all shaped by our culture, religion and life experiences, and that our behaviour is determined by what we were taught. This is a challenge because teachers teach from the perspectives of their own social class affiliation (Beyers, 2011) and this may subsequently be misaligned with the needs of the learners.

If adults communicate effectively, learners should receive messages that sexuality is not necessarily sex, but that it includes issues such as intimacy, sensuality and physical needs. With these findings in mind, it is proposed that the focus should be placed on teacher-training for teachers to become active role players and role models to keep in touch with learner needs.

Concluding notes on the second article

A study of Prinsloo (2006) showed that many girls experienced sexual violence in schools. The findings of this study revealed that there are some teachers who bribe female learners to engage with them in the sexual affairs. The Department of Basic Education (2011) in the amended Employment of Educators Act no. 76 of 1998 describe sexual affairs with learners as a serious misconduct (section 17(c)) and that teacher must be dismissed if found guilty. The culture of silence is delaying the implementation of this section as there are some teachers who are getting away with such misconduct. Wherever this misconduct is reported

there must be no compromise as to repercussions in order to enforce accountability among all educators. The study further reflects that non-verbal communication is negative effecting learners in some instances. Teachers as role models should be aware that their non-verbal methods of teaching have an impact on changing learners expressions and subsequent attitudes towards matters regarding gender and sexuality. A study by Sathik and Jonathan (2013) examined the impact of relevant facial expressions on learners' comprehension and found that facial expression is the most frequently used non-verbal communication mode by the learners in the class room, and that the facial expressions of the learners are significantly connected to their emotions.

Although fewer learners reported that they receive knowledge or information of sexual issues from their teachers, it must be noted that the implicit, non-formal information that was given was also greatly positively impacting their ideas and knowledge about sexuality education. The Fact sheet of United Nations Educational, Scientific and Cultural Organization (UNESCO) (2011) concurred that when young people are equipped with accurate and relevant information, they will develop skills in decision-making, negotiation, communication and critical thinking.

The results of this article revealed that there are mixed sexuality messages sent by teachers to learners, yet it must not be generalise to all teachers. There are some limitations regarding this study that must be taken into account. The drawings of learners in the study came from one school from a rural area of Free State. Caution is thus advised when making generalization of results to other contexts or samples, especially when taking into account the reflexivity of language and the need to align analysis closely with the intended meaning conveyed through the participants.

Concluding notes on the study

Life Orientation as a subject aims to equip learners with the skillsets to make informed and responsible decisions within society, as well as exposing them to their constitutional rights and responsibilities. However, there is a gap between these aims and reality as the behaviour of learners raises doubts as to whether they have sufficient information to make informed choices regarding sex and sexuality. This questions the manner in which sexuality Education engaged with at educational level.

The main purpose of this study was to investigate the gap that exists between the messages that learners receive from teachers and the conflicting perceptions that teachers have regarding whether they believe they have responsibility towards the teaching of sexuality. This was done through qualitative unstructured interviews with teachers of different age groups and learner-made drawings of the sexual messages that they receive from their teachers.

The two articles which encompass this study serve as evidence that there is a gap that exists between teachers and learners regarding CSE. This gap is slightly narrowed as it moves from older teachers to younger teachers. Most learners showed, through their drawings, that their teachers are conveying inappropriate non-verbal communication while others engage in sexual misconduct and unconstitutional behaviour with learners. Learners need support from adults which will enable them to make informed choices, but culture and religion contribute to the gap as mediating agents causing negative attitudes among teachers towards comprehensive sexuality education.

The views of teachers showed the degree of the gap that exists between teachers and learners. Older teachers agreed that learners need comprehensive sexuality education, but established that it is not their responsibility to be part thereof as they were not taught sexuality when they grew up. The gap was narrowed among the younger teachers as they agreed that learners need CSE and claimed that it is their responsibility to share it with learners; however there were incidents where teachers, because of religious denomination, denounced CSE over abstinence. If learners can receive CSE they will be able to make informed choices and as the results they will be able to break the culture of silence.

The main recommendation is for the Department of Education to conduct research or surveys in both rural and urban contexts to hear the voices of the learners regarding the messages they receive from their teachers in order to create intervention programmes aimed at informing learners about their rights and responsibilities. It further recommended that institutions of higher learning must continuously stress the SACE code of professional ethics throughout the course of teacher induction to create on-going awareness of the teacher's responsibilities regarding sexuality education.

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Appendix A: Ethical clearance forms

8 August 2014

ETHICAL CLEARANCE APPLICATION:

A CRITICAL ANALYSIS OF SEXUALITY EDUCATION IN SCHOOLS BEYOND THE DISCIPLINARY BOUNDARIES OF LIFE ORIENTATION

Dear Mr Chaka

With reference to your application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research with the following stipulations (comments by reviewers):

- Recruitment is a little vague – will the researcher approach learners in his own classroom, or publicly advertise, or request other teachers to speak to their learners?
- Mixed genders of learners sitting together and drawing (what could be sexually revealing images) may be a cause of embarrassment or awkwardness. It may be a good idea for male students to draw, under supervision of a male teacher, and female learners to draw, under supervision of a female teacher, perhaps in two separate classrooms.
- Permission from the Dept. of Education will need to be acquired in writing.
- Consent forms for teachers need to be prepared.
- Consent forms may need to be translated, as appropriate.

A cover letter, stipulating how these above issues will be addressed, will be required before research may commence.

Your ethical clearance number, to be used in all correspondence, is:

UFS-EDU-2014-025

This ethical clearance number is valid for research conducted for three years from issuance, expiring at the end of 2017. Should you require more time to complete this research, please apply for an extension in writing.

We request that any changes that may take place during the course of your research project be submitted in writing to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours sincerely,



Andrew Barclay
Faculty Ethics Officer

Enquiries: Phori JR
Reference: Research Approval
Tel: 051 404 9258
Fax: 086 667 8678
E-mail: phorij@edu.fs.gov.za



education
Department of
Education
FREE STATE PROVINCE

**OFFICE OF THE DIRECTOR:
STRATEGIC PLANNING, POLICY DEVELOPMENT & RESEARCH**

Mr. Chaka JN

RE: APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION:

1. This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.
2. Research topic: **A critical analysis of sexuality education in schools beyond the disciplinary boundaries of Life Orientation.**
3. Approval is granted for you to conduct research in the Free State Department of Education.
4. This approval is subject to the following conditions:-
 - 4.1 The collection of data should not interfere with the normal tuition time or teaching process.
 - 4.2 A bound copy of the research document should be submitted to the Free State Department of Education (Strategic Planning, Policy Development & Research).
 - 4.3 You will be expected, on completion of your research study, to make a presentation to the relevant stakeholders in the Department.
 - 4.4 The attached ethics document must be adhered to in the discourse of your study in our department.
5. Please note that the costs relating to all the conditions mentioned above are your own responsibility.
6. This letter should be shown to all participants.

Thank you for choosing to research with us. We wish you every success with your study.

Yours faithfully,

Mothebe MJ
Director: Strategic Planning, Policy Dev. & Research.

30/01/2015

Date

Enquiries: Pepenene MJ
Reference: Ethics Doc
Tel: 051 404 9259
Fax: 086 667 8678
E-mail: pepenene@edu.fs.gov.za



education
Department of
Education
FREE STATE PROVINCE

**OFFICE OF THE DIRECTOR:
STRATEGIC PLANNING, POLICY DEVELOPMENT AND RESEARCH**

**ETHICAL REQUIREMENTS FOR CONDUCTING RESEARCH IN THE FREE
STATE DEPARTMENT OF EDUCATION**

The Free State Department of Education has an obligation to among other things ensure safety and respect of human dignity for the learners in the schools and all its employees.

There are many ethical issues to be taken into serious consideration when conducting research. The Free State Department of Education believes that the researchers conducting research in this department should, amongst others, adhere to the following ethical conduct:

- Researchers need to be aware of having the responsibility to secure the actual permission and interests of all those involved in the study;
- They should not misuse any of the information collected but use it only for the purpose it is meant for;
- There should be a certain moral responsibility maintained towards the participants;
- There is a duty to protect the rights of the people in the study as well as their privacy;
- The confidentiality of those involved in the research study must be observed at all times, keeping their anonymity secure;
- The researcher should observe the following values: trust, respect, honesty fairness and integrity

Private Bag X20565, Bloemfontein, 9300
Old CNA Building, 1st Floor, Charlotte Maxeke Str, Bloemfontein
Tel: (051) 404 9283 E-mail: mothebem @edu.fs.gov.za

www.fsdoe.fs.gov.za

- The researcher should observe the principle of transparency with those involved in the study.



M.J. Mothebe

Director: Strategic Planning, Policy Development & Research.

Date: 30 January 2015

Appendix B: Consent forms

Researcher:
John Chaka

Study Leader:
Dr. Christa Beyers

Re-Utlwahetse Secondary
Department of Education

Faculty of Education
University of the
Free State

T: 072 718 6255

T: 051 401 3456

School Principal Consent Form

I hereby grant permission for the researcher to approach learners to participate in the project entitled 'A critical analysis of Sexuality Education in Schools beyond the disciplinary boundaries of Life Orientation'. The learners I provide to permission to be approached will be given letter to their parents by the researcher to allow them to participate by the researcher before drawings can commence.

I understand that:

- All information regarding the teachers, learners, myself as principal and the school itself will be treated under utmost confidentiality, and that anonymity will be ensured on part of all parties involved during the full process of the study.
- The school, teacher or learner may decide to withdraw from the study at any time without penalty.
- The teachers who participate will sign the needed informed consent before the study commences with the interviews
- No deception of any form will be taking place.
- No written reports will reflect the identity of the school or parties involved on part of the school itself.
- A report of the research findings will be made available to the schools who show interest and the teachers who decide to participate.

Sello T.D.
Principal


Signature

01/07/2015
Date

Assent Form

Title: A critical analysis of Sexuality Education in Schools beyond the disciplinary boundaries of Life Orientation.

If you want to, you can part of this research study. People do research to try to find answers to questions.

Why are we doing this research study?

The reason we are doing this research is to find out the messages that you are receiving from your teachers (verbal as well as role modelling of teachers)

Why are you being asked to be in this research study?

The reason is that, you spent many hours of your day at school around your teachers therefore you can share with me messages you are receiving from teachers

What will happen during this study?

This study will take place at school hall (name of school) and will last for an hour.

During this study, you will be asked to draw a picture. Bear in mind how well you draw will not be considered but only the theme or meaning of picture will be considered in line with your sentence(s) that you will write at the end of drawing to give meaning.

Your drawings will be kept confidential

What are the good things that might happen in this study?

The benefits of this study to you might be that teachers will be aware of the messages they are sending to you as a results they will improve good messages and they will reduce bad messages they are sending to you.

What are the problems that might happen in this study?

No physical harm will happen to you but you might experience emotional outburst if you once received bad messages from your teachers. Social worker/psychologist will be available during the day of participation

Who should you ask if you have any questions?

If you have questions you should ask me. If you or your parents have other questions, worries, or complaints you should call me at 072 718 6255

What if you or your parents don't want you to be in this study?

Your parent needs to give me permission for you to be in this study. You do not have to be in this study if you don't want to, even if your parent has already given me permission.

What if you change your mind?

You may stop being in the study at any time. If you want to stop, just tell us so and we will stop right away. If you decide to stop, no one will be angry or upset with you. You can ask questions at any time.

Title of Study: A critical analysis of Sexuality Education in Schools beyond the disciplinary boundaries of Life Orientation.

Principal Researcher: J.N Chaka

If you sign your name on this page, it means that you agree to take part in this research study. You may change your mind any time for any reason.

Sign your name here if you want to be in the study

Date

Print your name here if you want to be in the study

I have explained this study to and answered questions of the child whose name is printed above. I informed the child that he or she could stop being in the study and can ask questions at any time. From my observations, the child seemed to agree to take part in the study.

Signature of J.N Chaka

Date

**Researcher:
John Chaka**

**Study Leader:
Dr. Christa
Beyers**

Re-Utlwahetse Secondary

Department of Education

T: 072 718 6255

Faculty of
Education

University of the
Free State

T: 051 401 3456

Project Information Statement

Dear Parent/guardian

My name is John Chaka and I am currently a Master's student at the University of the Free State. I am conducting research within the Psychology of Education field under the supervision of Dr. Christa Beyers, a senior lecturer within the department. It is through this letter that I ask permission to include your child in my study. The project title is '**A critical analysis of Sexuality Education in Schools beyond the disciplinary boundaries of Life Orientation**'.

The Provincial Department of Education has given approval to approach schools where your child attend for my research. A copy of their approval is attached with this letter.

The aim of the study is to find out what the use of drawings as visual participatory methodology can reveal about messages learners get from teachers regarding sexuality education and to find out how teachers not involved in the teaching of Life Orientation perceive their responsibility in the teaching of sexuality education.

Your child will be expected to draw a picture of messages they get from teachers.

Should you provide permission to include your child in my study, please sign the attached sheet and enclose it within the attached envelope.

Thank you for taking the time to read this information

John Chaka (072 718 6255)
ChakaJN7@gmail.com
Researcher

Christa Beyers
beyersc@ufs.ac.za
supervisor

Parental Consent Form

A critical analysis of Sexuality Education in schools beyond the disciplinary boundaries of Life Orientation

The study intends to find out what the gap is between the messages that learners get from teachers and what teachers view as their responsibility in the teaching of sexuality. You are asked to complete this form if you agree to involve your child in this study

1. I agree to my child taking part in the study mentioned above. I realize that the session will take place after school hours, and will not last for more than an hour.
2. I understand that the study could be of a sensitive nature, therefore I acknowledge that details of my child be kept confidential.
3. I understand that if my child should have the need to withdraw from the study, s/he may do so at any time that s/he feels the need to do so.
4. I understand that every effort will be made to include me as parent, should the need arise. If, however, this is impossible, I give my consent to my child being supported by a social worker or psychologist if needed.

Learner Name	
Parent/Guardian name	
Signature	

Teacher Consent Form

[A critical analysis of Sexuality Education in Schools beyond the disciplinary boundaries of Life Orientation]

I. Purpose

I have received permission from the Department of Education to conduct the research study mentioned above. The purpose of this research is to:

1. Establish what messages learners get from teachers (not only LO) regarding sexual education?
2. What are the perceptions of all teachers regarding their responsibility in the teaching of sexuality education?

II. Participation in the Study

You are asked to participate in this research. The manner of your participation will include the following: taking part in interview for a session of not more than two periods of your school timetable with the researcher

Participation in this study is voluntary and will not affect your performance evaluation. If you decide to withdraw after the study begins, please notify me of your decision.

III. Risks and Discomfort

Minimal risks are anticipated as a result of your participation. As a general rule, researchers are not permitted to conduct any studies that will disrupt the order of the typical instructional program found in School.

IV. Benefits

As a participant in this research study, the researcher believes that the information produced will improve the quality of instruction in terms taking responsibility towards teaching and learning of sexuality education (formal or informal)

V. Confidentiality

All information is confidential and will only be used for research purposes. Anonymity is assured as your name will not appear in any written reports that stem from data collected from the researcher. Information collected will be stored digitally until report is published. At that time, all information associated with the present study will be destroyed.

VI. More Information

If you have questions or concerns about this study, please contact me, John Chaka at 072 718 6255.

VII. Informed Consent

If you have read and understood the information above and agree to participate in this research, print and sign your name below.

_____	_____
Name of Teacher (Please print)	Name of School
_____	_____
Teacher Signature	Grade Level/Subject

Date	

Appendix C: Language Editing

31 January 2017

Dear sir/Ma'am

I, **Eben Haeser Swanepoel**, hereby certify that I have copy-edited the following Master's dissertation for spelling and linguistic errors:

A critical analysis of Sexuality Education in Schools beyond the disciplinary boundaries of Life Orientation

Student: John Chaka (2010052427), University of the Free State

Kind regards,

Eben Swanepoel



M.Ed Psychology of Education
English Teacher: EUNICE PRIMARY, BLOEMFONTEIN
0608039576
ebenswan@gmail.com

Appendix D: Articles in review

The email from *Southern African Review of Education* confirming that the article “***Sexuality Education beyond the Life Orientation class: Teacher perceptions across the curriculum***” was received and it under review for publication. Correspondences with the Journal were directed to Eben Swanepoel.

From: "Azeem Badroodien" <BadroodienA@cput.ac.za>
Date: 09 May 2017 23:08
Subject: Re: Article Submission
To: "Eben Swanepoel" <ebenswan@gmail.com>
Cc:

Dear Eben

Sorry that I did not reply. Yes I did receive the article. As editor I normally note at this point whether the article fits with the journal and it's themes and whether it is of acceptable quality. If not, I have discretion to refuse the article before review if I feel it's doesn't suit the journal for the above reasons.

In your case I hereby record that I am sending it out for the 3 blind reviews.

Best
Azeem

JOURNAL OF EDUCATIONAL STUDIES (JES)

10 May 2017

Dear John Chaka, Christa Beyers, Eben Swanepoel

1. Journal of Educational Studies (JES) acknowledges receipt of your manuscript titled: *Voicing Adolescents' perceptions of sexual messages received from teachers in a rural school within the Free State province.*

2. The manuscript was received on **23.04.2017**.

3. The manuscript will undergo the blind review process which will take at least six months, and the status of your paper will be communicated to you thereafter.

4. All published papers are subject to a page fee of **R300.00** per page.

Thank you for your interest to publish articles with JES.

JES Secretariat



University of Venda

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A quality driven, financially sustainable, rural-based comprehensive university