

**Teacher positioning on the teaching of sexuality
education in Life Orientation**

By

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DECLARATION OF ORIGINALITY

I, Tamsyn Claire Eccles, hereby declare that this M.Ed thesis:

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CHAPTER ONE

BACKGROUND AND ORIENTATION

1.1. Introduction

The South African education system has been transformed over the past 17 years. In 1997 the Outcomes Based Education (OBE) system was introduced as it was considered to be more learner-centred and activity based and it is used as the foundation for the South African curriculum. In 2000 the revised National Curriculum statement was implemented in Grade R to 9 and in 2002 it was implemented in Grade 10 to 12. In 2009 the curriculum was revised again for Grade R to 12. The new statement provides a clearer specification of what is to be taught and learnt on a term-by-term basis (Department of Basic Education, 2011).

Within this new curriculum, a new subject called life orientation was also introduced (Department of Education, 2008). This subject draws on the core content of subjects previously known as guidance, family guidance, vocational guidance, religious/ bible education, civic education, health education and physical education. Life orientation has incorporated parts of these subjects and is an interdisciplinary subject that integrates knowledge, values, skills and processes, which are embedded in sociology, psychology, political sciences and human movement sciences. This subject is meant to guide and prepare learners for life's roles and responsibilities. The world, which our learners live in, is very different to what their parents lived in. Social, economic and environmental issues affect the current and future health of the individuals and their communities. Life orientation promotes the development of skills,

knowledge and attitudes, which learners can use to respond to life's challenges (Department of Education, 2008).

Within life orientation there are various outcomes, which need to be achieved. Under the outcome personal well-being, sexuality is one of the assessment standards in the Grade 10 curriculum. Educators are expected to teach learners what sexuality is which includes their attitudes, values and beliefs towards sexuality. Educators should also help learners to view their attitude towards sexuality and the influence their behaviour can have on others and what impact it has on relationships. Educators should also teach the learners what behaviours lead to abstinence as well as myths about sexuality and the learners' rights to protect themselves, privacy and to saying "No" (Department of Education, 2008).

The subject life orientation (LO) is taught in all public schools in South Africa and is compulsory for all learners (Department of Basic Education, 2011). According to Kirby, Laris and Rolleri (2007) sex education and HIV/Aids education programs in schools are a promising type of intervention on preventing sexually transmitted diseases, unplanned pregnancy and the spread of HIV/Aids. Yet in a study done by Ahmed, Flisher, Mathews, Mukoma and Jansen (2009) in 2003/2004 educators considered LO to be a burden as they are already overburdened and not trained in the subject properly. Furthermore many teachers are often uncomfortable with teaching certain aspects of sexuality education or HIV/Aids because of cultural and personal reasons. Many teachers argued that sex, sexuality and HIV/Aids content have no relevance to cultural norms, beliefs or religions (Helleve,

Flisher, Onya, Mukoma & Klepp, 2009) and therefore sexuality education should not be taught in schools.

1.2. Conceptual and theoretical framework

This study looked at the different positions educators took when teaching sexuality education. In order to do this positioning theory was used as a theoretical framework. Positioning theory is an analytical tool, which is used to describe individuals changing relationships in a community (Barnes, 2004). All individuals will view the world differently (McVee, Baldassarre & Bailey, 2004) and these views are used to construct an individual's actions (Tirado & Gálvez, 2007). Each individual has a different position that they take in the social space and this position will depend on the context of the situation as well as the community values, personal history, preferences and their capabilities (Barnes, 2004). To identify the different positions that individuals have the details of the interactions have to be looked at as well as the rights and duties that the individual assumes they have (Barnes, 2004). There are five different types of positioning. Intertextual positioning is where the person references their own experiences and develops connections to the position. Role-based positioning is the role, which the individual assumes. Self-Other positioning is the position, which the individual takes in relation to others. Static positioning is where an idea, belief or theme is repeatedly expressed. Tacit positioning is unconscious or unintentional positioning (McVee, Baldassarre & Bailey, 2004). Positioning can help to analyse the social reality that comes from conversations, institutional practices and use of rhetoric (Tirado & Gálvez, 2007). These different positions were analysed during this

research to determine what positions teachers took when teaching sexuality education.

The conceptual framework was based on sexuality education. Within sexuality education there are two main forms of instruction: Comprehensive sexuality programs and abstinence programs (Lesko, 2010). Key concepts that are taught in the comprehensive sexuality program are life behaviours, which include personal skills, sexual health and human development. These programs include current, scientifically correct information and stress that sexuality is a positive aspect of human life. It teaches learners to understand the beauty and risk of sexuality and then to make their own decisions. These programs provide the learners with sexuality information as well as the responsibilities, which accompany sexuality (Lesko, 2010). A wide range of national organisations support comprehensive sexuality education programs. These organisations argue that comprehensive sexuality education should encourage abstinence as well as provide information about contraception, sexually transmitted diseases and HIV/Aids prevention. These programs should also respect the beliefs and values of the community. They argue that information about contraception does not encourage early sexual activity, but it rather increases the use of contraception amongst adolescents, which are already sexually active (Collins, Alagiri & Summer, 2002).

The abstinence only program encourages abstinence as the program has positive outcomes such as maturity, health, self-confidence and freedom. This program is based on values and beliefs, which are considered to be from the past. It informs the students that messages in the media and birth control are misleading (Lesko, 2010). The groups that support the abstinence only

programs argue that sex before marriage is inappropriate or immoral and that abstinence is the only effective method, which can prevent pregnancy and sexually transmitted infections 100%. They also argue that information about sex and contraception encourages early sexual activity and that traditional values and religious faith have measurable positive effects (Collins, Alagiri & Summer, 2002).

Both of these types of programs believe that the correct scientific knowledge is important and that knowledge can solve every sexuality situation. Neither program wants young people to engage in sex and they want to minimise the risks that are involved with sexuality (Lesko, 2010). Francis (2011) found that parents and schools had few objections to sex education but there were many disagreements when it came to choosing an approach and content of such programs.

1.3. Problem Statement and research questions

Starkman and Rajani (2002) found that many teachers avoided sex education topics, as they feared the reaction of the community and Ahmed et al (2009) found that many teachers considered sex education to be the parents' responsibility and were concerned that learners would lose respect for them if they discussed such topics.

From the above arguments we can conclude that there are different approaches to teaching sexuality education and many factors play a role in the educator's approach to teaching sexuality education. There are many different aspects, beliefs and values that need to be considered when deciding on a sexuality program and these all need to be taken into account

before deciding on the content of a program. Therefore different teachers will have different approaches to teaching sexuality education. Some teachers may avoid certain parts of information because of their religious beliefs or personal values yet learners should be approached in the same way when teaching them about sexuality education so that they receive correct and current information.

The main research problem is to determine what teachers teach under sexuality education. In order for the problem to be addressed the following research questions were considered:

- What is the policy context directing sexuality education in South Africa?
- What are teachers' positions on teaching abstinence and/ comprehensive sexuality?
- Do teachers teach abstinence only? If they do, why and how?
- Do they teach comprehensive sexuality? Why and how?
- Do they teach both? Why and how?

The following objectives guided the research:

- To determine what policy context directs sexuality education in Life orientation in South African schools.
- To explore the positions that teachers take up when teaching sexuality education.
- To explore the content and pedagogies teachers use when teaching abstinence and/ comprehensive sexuality education.

1.4. Research methodology and design

An empirical study using an interpretivist approach was used during this study within the field of social science. I attempted to understand the situation and views of the different participants (Burton & Bartlett, 2005). The study was conducted by using qualitative methods as qualitative methods have more to do with people's experiences, attitudes and behaviour (Dawson, 2002) and the richness of the participants' responses were of great importance. A case study was done of four teachers who were selected and first observed while presenting two lessons about sexuality education, after which each teacher was then interviewed. This study looked at the different positions that teachers took when teaching sexuality education. The study enquired whether teachers focused more on abstinence or comprehensive sex education and their reasons for doing so.

1.4.1. Data collection

Data collection was conducted by doing a thorough literature review about positioning theory, abstinence programs and comprehensive sexuality education programs. In-depth interviews were conducted with four different Grade 10 life orientation teachers from four different schools to ensure that different teacher's positions on teaching sexuality were explored and that there were a variety of different social contexts. The teachers that were selected were all female and Christian, three of the teachers were in their 30s and one teacher was over 60 years old. Each teacher that was interviewed was first observed while presenting two lessons on sexuality. An in-depth interview was done after the observations with each teacher to review and discuss the observations.

1.4.2. Analysis

Once all the data had been collected certain main themes could be identified and the data was then sorted according to these themes and a summary was made of the information (Hesse-Biber & Leavy, 2006). The findings were then compared to theoretical knowledge that was available to ensure that the information was valid and reliable. This study is limited as only four teachers were observed and interviewed and this can therefore not be used as a representation of all teachers. This study is also limited due to the fact that all the participants were female and Christian and no male perspectives or other religious perspectives were evaluated during this study.

1.5. Integrity of the study

Triangulation is when two or more research methods or different data sources are used in order for data to be validated (Hesse-Biber & Leavy, 2006), which helps support the trustworthiness of the study. Using in-depth interviews and observation within this study helped to validate the information. The observations help to determine if the teachers did what they had discussed within the interviews (Heck, 2006).

1.6. Ethical considerations

I obtained permission from all of the schools and the department of education and the schools were kept anonymous. The schools and department will have access to all of the findings and all teachers were also kept anonymous by making use of pseudonyms (Lodico, Spaulding & Voegtle, 2006). Informed consent was first established.

1.7. Value of the research

This study helped me to understand whether educators teach abstinence or comprehensive sex education or both and why and how they teach these concepts. The combination of observations and in-depth interviews allowed for richer and more detailed data. This study will hopefully contribute to an area of study that is much needed in the South African context.

1.8. Layout of chapters

Chapter One gives an overview of the study with background information about Life orientation, sexuality, positioning theory and methodology. This Chapter provides an introduction to the study.

Chapter Two provides a thorough literature review of the policy directing Life orientation and the implications for sexuality education, as well as an overview of sexuality education and positioning theory.

Chapter Three provides an overview of the research design. The methodology that was used is discussed as well as the sample, methods and data analysis.

Chapter Four is a summary of the findings from the research.

Chapter Five provides an analysis of the data by making use of positioning theory.

Chapter Six is a conclusion and recommendations concerning policy context, teacher training and further research that needs to be addressed within sexuality education.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

According to Kirby, Laris and Roller (2007) sex education and HIV/Aids education programs in schools are a promising type of intervention on preventing sexually transmitted diseases, unplanned pregnancy and the spread of HIV/Aids. In this chapter I shall look at what the South African policies and curriculum statements expect teachers to teach about sexuality education, what sexuality education is and the two predominant approaches that are used when teaching sexuality education, specifically CSE (Comprehensive sexuality education) and AO (Abstinence only). Finally I discuss positioning theory, which will be used as a lens to help frame my study so that I can understand the teachers' perspectives and approaches in the teaching of sexuality education.

2.2. South African curriculum

The South African education system has changed over the past 17 years from the Outcomes Based Education (OBE) system in 1997 to the revised National Curriculum statement in 2000, which was then revised in 2009 to provide a clearer specification of what is to be taught and learnt on a term-by-term basis (Department of Basic Education, 2011).

2.2.1. Life orientation

Within this new curriculum, a new subject called life orientation (LO) was also introduced (Department of Education, 2008). This subject is meant to guide

and prepare learners for life's roles and responsibilities. (Department of Education, 2008).

The subject LO is taught in all public schools in South Africa and is compulsory for all learners (Department of Basic Education, 2011). Within LO there are various outcomes, which need to be achieved. Under the outcome personal well-being, sexuality is one of the assessment standards in the Grade 10 curriculum (Department of Education, 2008). Despite the good intentions of LO, in general, and sexuality education in particular, Ahmed, Flisher, Mathews, Mukoma and Jansen (2009) found that teachers considered LO to be a burden as they are already overburdened and not trained in the subject properly. LO is considered not to require a specialist teacher and many teachers are just assigned the subject because of the distribution of the workload within the school (Francis 2012a). Van Deventer (2009) also found that most LO teachers are not properly qualified to teach the subject and that the subject is given to the teachers who have spare time to teach the subject. Not only are teachers not trained to teach LO properly but LO consists of many different elements which makes it difficult to teach as the teachers may be interested in one area of LO but not necessarily all the different areas which make up the LO curriculum (Francis, 2012a).

In addition, female teachers felt that if they were expected to teach HIV/Aids, sexuality and STDs (sexually transmitted diseases) that they should attend courses on these matters so as to be better prepared (Mbananga, 2004). Even though some (Prinsloo, 2007) LO teachers had been on one or two short courses, the teachers often criticised the knowledge and expertise of the facilitators who had presented the courses. The teachers argued that the

facilitators had little knowledge about the cultural context of the school's environment and they did not have the necessary teaching skills. Teachers who made use of school counsellors and gathered information from the internet and textbooks to improve their LO programmes still felt that their programme was only effective while learners were at school, as the media and peer groups continued to affect the learners' decisions once the learners were out of school (Prinsloo, 2007). Therefore LO teachers need more in depth training about sexuality education so that they can be adequately equipped in order to teach sexuality education and teachers need to make use of external experts to explain certain aspects of sexuality education (Francis, 2012a).

Francis (2012b) found that teachers often taught the learners sexuality education according to their own belief systems and moral values. Furthermore many teachers were often uncomfortable with teaching certain aspects of sexual education or HIV/Aids because of cultural and personal reasons. Many teachers argued that sex, sexuality and HIV/Aids content have no relevance to cultural norms, beliefs or religions as it is a morally neutral subject and it only teaches the learners about the realities of life (Helleve, Flisher, Onya, Mukoma & Klepp, 2009). Teachers felt that learners would lose respect for them if they taught sexuality education (Ahmed et al, 2009; Francis, 2012b) and other teachers found it difficult to talk about sexuality as they were expected to put their values and cultures aside at school whilst they felt that they did not have enough knowledge concerning sexuality to be able to teach it to the learners (Mbananga, 2004). Teachers felt that the way they had been brought up prevented them from talking about sexuality to learners

and they also felt that learner's parents would be upset if they were to talk to the learners about sexuality (Mbananga, 2004). In addition teachers also felt that their colleagues, the school governing board or the administrators would not support them teaching certain aspects of sexuality education (Francis, 2012b). Therefore it is important that when designing a sexuality programme, to involve the community so that the tension between school and home cultures is minimised (Mbananga, 2004). On the other hand other teachers felt that the flexibility of the LO curriculum allowed them to adjust the teaching of sexuality education to fit the specific communities cultural and religious views (Helleve et al, 2009).

Ahmed et al (2009) found that the social contexts of the learners and educators varied greatly and that more support was needed to evaluate schools individual needs to develop successful programmes. Teachers need to be familiar with the content of the curriculum and have ample and correct knowledge of their subject in order for them to teach the learners properly. Language also seem to cause some problems as South Africa has multiple official languages and in some of the languages there are not words for specific terms and it is therefore easier for the teachers to teach in English, which may not be the learners home language (Helleve et al, 2009). Teachers need expert skills to teach LO and require extensive training to ensure they have the necessary knowledge and skills to teach the subject (Prinsloo, 2007). This lack of knowledge, training, school and community views as well as the teachers' positions towards sexuality will determine whether the teachers teach abstinence or safe sex education.

2.3. Sexuality education

The increase in availability of sexually explicit material has made many countries realise that there is a need for sexuality programs that provide young people with knowledge and skills to help them make responsible choices. Studies show that effective programmes can help young people to abstain or delay sexual relations, decrease the amount of unprotected sexual activity, reduce the amount of sexual partners and increase the use of protection (UNESCO, 2009a). One of the main challenges for sexuality education is to inform young people about sexuality before they become sexually active. There are many concerns and oppositions about sexuality education and it is crucial that Ministries of education ensure that there is agreement about the different aspects of sexuality programmes (UNESCO, 2009a). The school setting provides a platform for providing large numbers of young people with knowledge and skills about sexuality before they become sexually active (UNESCO, 2009b). Within sexuality education there are two main programs that are used: Comprehensive sexuality education (CSE) and abstinence only education (AO). There are many articles on the types of sexuality education in other countries, but South African articles focus mainly on the HIV/Aids programs yet sexuality education is a part of the curriculum. According to the South African curriculum comprehensive sexuality education should be taught.

2.3.1. Comprehensive sexuality education

Writing within a US (United States) context Braeken and Cardinal (2008), recommend that three approaches should be included in CSE programs to ensure that they are successful namely: Morality, Health and Rights-based

approach. Sexuality education includes concerns about religious and moral values as well as health issues such as unwanted pregnancies, sexually transmitted diseases and HIV/Aids transmission. Another concern is the rights for social equality and inclusion. All three of these approaches should be included in a sexuality education program to ensure that the curriculum includes human development, relationships, personal skills, sexual behaviour and reproductive health including social and cultural aspects so as to provide young people with knowledge and skills which will help them through their daily lives (Braeken & Cardinal, 2008). Key concepts that are taught in the CSE programs in the US are life behaviours, which include personal skills, sexual health and human development. These programs include current, scientifically correct information and stress that sexuality is a positive aspect of human life. It teaches learners to understand the beauty and risk of sexuality and then to make their own decisions. This program provides the learners with sexuality information as well as the responsibilities, which accompany sexuality (Lesko, 2010).

When teaching sexuality education there are different approaches that teachers use. Some teachers may opt to use the moral approach where they appeal to the learners or societies religious values, moral values or norms supported by the community. Another approach is from a health perspective where the focus is on HIV prevention, unwanted pregnancy and preventing STI infection. The final approach is the rights based approach where sexuality education is seen as helping learners to understand their rights and understanding that everyone is equal in society (Braeken & Cardinal, 2008). Braeken and Cardinal (2008) feel that CSE, which is gender and rights-based

includes all three of these approaches. CSE includes human development, personal skills, sexual behaviour, sexual and reproductive health as well as society and culture. It also promotes values, which includes gender equality, respect, dignity and an awareness of sexual and reproductive rights. By encouraging CSE it is not to promote sexual activity but rather to ensure that young people are well informed so that they may lead healthier lives (Braeken & Cardinal, 2008).

Some goals that are achieved through CSE are a decrease in poverty and hunger, primary education, empowering women and promoting gender equality, reducing maternal mortality and combating HIV/Aids and other diseases (Braeken & Cardinal, 2008), by ensuring that learners are informed about sexuality education so that they can make the correct decisions concerning sexuality. When teaching CSE young people are informed about contraception as well as sexually transmitted diseases, which can help them to avoid unwanted pregnancies or diseases that will promote them to seek education and employment rather than fall to poverty. Learners are also taught about gender equality, which will ensure that learners are able to choose their own values and attitudes. When learners are informed about their health and resources that are available they will learn about safe abortions as well which is one of the main causes of maternal mortality (Braeken & Cardinal, 2008).

There is a need for CSE in southern Africa that does not concentrate on the opposition between abstinence and sexual education but rather focuses on the methods, approaches and channels, which show potential and discover the reasons for this. The gender constructs and sexuality aspects have to be

considered when developing a sexual education program (Casale & Hanass-Hancock, 2011). Helmich (2009) recommends that certain aspects need to be considered when designing a CSE program for it to be effective. The opinion of the youth needs to be considered to discover what they want from sexuality education. The program should include a broad spectrum of topics such as anatomy, physiology, sexual behaviour, social health, emotional health, health, safety, society and culture. It should also be skills-based so that learners not only gain knowledge but critical thinking, decision-making, interpersonal and intrapersonal skills. Helmich (2009) recommends that CSE should include values that teach responsibility, respect and human rights and values that respect those of the community. The program should be both theory and research based so as to include the latest information. Sexuality education should be integrated into all areas of learning, it should be collaborative so that it is supported and reinforced by the community and parents and lastly it should highlight the positive aspects of sexuality.

A wide range of national organisations support CSE programs. These organisations argue that CSE should encourage abstinence as well as provide information about contraception, sexually transmitted diseases and HIV/Aids prevention. These programs should also respect the beliefs and values of the community. The organisations argue that information about contraception does not encourage early sexual activity, but it rather increases the use of contraception amongst adolescents, who are already sexually active (Collins, Alagiri & Summer, 2002).

2.3.2. Abstinence only

The abstinence only (AO) program is taught in a number of states in the US. It encourages abstinence as it has positive outcomes such as maturity, health, self-confidence and freedom. This program is based on values and beliefs, which are considered to be from the past. It informs the students that messages in the media and birth control are misleading (Lesko, 2010). The abstinence only curriculum advocates abstinence from all sexual activity ranging from open mouth kissing, touching and intercourse. It does not teach about contraception other than the failure rates of the use of contraception. The AO program emphasises abstinence until marriage (Fields & Hirschman, 2007). This program aims to show the learners “the truth” about values and morals, by encouraging teenagers to use self-control and not allow their feeling to take over their actions. Fear and shame are used to encourage learners to abstain from sex and even ensuring that they are not associated with other learners who are sexually active (Lesko, 2010).

Christian groups support the AO programs in the US as being a moral and healthy choice. The battle over sex education in the US is mainly about moral issues and the abstinence movement uses these moral issues to advocate for abstinence (Williams, 2011). Christianity plays a huge role in advocating for AO programs so as to support the moral issues involved in sex education. Several organisations also argue abstinence from a health perspective by using scientific arguments and research (Williams, 2011). The groups that support the AO programs argue that sex before marriage is inappropriate or immoral and that abstinence is the only effective method, which can prevent pregnancy and sexually transmitted infections 100%. They also argue that

information about sex and contraception encourages early sexual activity and that traditional values and religious faith have measurable positive effects (Collins et al, 2002).

The AO supporters claim that CSE programs promote sexual activity, yet there is little evidence of this (Starkman & Rajani, 2002). Although this program is used in the US it may have some relevance in a South African curriculum. Francis and DePalma (2014) found that teachers in South Africa explicitly advocated for abstinence, even though they admitted that learners were sexually active. Teachers advocated for abstinence, as they believed HIV and sex education lead to increased sexual behaviour. They discovered teachers advocated for abstinence, even though most of them realised that the learners were sexually active. The teachers believed that the more sexual knowledge the learners had the more they would be sexually active therefore opting to rather teach abstinence.

Both of AO and CSE programs believe that the correct scientific knowledge is important and that knowledge can solve every situation. Neither program wants young people to engage in sex and they want to minimise the risks that are involved with sexuality (Lesko, 2010). Silva (2002) found that there was little difference in abstinent behaviour whether the AO program or CSE program was implemented, although the study did show that parental participation had an effect on abstinent behaviour. In a study done by Stranger-Hall and Hall (2011), teen pregnancy rates were compared to the type of sexuality program each state implemented. It was found that abstinence programs did not lead to abstinent behaviour amongst teens as states, which used AO programs, had a higher rate of teen pregnancies,

whereas states who used CSE programs or abstinence-plus programs tended to have a lower teenage pregnancy rate.

Parents and schools have few objections to sex education but there are many disagreements when it comes to choosing an approach and content of such programs (Francis, 2011). Although sexuality is included in the curriculum little information is given as to how the educator must approach the topic or what content should be used. This can lead to teachers positioning themselves in different ways, depending on their knowledge, values and culture. Sexuality education within the curriculum needs to establish clear outcomes as to what exactly learners need to be taught.

2.4. Positioning theory

This study will look at how teachers position themselves on the teaching of sexuality education. In order to do this positioning theory (Harré & van Langenhove, 1999) will be used. Harré and van Langenhove came to realise that everyday language or discourse was an important topic and that the moral orders within the public and private sector had to be taken into account. Harré and van Langenhove (1999) realised that the study of language use and discourse had become a big part of new theoretical developments and this was referred to as social constructionism. The way in which people talk does not only consist of their knowledge of words and sentences, but of the rules, duties and obligations of the society that they live in. They referred to these social constructions, which came from differing moral orders, rights and obligations in different situations as positioning theory. Positioning theory concentrates on how psychological phenomena are shown through discourse

(Harré & van Langenhove, 1999). Harré and van Langenhove constructed positioning theory and it is still widely used in research today.

Positioning theory is the study of the way people act and speak because of the local moral order as well as their rights and obligations within their situation (Harré & van Langenhove, 1999). Positioning theory is also described as an analytical tool, which is used to describe individuals' changing relationships in a community (Barnes, 2004). The word position has been used in many different ways but in this study I shall look at the position teachers take when teaching sexuality education. Each teacher will have different and varying positions depending on their rights and obligations towards the parents and the school as well as their own personal experiences. By considering the positions of the teachers towards sexuality education it will help me to discover why teachers teach abstinence only or comprehensive sexuality or both. The positions teachers adopt and how they adopt these positions, will also help me to understand whether the school, community, personal history, moral values or the parents influence how teachers teach sexuality education.

Some common principles of these positions are that peoples' actions are intentional and these actions are usually determined by their definition of correct/incorrect or proper/improper and these actions are due to previous interactions in other like situations (Harré & van Langenhove, 1999). Therefore we all act in a certain way because of past experiences as well as the rules and obligations within our everyday lives. For instance if a teacher has been brought up in a very strict conservative home where sexual education was not spoken of or considered to be a sensitive topic they may

take this approach in their teaching. They may for example then prefer to teach abstinence only. The principal and community's position on sexuality education will also influence the teacher's teaching approach. If the community does not consider sexuality education to be appropriate this may cause the teacher to teach only abstinence or avoid certain lessons on comprehensive sexuality education.

These positions are formed through different interactions known as episodes. Episodes can be seen as a series of events, which a person engaged in, these include the persons' thoughts, feelings, intentions and their actions towards an event (Harré & van Langenhove, 1999). The specific rules pertaining to the situation will help to govern the individuals' reaction to the episode. There are three main ways of categorizing acts of positioning: whether the individual positions themselves by individuals or groups, whether the position is reflexive, or whether it is symmetrical or asymmetrical (Harré & van Langenhove, 1999). This is important as the teachers may position themselves while teaching sexuality education according to their moral values or that of the school's or they may just have positioned themselves towards sexuality education instinctively or they may be positioning themselves according to what was previously taught or to what other teachers are teaching.

The first person to introduce the concept of positioning was Hollway, she referred to it as 'taking up positions' or 'positioning oneself', in other words the position one took in relation to others (Harré & van Langenhove, 1999). Positioning can take place in many different situations, one of which could be within a conversation. Within a conversation the participants will take up

positions, their moral and personal aspects will determine these positions. A conversation has a storyline and the participants' positions will be linked to these storylines (Harré & van Langenhove, 1999). The position one takes can thus be seen as the 'role' or 'part' which one takes in the conversation.

Different social meanings are given to what the participants say according to their position. Thus the social force of the speaker as well as the storyline will determine the dominant position in the conversation. This is referred to as a mutually determining triad and by using this triad, conversations can be analysed to determine positions (Harré & van Langenhove, 1999). Predetermined positions may change during a conversation. All individuals will view the world differently (McVee, Baldassarre & Bailey, 2004) and these views are used to construct an individual's actions (Tirado & Gálvez, 2007). Each individual has a different position that they take in the social space and this position will depend on the context of the situation as well as the community values, personal history, preferences and their capabilities (Barnes, 2004). To identify the different positions that individuals have the details of the interactions have to be looked at as well as the rights and duties that the individual assumes they have (Barnes, 2004).

2.5. Modes of positioning

Positioning can occur in different forms and there are several differences, which need to be noted with these modes

2.5.1. First and second order positioning

First order positioning refers to how an individual originally positions themselves within a storyline and whether the other individual accepts their

position or challenges it (Harré & van Langenhove, 1999). For example: Mr X tells his student that you should abstain from sexual intercourse until marriage as this will prevent the transmission of sexual diseases. The student may then decide to accept his educator's authority and agree with his teacher or he may decide to challenge his authority by asking Mr X why he should abstain from sexual intercourse if he plans to use contraception. If the student accepts Mr X's statement then it is first order positioning, but if he challenges Mr X's statement it is second order positioning.

2.5.2. Performative and accountive positioning

A similar type of positioning is performative and accountive positioning. The acts now define the type of positioning, if the act is challenged or a reflection needs to be made this is called performative positioning. The acts can be challenged in two ways either within the conversation or within a conversation about the previous conversation. This is then referred to as accountive positioning. If accountive positioning takes place in a different conversation it is called third order positioning (Harré & van Langenhove, 1999). For example if the student was to challenge Mr X this will amount to accountive positioning, whereas if the student did not challenge Mr X then it would be referred to as performative positioning. If Mr X were to say that contraception might help prevent sexually transmitted diseases but that they are not 100% reliable this would be performative positioning. Later Mr X could present a lesson about the ways in which sexually transmitted diseases can be contracted and the risks involved even when using contraception and this would then be accountive positioning.

2.5.3. Moral and personal positioning

Moral and institutional aspects will also affect positioning. The role a person plays in a social context will be affected by the moral order or institutional aspects this will also include a personal positioning (Harré & van Langenhove, 1999). When considering teachers' positions one has to consider the rules and obligations of the school, which they will have to abide by. For example the school where Mr X works may not allow them to talk about contraception and he may therefore have to maintain that abstinence is the only way to prevent sexually transmitted diseases.

2.5.4. Self and other positioning

Within a conversation positions continuously change, whenever one positions him/herself according to the other person's position this is referred to as self and other positioning (Harré & van Langenhove, 1999). Teachers may therefore position themselves differently when faced by other teachers and students. For example if Mr X was brought up in a family which spoke freely about sexuality he may decide to tell his students about the advantages and disadvantages of contraception. Whereas if he was to speak to a colleague he may decide to position himself differently depending on the colleague's opinion of contraception.

2.5.5. Tacit and intentional positioning

Most people will not intentionally position themselves within first order positioning, yet second and third order positioning will always be intentional. Unless a person is testing their position they will take on a tacit position during first order positioning (Harré & van Langenhove, 1999). Mr X may therefore

not feel threatened by his student and explain the risks of contraception. Whereas if he was speaking to his colleague he could feel that his colleague may respect him less if he is telling the learners about contraception.

Within this study I think that moral and personal positioning will play a big role in the way teachers teach sexually education. The school's moral values and policies, the parents' opinions and the teacher's personal moral values will affect whether the teachers teach abstinence or comprehensive sexuality education or both.

2.6. Conclusion

When people speak and act from a specific position they are forming this position from their history and the way they conceived their history (Davies & Harré, 1999). These positions can also change as new information and situations are experienced (Davies & Harré, 1999). Teachers will position themselves in a certain way because of their history, experiences, morals and rules and obligations of their institutions. Teachers' positions on sexuality education will differ as their experiences will differ. Positioning can help to analyse the social reality that comes from conversations, institutional practices and use of rhetoric (Tirado & Gálvez, 2007). These different positions will be analysed during this research to determine what positions teachers take when teaching sexuality education.

CHAPTER THREE

RESEARCH DESIGN

3.1. Introduction

In the previous chapter I discussed the literature and theory that guided this research. In this chapter I will discuss the research and methodological design. I will discuss my methodological orientation, which sample I used, how I collected and analysed my data, as well as the integrity of the study, ethical considerations and the value of my study. The first objective of my study was to determine what policy context directs sexuality education in Life orientation in South African schools. Secondly, I attempted to explore the positions that teachers took up when teaching sexuality education. Thirdly I wanted to explore the content and pedagogies teachers used when teaching abstinence, safe sex or comprehensive sexuality education.

3.2. Methodological orientation

This empirical study was designed using qualitative methods and an interpretivist approach in an attempt to understand the context and views of the teachers who participated in the study (Burton & Bartlett, 2005). By making use of an interpretivist approach I tried to understand and interpret the phenomena with the meanings that the teachers brought to them (Manning & Kunkel, 2014). This was especially important to the study, as I had to interpret the positions that the teachers took towards sexuality education and why they took these positions. Qualitative research allowed me to look at the personal perspectives of the teachers about sexuality education. Their personal

experiences, school environments and curriculum prerequisites all shaped the teachers positions towards sexuality education. By making use of qualitative methods I was able to observe first hand the way teachers taught sexuality education as well as the learners reactions towards the teaching of sexuality. This allowed me to view the way in which the teachers positioned themselves towards the learners and vice versa. When examining the teacher's positioning I paid careful attention not only to what they said but also to the non-verbal queues, which they gave towards the subject of sexuality education.

3.3. Research design

A case study was done of four LO teachers within the Bloemfontein area by observing the teachers as they presented two lessons on sexuality education to Grade 10 learners. A case study was done so that an in-depth analysis of the teacher's positioning could be done. The learners were observed to see their reaction towards the lesson the teacher was presenting and the teacher was observed to see how they broached the subject of sexuality with the learners and whether they positioned abstinence over comprehensive sexuality. Grade 10 was specifically chosen, as sexuality education is one of the outcomes under personal and social well-being (Department of Education, 2008) and teachers have to teach the learners many aspects about sexuality education. Once the observations were complete in-depth interviews were conducted with the teachers to examine in detail their positioning of sexuality education. Qualitative research allowed the interviews to be more flexible and open discussions could be held so as to better understand the teacher's reasons for choosing certain approaches.

3.4. Sample

The small, but diverse sample was collected by means of both purposive sampling and convenience sampling to select teachers who taught LO in Grade 10 in the Bloemfontein area (Yin, 2011). This type of sampling was used so that teachers from different school contexts could be included to establish how context can also influence positioning (Toma, 2006). I used this type of sampling so as to gather the most relevant and plentiful data that will contribute to this study (Yin, 2011). The sample is diverse as a girls' only semi private school, a co-ed school within a township, a co-ed school within a poorer community and a co-ed school within a middle class Afrikaans area were used. This ensured that teachers and learners from different cultural, religious and school environments were incorporated. Four LO teachers who taught Grade 10 LO at their schools were identified via my network of colleagues and friends. I contacted the principals to gain permission to do research at their school and thereafter approached the teacher's to arrange dates and times, which I could observe two lessons on sexuality education and then a suitable time was arranged with each teacher to conduct the interview. The observations were sometimes difficult to accommodate as I had to organise time off at work to drive to the school in the specific periods the teacher's had given me as I only wanted to observe the lessons in life orientation which were about sexuality education. Managing the observation and interview schedules was not easy. One teacher gave me an approximate time of her lesson and when I arrived at the school the timetable had been changed which meant I had to spend an extra hour at the school. Another lesson was shorter than expected because of timetable changes. The

interviews were also complicated as a couple of the teachers would make an appointment for the interview and either forgot about the interview or cancelled the appointment. One particular teacher was extremely evasive and cancelled five appointments and did not return my phone calls, luckily I was able to get hold of her through a colleague. Although the sample was small the teachers that I used came from different background and teaching environments. In this way different social contexts and situations created rich and informative information. In line with my ethical clearance protocol I gave each participant a pseudonym to ensure his or her anonymity. I have listed my participants in Table 1.

Table 1: Overview of participants

Name	Race	Age	Gender	Religion
Ms Mabuya	African	37	Female	Christian
Ms Neethling	White	38	Female	Christian
Mrs Strydom	White	62	Female	Christian
Mrs Britz	White	30	Female	Christian

3.5. Data collection

Data collection was conducted by doing a thorough literature review about positioning theory, the life orientation curriculum, abstinence programs and comprehensive sexuality education programs. Francis (2010) identified three critical questions that should be addressed when considering a sex education program: A teacher should look at what the youth really need from sexuality

education; The teacher will have to consider whether school is an appropriate environment for sex education; and if they believe it is, examine what the curriculum's content is and what guidelines are provided to educators. I used these three questions to guide my study to learn what teachers thought the youth need from sexuality education, whether they consider school as an appropriate environment for sex education and what they believe the curriculum content on sex education is.

Four different Grade 10 teachers from four different schools were purposively selected to ensure that different teachers perspectives on teaching sexuality were explored and that there was a variety of different social contexts. Grade 10 teachers were selected, as sexuality education is one of the main outcomes within Life orientation in this grade. Each teacher was observed while presenting two lessons on sexuality. Within this research, non-participant observation was used in order to observe the way in which the teacher presented lessons on sexuality education (Flick, 2009). Observations enabled me to make more conscious links with the in-depth interviews, which followed. Teacher observations were conducted to document both verbal and nonverbal interactions between students and the teachers during sexuality education classes. During observations, special attention was paid to how the teachers engaged students in discussion about abstinence and comprehensive sexuality and the strategies the teachers used to promote such discussions. During the lesson attention was paid to the following: the stated purpose, topics covered, language used, who talks to whom, verbal and non-verbal exchanges. All the observations were recorded and field notes on relevant observations on the teaching of sexuality education were taken

down. Observations enabled me to view what the teachers were doing in the class environment, how they positioned themselves towards the learners, and how the learners positioned themselves towards the teachers. By using a combination of field notes and video recordings, rich verbal and non-verbal data could be gathered to determine what was really happening in the classroom (Trochim & Donnelly, 2008). Five of the class discussions took place in English and three of them in Afrikaans. The observations were translated into English. The advantage of doing observations is that the teachers and students' behaviours could be observed directly. A disadvantage of observation is that the behaviour of the participants may have been affected by my presence and some teachers may even have acted differently because of my presence in the class, this is referred to as measurement reactivity (Welman, Kruger & Mitchell, 2005). When using direct observation I was as unobtrusive as possible. Even though I sat either at the back of the class or in a corner of the class the video camera was a distraction for some learners and they may have acted out more than usual. The learners were also very aware of my presence, the teacher tried to act normally and continue with their lessons as normal. Most of the classes continued without any interruption, one particular class seemed to enjoy the attention and the boys tried to make jokes and comments throughout the lesson.

Once the observations were complete, in-depth interviews were conducted with each teacher who had been observed. I focused on the participants' first hand experience within the field of sexuality education, therefore background information about their teaching career and the reasons for the participants teaching LO was explored. Hereafter the theme of sexuality education was

introduced, I used the information gathered in the observations to probe further questioning about the way they taught sexuality education. Main topics as well as follow-up topics were planned before the interviews so as to ensure as many details and clarity was gathered during the interview. As the interview progressed I introduced the main theme of sexuality education and further questions developed (Welman, Kruger & Mitchell, 2005). This type of interviewing allowed for flexibility especially in the area of sexuality education as new aspects could arise during the interview. In-depth interviews are more like conversations where the researcher has a few basic questions to start but the questions can get asked according to the answers given by the teacher (Rubin & Rubin, 2005). In-depth interviews are usually used within qualitative research as important variables, within the specific topic, can then be identified so that more probing questions can be asked (Welman, Kruger & Mitchell, 2005). Within sexuality education there are many sensitive and highly emotional questions which need to be asked and in-depth interviewing allowed me to react to the interviewee's verbal and non-verbal responses, which would be difficult to do in a telephonic interview or postal survey (Welman, Kruger & Mitchell, 2005). Each interview can be unpredictable and I guided the interview depending on the answers given. The interviews were recorded with a video camera so that I was not distracted during the interview. I was then able to review the data later to ensure that all the verbal and non-verbal data could be reviewed. As these were the first in-depth interviews I had conducted I sometimes found it hard to think of relevant questions when under pressure. The person I was interviewing also made each interview different as some participants enjoying giving detailed responses whereas

other participants gave short and precise responses and even prompting did not help them to elaborate.

3.6. Data analysis

I made use of cross-case analysis when analysing the data, by comparing the data to see whether it contained any similar themes (Miles, Huberman & Saldaña, 2014). Cross-case analysis is where the data is compared to see whether similar themes arise in each set of data. When a theme is discovered it is highlighted in a specific colour in each document so that it is easy to identify themes. Before each class I made notes of all the books the teachers used as well as the posters they had put in their classrooms. I also made field notes of all the observations and reviewed them alongside the video footage to determine relevant themes, which arose. I expanded my notes and once all the observations were complete I sorted the data into relevant categories. After each interview I reviewed the video footage to collect all of the verbal data. Once this was complete I reviewed the video footage again to record all non-verbal data. I then sorted the data into the relevant categories and compared this information to the observations of each teacher, carefully noting discrepancies and corresponding answers and observations (Hesse-Biber & Leavy, 2006). These different categories are marked on the transcripts by using different colours (Gibbs, 2007). The notes were then typed and stored in a secure filing cabinet, copies of these notes were also stored electronically on a secure website along with the video footage. Each computer file for each interview and observation was named according to standardised convention with the site name, method of data collection, participant category and sequential number (Mack, Woodson, Mac Queen,

Guest & Namey, 2005). A header was used for all field notes and transcriptions. I made use of positioning theory to help me identify the different positions that the teachers took towards sexuality education as well as their reasons for taking these positions.

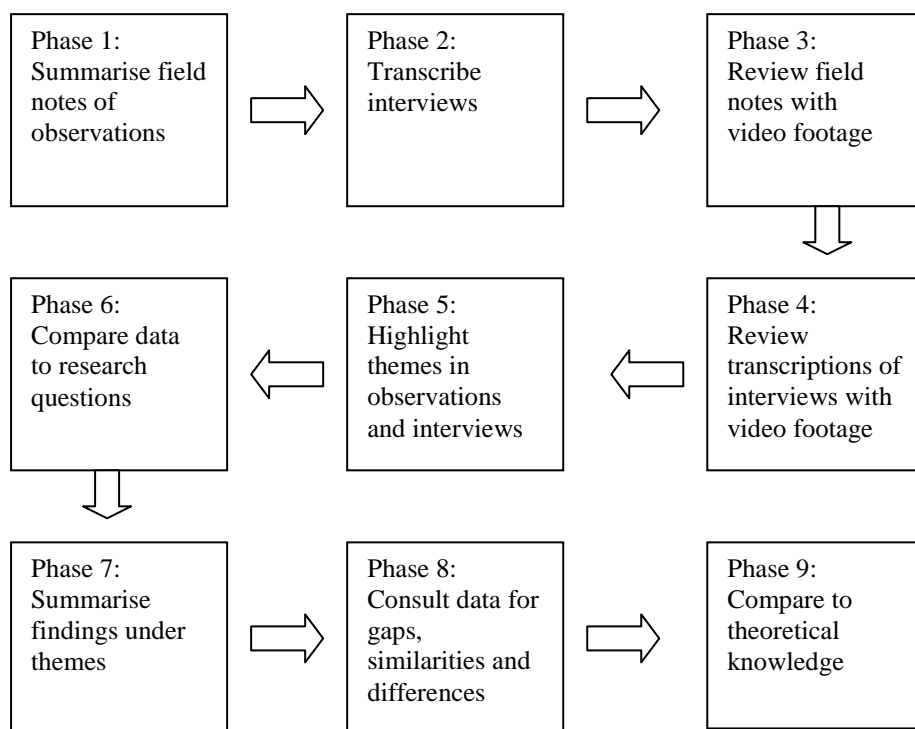
When consulting my notes of the observations and interviews, I looked for themes that repeated in all the data. After identifying specific themes that repeated I consulted the video material again to see if there were any verbal and non-verbal cues I had missed while transcribing the data, I then added this information to the data sheets. I made notes on each theme and compared the data in the observations with each teacher's interview. Once the themes had been identified I made use of my research questions to identify any other data that could be of use. I studied the teacher's opinions about the policy directing sexuality education and tried to identify whether they made use of abstinence or comprehensive sexuality or both methods. I then summarised my findings under each theme and highlighted specific quotes to use in my findings section. It was extremely difficult to only use short descriptions as I made use of observations as a large part of my data collection and this meant that I had to describe some of the data in great detail so that the reader could understand my findings within the context that it was observed.

Once I had identified the themes within my data I consulted my data again to identify the gaps, similarities and differences within my research by making use of positioning theory as my lens. By making use of positioning theory I was able to identify how the learners reacted to the teacher's methods of teaching and how the teachers in turn reacted to the learners questions.

Observations helped immensely with this part of the analysis as both verbal and non-verbal reactions could be observed. I also analysed the interviews to identify reasons for the teacher’s teaching methods. Once this data was summarised I compared it to other studies to identify similarities and differences between my study and previous research. I found it extremely difficult in the analysis to avoid describing my data in great detail, as there was a great deal of the data that I found was of importance.

A discussion of each teacher’s perspectives is given under each category. The typology, concepts that are related, were identified and discussed (Rubin & Rubin, 2005) to ensure that the variations of the teaching of sexuality education as well as the different positions the teachers took are discussed. The findings were then compared to theoretical knowledge that was available to ensure that the information is valid and reliable.

Diagram 1: Analysis phases



3.7. Integrity of the study

Triangulation is when two or more research methods or different data sources are used in order for data to be validated (Hesse-Biber & Leavy, 2006), which helps support the trustworthiness of the study. By using in-depth interviews and observation within this study it will help to validate the information. The interviews and observations allowed for a more in depth understanding of how the teachers taught sexuality education. The observations allowed me to observe not only the verbal responses of the teachers, but the non-verbal responses too and these provided valuable information. By combining different methods of research the data collected was of a much better quality (Flick, 2009). The observations helped to determine if the teachers did what they had discussed within the in-depth interviews (Heck, 2006). It also allowed for further probing as they were done before the interviews and this allowed me to formulate questions, which might not have been explored previously.

3.8. Ethical considerations

The Ethics Committee of the Faculty of Education, University of the Free State, approved the study (UFS-EDU-2012-0056). All the schools, departments and teachers were asked for permission; anonymity was ensured by making use of pseudonyms (Lodico, Spaulding & Voegtle, 2006). The schools and the teachers were informed of the nature of the research and what the observations entailed (Gibbs, 2007). The teachers were permitted to withdraw from the interviews if they felt uncomfortable at any time.

3.9. Value of the research

This study helped me to understand the positions educators took when teaching sexuality education and whether they taught abstinence or comprehensive sexuality education and why and how they taught these concepts. The combination of observations and in-depth interviews allowed for richer and more detailed data. The type of guidelines the department and schools provided was also an important part of this study. This study allowed great insight into what life orientation teachers thought of the previous curriculum design as well as the current CAPS design. It also provided insight into the teachers' thoughts of the value of LO and sexuality education. This study will contribute to an area of study that is much needed in the South African context. By understanding whether teachers teach abstinence or comprehensive sexuality it will help us to understand whether the curriculum provides adequate guidelines on what needs to be taught within sexuality education or not. This study also gives us incite into the different perspectives of teachers on sex education as well as their reasons for teaching abstinence or comprehensive sexuality education.

CHAPTER FOUR

FINDINGS

4.1. Introduction

In Chapter three I discussed that the research design for this study was qualitative and data was collected by means of two observations in each participant's class followed by an in-depth interview with each participant. Four teachers participated in this study. Within this chapter I will look at the findings by discussing the data under the different themes, which I identified by using cross-case analysis. By making use of interviews and observations it enabled me to cross check my data. Analysis and identification took place simultaneously by identifying prominent themes during the observations and asking specific questions according to the themes already identified. As observations were used as a large part of data collection I describe the data in detail to allow the reader to understand what I observed. Observations need to be described in great detail so that the reader can understand how the different positions within the class affected the teacher's methods of teaching. I was also able to observe the way in which the learners responded to the teacher and her methods, which added a great amount of value to my research. Observations and interviews took place in English and Afrikaans, I translated all data that was in Afrikaans into English. Seven prominent themes emerged after cross-case analysis of the observations and in-depth interviews. Data was coded with an **O** for observations and an **I** for in-depth interviews. Participants were given a pseudonym in order to protect their anonymity.

4.2. Research findings

The data will now be discussed under each of the themes that were identified during cross-case analysis. The themes have also been divided according to the research questions.

Abstinence only or comprehensive sexuality

4.2.1. Roles and responsibilities

Three of the teachers discussed the different roles one plays in life and the responsibilities accompanying these roles. Mrs Britz referred to the learners' responsibilities when they engage in sexual intercourse. She discussed that it is their responsibility to ensure that both partners have been checked for sexually transmitted diseases; that they use protection to prevent unwanted pregnancy, and that they remain faithful to their partner when having sexual intercourse.

Ms Mabuya, from an all girls' school, discussed the different roles of a girl, namely a daughter, a sister, a friend, a girlfriend and a learner. She also described the woman's responsibilities when she starts ovulating: make wise decisions, fulfilling one's life purpose and having the right to say "No".

O. "...Ma'm, I think it means that you are fertile and you have to start making wise decisions.

Ms Mabuya: Well done. You have to start making wise decisions, which will not hamper your future or roles..."

Ms Neethling made use of scenarios to discuss the learners' different roles and responsibilities when engaging in sexual intercourse. The first scenario

was that of a boy who was being pressurised by his friends who were all having sex.

The learners discussed whether they should have sex just because all their friends are having sex. The second scenario was that of a boy who told his girlfriend that, if she has sex with him, it is a way to show that she truly loves him. The boys in the class agreed with this scenario and Ms Neethling discussed the reasons why one should not pressurise one's girlfriend and that, if the boy truly loves the girl, he will be willing to wait until she is ready. The third scenario was that of a male teacher who gave the girls a great deal of attention and extra marks if they had sex with him; the learners discussed their rights to say "No" and to report such behaviour of teachers.

Mrs Strydom discussed with the learners that it is their responsibility to look after their bodies and that they have the right to say "No". She also discussed that it is the learners' responsibility to find out about their partner's sexual history and ensure that they had been tested for sexually transmitted diseases. She asked the learners about the different roles they have to play: daughter, son, brother, sister, parent, friend, adult. Each of these roles was discussed and the teacher acknowledged that some of the learners are parents or that they have to take care of their siblings and their responsibilities are to do their best and protect themselves to ensure that they have the best possible future.

Teachers are expected to discuss the different roles and responsibilities that learners had in life, but all of the teachers only gave a broad overview of the subject and learners were not really encouraged to take part in discussions. Again encouraging the learners to evoke their right to say "No" to sexual

intercourse brought in an abstinence approach. The responsibilities of the learners were used to help the teachers to encourage the learners to abstain from sexual intercourse. The teachers also used the fact that sexual intercourse could affect their future to encourage them to abstain.

4.2.2. When is sex allowed?

The teachers all encouraged the learners to abstain from sexual intercourse until they are ready. Ms Mabuya, Mrs Britz and Mrs Strydom all stressed the point that one should be married before one has sexual intercourse. Two of the teachers referred to the bible to encourage learners to abstain from sexual intercourse. Ms Mabuya encouraged the learners to abstain until marriage and that sexual intercourse is a gift from God that should be between a man and a woman, not a girl and a boy.

II. "Yes, being a Christian school of course yes they've got to know what the bible says and what the bible expects of them and that sex before marriage is a sin and they have to wait for the right time. It's teaching them the concept of it being fun at the right time, which is in marriage it's not a sin, we teach them that sex is not a sin, but it is a sin to have sex before marriage ..."

Mrs Mabuya emphasised that because the school had a Christian ethos she taught the learners to abstain from sex before marriage, as it was a sin. She also said that she did not allow outsiders to speak to the learners about contraception, and when the group of students from the University came to speak to the learners they were first briefed about what they were allowed to discuss and what they could not discuss.

Mrs Britz discussed with her learners about when is the right time to have sexual intercourse. Many of the learners replied that one should only have sexual intercourse when one wants to have children. Mrs Britz discussed this with them by asking whether, even if you are married, but you do not want children, you should be allowed to have sex. She then also told them that there is no mention in the bible that one is not allowed to have sexual intercourse before marriage, but rather that sexual intercourse should happen within a committed relationship. She also encouraged them to use protection every time they have sexual intercourse.

II. "...give them an overall picture, I mean you could be a Christian and it could be against your principles but it could just be that there is an atheist in your class so I would rather give them an overall picture and rather inform them with too much information and if it is their choice ..."

Although Mrs Britz encouraged abstinence she recognised that there may be learners with different beliefs in her classroom and she had to ensure that all the learners had the correct information so that they could make informed decisions. Both Mrs Mabuya and Mrs Britz constantly referred to their religious beliefs within their lessons. They both taught at Christian schools and were open about their own religious affiliations. They allowed their own values and beliefs to guide their teaching methods and the learners also respected these beliefs when answering questions.

Mrs Strydom encouraged learners to save themselves for that one special person because each time one has had sex with many other people, one gives away a part of oneself. When one finally meets that one special person,

one has nothing left to give. Mrs Strydom encouraged abstinence as, according to the bible, one should wait until marriage.

II. "Yes I like to teach them abstinence, but it's not possible in real life... least four Grade 10s are pregnant and one which had an abortion and I have two, two which just after each other uuu...aborted the baby, had a miscarriage so if we count them together we looked at almost nine and that is in a period of June, July and August so the abstain..."

Ms Neethling encouraged abstinence until the learners are in a committed relationship and she also encouraged the learners to use protection and have regular check-ups if they were having sexual intercourse. Although Ms Neethling stated in her interview that she made use of a comprehensive approach to sexuality I observed that she encouraged abstinence within the classroom setting. She also said that she only gave learners a general overview of contraception and did not go into detail about the different types of contraception.

All of the teachers encouraged the learners to abstain until marriage and two of the teachers encouraged the learners to abstain until they were in a committed relationship. The teachers acknowledged that most of the learners were already sexually active and although they encouraged abstinence they also realised that learners who were already sexually active needed to be able to protect themselves.

4.2.3. Negative consequences

All the teachers referred to the negative consequences of sexual behaviour, namely sexually transmitted diseases and pregnancy. One teacher

emphasised that, if you are in a committed relationship and the necessary precautions such as contraception, testing for diseases and trust are present, then the negative consequences can be avoided.

Ms Mabuya openly discussed with the learners about what their responsibilities are when they start ovulation. Learners answered the question by stating that “[t]hey could get pregnant” and “[y]ou have urges”. This led to a discussion of what these ‘urges’ could entail. Ms Mabuya described some sexually transmitted diseases and warned them that they could also contract HIV/AIDS or even fall pregnant.

Ms Neethling took a different approach, by highlighting the fact that if you are sexually active, every action has a consequence. During this discussion, the boys in the class made many jokes and the teacher found it difficult to draw their attention. The teacher mentioned some of the consequences, namely “feelings of guilt or being ashamed”; “girls falling pregnant”; “boys feeling proud and calling the girl easy”, and “spreading diseases such as HIV/AIDS”. In this discussion, she only asked a few questions and allowed mostly the girls to answer these, as the boys continued to make jokes. Ms Neethling also commented in her interview that her learners were open with her and that she even made use of situations, which took place in the learners lives. She referred to one of the girls falling pregnant and asking her discuss her experience with the other learners.

II “We had this one instance where we had this girl that was pregnant and we asked her would she be able ... or would she like to tell the class what did she go through so you know where it’s real life situations we try and use that to tell them stuff.”

By making use of one her learners this teachers ensured that the learners were engaged with the lesson at all times, yet within her classroom this did not seem the case as learners often made jokes about the material. Although she had good intentions, by using a girl who had fallen pregnant as an example it may also have made the learner feel uncomfortable and other learners could bully her because of her situation.

Mrs Britz referred to the emotional consequences of having sexual intercourse. The learners discussed what emotional consequences sexual intercourse could have and they mentioned that “you could feel like you had left your values behind”, or “a feeling of emptiness and regret once your boyfriend or girlfriend has left”. Learners also mentioned that some boys used excuses to get the girl to have sex with them and afterwards they would leave the girl. They also discussed that the girl could fall pregnant or that you could contract a sexually transmitted disease. Mrs Britz was very open during the discussion and the learners even discussed some of their personal experiences. Mrs Britz’s second lesson followed with a discussion about what happens if you or your girlfriend falls pregnant. The learners watched a short video on teenage pregnancy and then discussed the options when a girl falls pregnant. The video described pregnancy, abortion and miscarriages as well as the statistics in the United States. The class discussed abortion, adoption and keeping the baby. Mrs Britz shared her own personal experience of a friend who had fallen pregnant and how she had told her friend that abortion was wrong and that this friend ultimately had an abortion without telling her, thus ruining their friendship. The learners then discussed whether abortion

was right or wrong. All the learners stated that, “according to the Bible, it (abortion) is wrong”. The teacher then discussed that one should not let one’s opinions on abortion influence others, as their parents sometimes force them or may not see any other option for themselves, thus influencing one’s relationship with that person. She informed the learners that they can have an abortion without permission from the age of 12 years, but urged them to visit a proper clinic if they chose to get an abortion and to speak to someone they trust before having the abortion. She then went on to discuss the other options for pregnancy such as keeping the baby or giving it up for adoption. She informed the learners that girls are allowed to come to school until the pregnancy becomes visible to other learners and then return to school two months after the baby is born. Mrs Britz ended the lesson by urging them to think before they have sex and not to judge other people about their decisions or persuade them to follow their views.

Mrs Britz was extremely open with her learners, even about her personal experiences, which helped the learners to engage in her lesson and some of the learners even shared their own personal experiences. By making use of this approach interactive learning took place at all times and learners felt comfortable with their teacher.

Mrs Strydom took a different approach to discussing the negative consequences of sexual intercourse. Instead of only highlighting the fact that one can fall pregnant and contract sexually transmitted diseases, she referred to sex as being a wonderful process in life and that before one has sex, one must remember that every time one has sex, one is giving away a piece of oneself. She openly discussed with the learners about the right time to have

sexual intercourse. The learners mentioned that the right time is when you are married or ready to have children.

O. "Intimacy is with one partner you know really well, which I hope is with your wife or your husband. And sex is?"

She told the learners that sexual intercourse is a wonderful natural process, but that man has made it ugly. She went on to discuss that what the learners see in videos or in the media is not the way sex is. She cautioned the learners that, if they are to have many sexual partners, they must think about all the sexual partners that that person has had, as well as the people with whom that person has had sex. She also commented in her interview that she preferred to make the learners' sexuality a positive experience thereby reinforcing the fact that they are all wonderful sexual beings.

*II. "No, look I tell them there are consequences, but I tell them it's a positive thing which **God** made beautiful that he is happy how he is created. Why would I make you negative from the beginning, cause if you look at marriages you see the marriage consists of...the things people usually have issues with are sex, money and extra marital relationships those are the basic things. So why would I make them in Grade 10 negative about how beautiful their body is, they grow, they will become sexually active and if they wait for it wonderful things will happen to them. I always tell them "No ring, no such thing" wonderful things will happen to them cause when sex is not at the right time you are afraid you will get pregnant, you are afraid you will get HIV, you're scared. So I tell them but I make it a positive thing, that it will be a wonderful experience. I would never make it a negative concept, people started making it negative, there is nothing wrong with it."*

This teacher explicitly referred to religion to help deter learners from sexual intercourse, this may have to do with the fact that she was at a stage also the bible studies teacher. Religion was important to her and she encouraged the learners to think of their moral values and what God would think of their actions. She highlighted the fact that learners need to be informed about the consequences of sexual promiscuity, but that they still needed to enjoy and discover their sexuality in a positive manner so that it would not become a problem later on in life.

The teachers all made use of negative consequences to deter learners from having sexual intercourse. They highlighted the fact that if you were to engage in sexual intercourse there was a huge possibility that you could fall pregnant or catch a sexually transmitted disease. In all of the teachers' classrooms there were posters up on the walls with negative messages such as sexually transmitted diseases and that if you had sex you could get HIV/Aids. The teachers who made use of only negative consequences to encourage learners from engaging in sexual behaviour seemed less successful in maintaining their learners' full attention throughout the lesson. The teachers all made use of negative consequences yet some of them also highlighted areas that could be positive.

4.2.4. Risky behaviour

All four teachers discussed the fact that risky behaviour can lead to sexual intercourse. Ms Mabuya spent an entire lesson discussing drugs and alcohol and how these two substances can lead to sexual intercourse because of one's curbed inhibitions. The learners watched a video on the effects of drugs and alcohol on the body and what this type of behaviour could entail. Ms

Neethling read different scenarios and then discussed each of these scenarios with the learners. The one scenario was about teenagers going to a party and drinking alcohol; as the girl drinks more, she becomes more flirtatious and she and the boy begin touching and kissing. The alcohol curbs her inhibitions and she has sex with the boy; the next day the boy avoids the girl. The learners discussed this scenario and the boys joked that alcohol is an easy way to get a girl to have sex with you. Ms Neethling then discussed with the learners the reasons why alcohol made one have sex more easily.

Mrs Britz took a slightly different approach and cautioned the learners that, if they are not ready to have sex, they should avoid certain situations such as being alone with someone or using alcohol, as this can lead them to do things they would not normally do. Mrs Britz cautioned the learners that drugs and alcohol could lead to unwanted sexual behaviour. She also told them that, if the situation arises where they feel uncomfortable about being alone with the person, they should leave the situation. She also warned the learners not to take unnecessary risks by going out late at night. The teachers all felt that the learners who engaged in risky behaviour such as using alcohol or being alone with someone immediately made them more vulnerable to sexual promiscuity. The teachers did not give the learners a chance to share their personal experiences about risky behaviour, but rather opted to make use of video material or scenarios to show learners what could happen if they engaged in these types of activities. The teachers all felt that it was necessary for the learners to know that this type of behaviour could lead to sexual situations.

4.2.5. Cost to girls

Throughout the observations and interviews emphasis was placed on what the girls needed to do in order to protect themselves and the boys made jokes within the classrooms about girls “being cheap” or “easy” or that **they** should make sure **they** don’t fall pregnant. Although Mrs Britz stated that speaking to the girls and boys was equally easy, the boys still made jokes in her class, which made the girls, look uncomfortable.

II. *“They make jokes, it’s not like they will sit dead quiet umm even the girls they will talk, it’s extremely interactive classes.”*

Mrs Mabuya consistently spoke of the girls as **they** stating that **they** would fall pregnant and **they** would catch STDs.

II. *“Umm it’s important in the sense that if we don’t teach them, if we didn’t talk to them about the subject of sexuality and all, **they** start to talking amongst themselves and they get wrong you know conceptions, misconceptions and they start trying out and that’s where **they** fall pregnant and **they** catch the STDs ...”*

Ms Neethling used the one girl which had fallen pregnant as an example to the other learners so that they could see what would happen if they made the choice to have sex.

II. *“We had this one instance where we had this girl that was pregnant and we asked her would she be able ... or would she like to tell the class what did she go through so you know where it’s real life situations we try and use that to tell them stuff.”*

Mrs Strydom was the only teacher who also referred to the cost to boys when learning about sexuality. She mentioned that if boys had the wrong

information when watching pornographic films they could believe that men are suppose to have extremely large penis' and they will not understand that television manipulates the way a person looks in real life.

II. *"...do you know what happened, our children watch ETV on a Saturday evening and it started with Emmanuel I don't know what it is now. The problem is my kids... are not emotionally ripe enough to see all this sex and you know and I know the media can make a man's penis just so long because they can manipulate it and I can't explain to the kids it is all manipulation and even they don't realise it's not real it's a play and now the kids come and they think it's real and it's complete fraud and if we don't educate our children about sexuality and how your body changes so that they observe all these changes and know that it is normal that the videos and movies you see make it abnormal and I have had a child when I was in Soweto who they told was built too small and he committed suicide because of it..."*

Although all four teachers considered the girls to be more responsible for sexual behaviour, one teacher also referred to the boys' responsibilities concerning sexuality. Emphasis was often placed on the girls falling pregnant and that the girls could say no to sexual behaviour. The teachers often implied that the girls controlled whether sexual intercourse took place or not. One teacher mentioned that it was important for the boys to understand their responsibilities and at the same time grow up with a healthy sexual view of themselves.

Policy context

4.2.6. Type of Life orientation teacher

All four teachers had very specific views of the type of personality a LO teacher should have and how many schools do not appreciate the fact that LO teachers are extremely valuable to a school. Mrs Britz noted the fact that she came from an open home where sexuality was discussed helped her as a LO teacher to talk to her learners about sexuality. She also stated that she did not believe the principals at either of the schools she had worked at actually knew what was discussed in LO. She emphasised that in order for you to be a good LO teacher you need to be open and not allow your own opinions or views influence your teaching.

II. *“...I really think so, I think if they came and sat in my class their mouths would hang open...So I think they don't really have a clue what goes on in the subject, that is my honest opinion Cause I think if they knew, few people can actually give the subject but that is my opinion. Not everyone can give it.”*

Mrs Mabuya stated that she believed all LO teachers should have specialised in psychology. She also emphasised that most schools gave LO to the teachers that had too few subjects or the problematic teacher's as it is not a subject that has examinations. She also encouraged principals to keep LO teachers in their positions longer as they constantly changed teachers that then needed to be trained again.

II. *“For you to be a Life orientation teacher you need to have studied...you need to have majored in psychology so I majored in psychology and then the teaching that you do after majoring in psychology and then you did guidance “*

Ms Neethling agreed that psychology was a prerequisite for being a LO teacher:

II. *“No, I specialised in Psychology and ...”*

Mrs Strydom said that she had specialised in bible studies, which gave her the necessary knowledge to teach LO, she also recommended that LO teachers have a background in counselling and guidance.

II. *“Look we couldn’t specialise because umm but I have LO and did sport and I specialised in Bible studies so I have all the basic subjects in LO and then I naturally have studied guidance or counselling ...”*

Mainly the teachers felt that having done bible studies or religious studies made them more qualified to teach LO and interestingly enough three of the teachers either had very strong religious beliefs, had a qualification in bible studies or they had taught bible studies at some stage. These teachers felt that their moral values that came from their religious beliefs helped strengthen the way in which they taught sexuality education. The teachers also felt that psychology helped them to deal better with sexuality and the one teacher even recommended that all LO teachers need to be trained in psychology and counselling as they deal with a range of emotional problems everyday.

4.2.7. Curriculum evaluation

The teachers highlighted some areas within the LO curriculum which they believed needed more attention. Two of the teachers believed that the curriculum did not give enough information on certain topics and one educator believed that the curriculum was of a high standard and that the information was relevant and correct.

Mrs Britz emphasised that more attention needs to be paid to homosexuality as well as validating information given in books by referencing the information. She also stressed the fact that a lot of the information given in the textbooks was incorrect, especially the information which the learners are obtaining within the primary schools.

II. *“...it is not stipulated as you must do this and don't do this...I mean many people are extremely uncomfortable with sexuality education so they just avoid it completely. So no I would say there is an extreme gap, an extreme gap in the curriculum.”*

II. *“...I feel as early as possible umm I think it is very important that as soon as a child asks you any question about genitals or anything it is the right time so in other words it can be as early as possible...”*

Mrs Britz commented that some of the primary schools, although they mean well, misinform the learners about aspects of sexuality, as they are often older teachers who have not gained the necessary information about sexuality or grown up in a different generation.

II. *“...No definitely I see specifically the woman from *** primary umm is a very old lady and her heart is maybe in teaching but the information that she has comes from when she was younger and she hasn't adjusted so and of course maybe the department feels, I really don't know what the curriculum is like for the younger grades, maybe the department feels they don't need to know it that time...that age and umm they are already sexually active in primary school so why must you wait till Grade 10 before you start with this stuff.”*

Mrs Britz made a lot of use of media within her classroom, yet she said that the school did not really allow people from outside to come and speak to the learners about sexuality.

II. *“... you know I don’t think our school really allows it, our Principal is very sceptical to get certain people in because you know...it’s background issues and those types of things so no I don’t do that...”*

Ms Neethling found the curriculum to be very easy to follow and she considered the courses that the department provided to be very helpful. She also found the CAPS curriculum to be more organised and the books had enough information about sexuality. Mrs Mabuya mostly made use of the Internet and Google to find resources for her classroom. She made use of video material and used her LO textbook as well as other books to find information about sexuality. Mrs Mabuya believed that the curriculum was extremely informative and gave plenty of information concerning sexuality. She emphasised that the new CAPS documents and textbooks had to go through a screening process, which allowed the information to be validated and this meant that it was relevant and correct.

II. *“...that was the main aim of CAPS to give, to make it easier and avoid confusion for the teachers so definitely if you use a CAPS textbook it only deals with topics and subtopics and it’s straight to the point, you know exactly what needs to be taught in each term...cause it’s current as well, remember all these CAPS textbooks that are approved by the department, they need to go through the screening process and one of the requirements in the screening process was that the information must be relevant ...”*

Mrs Mabuya also thought that sexuality should be brought into schools at a very early age otherwise children will get the wrong information and they will also experiment with things they are not suppose to.

II. *“... so ja at a very early age I must say around as early as Grade 1 cause they do ask a lot of questions, you will be surprised at the questions that come out there, they already want to know how to make babies and being a parent myself I am talking from experience...they must grow-up knowing how you know and stop asking around and also experimenting cause you’ll be shocked. I’ve heard of cases in the rural areas where the Grade 2s raped Grade 1s and those kinds of things and you call it rape but it’s all about experimenting. They hear about these things and they talk about it amongst themselves and they want to experiment whereas if they were taught and were open they wouldn’t even bother experimenting.”*

Mrs Strydom commented that the department made ample opportunities for LO teachers to learn about psychological disorders as well as counselling skills. Mrs Strydom agreed that sexuality education should come in a lot earlier and that parents also needed to talk to their children about sexuality. Mrs Strydom also noted that most teachers were embarrassed to talk about sexuality even amongst their fellow teachers.

II. *“...I saw in the training that we were suppose to have at the Protea Hotel, how shy the people were around me, but for the people who spoke Sotho we had no problem. They spoke about it so easily, but it’s as if the Afrikaans speaking people and the English speaking people were a bit withdrawn to talk about it as if it is a sin and that was really interesting to me...”*

The teachers felt that the curriculum was very vague about the way in which sexuality education needs to be taught and that the information that is provided needs to be validated more to ensure that it is scientifically correct. All of the teachers felt that sexuality education needs to be brought into schools from a young age as children are exposed to sexually explicit material from a much younger age. The teachers viewed courses presented by the department from different perspectives, this seems to indicate that there is no continuity in the courses that are presented and the department needs to ensure that LO teachers receive the same types of courses. Courses also need to be presented on counselling and psychological aspects so that teachers can gain the necessary skills to help learners grow emotionally.

4.3. Conclusion

Throughout the observations and interviews all of the teachers supported abstinence, yet two of the teachers also noted that it would be unrealistic to only teach the learners about abstinence. Therefore the teachers taught a combination of abstinence and comprehensive sexuality. The teachers who took a more open and comprehensive approach within their classrooms found that the learners were more open about sexuality and they participated in the class discussions more. One teacher regularly got people in from clinics and counselling institutions to help educate the learners, whereas another teacher thought that her school would not allow people from other institutes to speak to the learners. All of the teachers referred to the negative consequences that could occur, although one teacher referred to negative consequences she believed that sexuality should be seen as a positive aspect for the learners otherwise it might cause problems later on in life. All of the teachers thought

that sexuality needed to be brought in from a very young age as they acknowledged that parents no longer spoke to their children about sexuality and that the responsibility had fallen on the teachers to educate the learners about sexuality with age appropriate information. One teacher did not believe that the education documents and textbooks provided enough information on homosexuality and contraception, she also commented that she did not trust the information as some of the facts were incorrect, she also believed that the learners were being taught incorrect information about sexuality in the primary schools. None of the teachers really knew what aspects of sexuality were taught within the primary schools and they were concerned as they realised that learners are sexually active from a young age and that they needed to be informed about contraception, risks and consequences. One teacher believed that all the CAPS documents as well as textbooks provided ample information about sexuality and that all of the information was correct and current as it had been through a screening process, she also relied on the internet as a source of information, whereas two other educators believed that there was too little information provided and they made use of other resources to help educate the learners about sexuality. One teacher viewed external experts as being a core part of her curriculum and that LO could not be taught without the contribution of these external experts. Another teacher limited the information which external experts were allowed to share with the learners by reviewing all information and interviewing experts before they presented anything to the learners. Two of the teachers also commented that the principals of their schools never allowed external experts to speak to the learners.

All four teachers favoured abstinence above comprehensive sexuality education and taught sexuality from a religious point of view. Although the teachers favoured abstinence above comprehensive sexuality they acknowledged the fact that most learners were already sexually active so in order for them to promote abstinence, they referred to the 'negative consequences' of engaging in sexual activity. Only one teacher made use of a positive approach to sexuality by emphasising that at the right time intercourse and sexual activity could be a wonderful thing. Three of the teachers also considered the learners religion to be a positive way of referring to their sense of morality to encourage them to abstain from sexual activity until marriage. Unintentionally these teachers excluded learners who were not from a Christian background and this did not allow for a very diverse teaching approach. The literature indicates that abstinence-only programmes do not always lead to abstinent behaviour and that a comprehensive sexuality education programme is more likely to promote abstinence (Starkman & Rajani, 2002). Francis and DePalma (2014), for example, also found that teachers favoured abstinence over comprehensive sexuality education, although their participants also emphasised a need to address sexual safety.

Although all four teachers in my study preferred abstinence to comprehensive sexuality education, two of them referred to different types of contraception that the learners could use and should consider before engaging in sexual activity. These teachers also emphasised the fact that it is important for the learners to learn about sexuality from a young age and that they need to be informed about types of contraceptives, which are available. In many studies it

has been shown that learners who are better informed about contraceptives have a lower rate of teenage pregnancy and STDs (Kirby, Laris & Roller, 2007). Studies show that learners who are well informed about sexuality and contraception delay sexual activity, yet learners need to be informed before they become sexually active for a programme to be effective (UNESCO, 2009a). Unfortunately the teachers did not specify different types of contraception the learners could use and the only type of contraception they referred to was a condom. Only one teacher made use of the local clinic to inform the learners about contraception by taking them to the clinic and introducing them to the nurses and staff so that they could acquire additional information. The four teachers often made reference to learners as being uninformed about information regarding sexual safety; they believed the learners had gained the incorrect knowledge either from friends or primary school educators. These four teachers felt that the learners needed to understand the consequences of promiscuous sexual behaviour and viewed the learners as being immature and risk takers. Two teachers felt that learners in Grade 10 were still too immature to be informed about sexuality and therefore used religion as a deterrent from sexual behaviour. Though within these two teachers classes I found that learners would make more jokes about sexual matters, they would challenge the teacher's point of view and they did not seem to consider religion as an important part of their lives, whereas teachers who spoke openly to learners about sexual matters engaged them in discussions about issues regarding sexuality and learners were keen to elaborate on sexual matters. Learners brought up issues of sexuality that they wanted to discuss more often, yet three of the teachers

deflected these questions by either referring to a religious point of view or postponing answering till the next lesson. The one teacher who answered all the learners' questions honestly engaged the learners in the discussion and the learners treated her with respect and admiration. This specific teacher even made use of her own experiences to try to engage the learners in discussions. Although the four teachers favoured a combination of abstinence and comprehensive sexuality, very little emphasis was placed on methods of contraception. Most of the emphasis throughout the sexuality education was placed on the consequences that can occur when being sexually active and the type of behaviour that could lead to negative consequences. Posters in all four classes also promoted abstinence and the negative consequences and risky behaviour were highlighted on these posters. Only one teacher referred to the learners as sexual beings and that learners needed to learn about the pleasures sexual growth brings.

CHAPTER FIVE

DISCUSSION AND ANALYSIS

5.1. Introduction

What do each of these observations and interviews reveal about the teacher's positions on the teaching of sexuality education? In the previous chapter I discussed the findings according to themes that emerged from the data. As observations made up a large part of my data they had to be described in great detail. The results in this study would be lacking depth if only based on interviews with teachers, observations showed hidden information about how learners positioned the content they were being taught as well as how they positioned the teachers. Within this chapter I will analyse the findings by using Positioning Theory as a lens. Positioning Theory is a way of describing how psychological phenomena are displayed through discourse (Harré & van Langenhove, 1999). By using this theory it will help us to understand why these teachers taught from a certain perspective and how their circumstances, morals and personal experiences played a role in their teaching of sexuality education.

At the beginning of this study I posed five critical questions. These questions will also be used to help analyse the data: One, what is the policy context directing sexuality education in South Africa? Two, what are teachers' positions on teaching abstinence and/ comprehensive sexuality? Three, do teachers teach abstinence only? If they do, why and how? Four, do they teach

comprehensive sexuality? Why and how? Five, do they teach both? Why and how?

5.2. Policy context directing sexuality education

None of the teachers planned their own lessons on sexuality, they used the LO book to guide them to decide what lessons on sexuality should be taught and only two teachers made use of other resources to educate the learners about the required material. Francis (2012a) also found that teachers did not plan their lessons about sexual diversity and issues were rather discussed when they were raised by the learners. Teachers could select which LO book to use in their classroom and the information about sexuality in the books differed greatly. The teachers validated the things they taught in sexuality education by making use of the LO book as their guide. This provided the teachers with a comfortable way of teaching sexuality education as the school or parents could not then confront them about certain aspects, which they were teaching about as it was provided in the textbook. None of the teachers seemed to deviate from the topics presented within the textbooks and rather opted to use the headings provided as well as the activities that the textbooks provided. Within the policy documents seven topics are included under development of the self in society for sexuality education (Department of Basic Education, 2011) and although the textbooks seemed to cover the general topics the information provided under each topic differed greatly.

Prinsloo (2007) found that teachers in South Africa viewed facilitators of LO courses to have little knowledge or expertise within the field of LO and this was evident amongst the teachers attitudes towards courses presented by the

department. With the vast differences in opinions concerning courses it would seem that teachers either received very different courses or their own backgrounds led them to view these courses differently. This may cause teachers to unintentionally position courses as negative experiences and they may then be less motivated to attend new workshops or courses about sexuality.

The policy documents only provide a brief overview of what should be taught in sexuality such as discussing behaviour that could lead to sexual intercourse (Department of Basic Education, 2011), yet it does not give more detail about the types of behaviour that should and should not be discussed. There were many aspects of sexuality education that the teachers felt as if the curriculum either avoided or did not provide enough guidance of how to approach the subject. The policy documents (Department of Basic Education, 2011) specifically mentioned values that learners should acquire such as abstinence and self-control, but no further elaboration was provided, so the teacher was left to interpret this statement according to their own views and moral values. Teachers either referred to their religious belief systems or the way in which they had been brought up, to decide how to teach about sexuality education. Religion played a large role in how they taught the learners about sexuality. This was evident in their teaching within the classroom and learners were considered to be from a Christian background. While this might seem like a sound approach for the teachers, learners who may be from different religious affiliations, felt excluded and the Christian learners dominated discussions about sexuality. Burchardt (2012) found that when churches included sex and

sexuality in their discussions and counselling sessions it become more acceptable to be open about sex and led to people becoming more knowledgeable about sexuality, this could be a helpful approach to allow churches to add to the value of sexuality programs so that the community could also be involved in the learning process.

Teachers need to know whether they should teach AO or CSE or a combination of both and they need to be provided with a clear rationale as to why AO or CSE is taught. Although abstinence is mentioned in the policy documents, the topic is not elaborated on and teachers are left to interpret this discussion on their own. Pittman and Gahungu (2006) found that when CSE methods were used learners were more aware of sexually transmitted diseases and the learners felt more responsible for their sexual health. No mention is made of the type of vocabulary that teachers should include in discussions about sexuality (Department of Basic Education, 2011). Mukoma, Flisher, Ahmed, Jansen, Mathews, Klepp and Schaalma (2009) suggested that LO be made an examination subject to help structure and clarify messages and content and also increase the strength of LO as a worthy subject within the curriculum. This could also help to ensure continuity within the LO curriculum and that textbooks provide the same information.

Although, Mbananga (2004) found that teachers felt they lacked the correct knowledge to teach LO, all of my participants felt that they were knowledgeable about the subject of LO and they made use of other resources to broaden their knowledge where needed. Curriculum material differed greatly as teachers used different textbooks and acquired additional information from many different resources; this led to material being

interpreted by each teacher according to their own values and experience as well as the school's ethos. Textbooks that teachers selected to use in their classrooms varied greatly with regards to discussions and topics. Although the teachers used other resources to broaden their knowledge base, teachers relied on the Internet as a reliable resource, yet none of the teachers validated the information they found in any way. Learners were often used as a resource by linking their knowledge to the information provided. Francis (2011) found that the learners experience should be seen as valuable so as to encourage participatory learning so that the curriculum can be enhanced and learners' needs can be addressed. Very little discussions took place about different types of contraception that is available and textbooks should provide reliable information about a range of different contraception methods. No mention of contraception is made within the policy documents, just the right to protect oneself (Department of Basic Education, 2011), yet this can be interpreted in many different ways. Textbooks could also provide learners with contact details for clinics within their area or health departments and counselling facilities that can be contacted if needed. The policy documents (Department of Basic Education, 2011) mention that learners must be provided with places where they could find help regarding sexuality and lifestyle choices, yet no examples or possible places are provided for teachers to choose from. A list of possible resources could be provided to the teachers so that they may consult valid articles or institutions to provide them with the correct information regarding sexuality education.

5.3. Positioning of teachers and teacher's positioning

Despite the good intentions of LO, in general, and sexuality education in particular, Ahmed, Flisher, Mathews, Mukoma and Jansen (2009) found that teachers considered LO to be a burden as they are already overburdened and not trained in the subject properly. LO is considered not to require a specialist teacher and many teachers are just assigned the subject because of the distribution of the workload within the school (Francis 2012a). Although many principals and teachers view LO as a waste of time, it provides learners with emotional, career, social and physical guidance so that they may develop holistically and become successful adults. This type of guidance needs to be provided at school as learners are growing up in homes, which are broken, being raised by siblings or grandparents or even in homes where parents are just too busy to spend time with their children. The lack of involvement of parents and community in raising children has become a huge problem in South Africa as moral values and basic emotional and social skills are not being learnt at home. The burden therefore falls on the teachers, leaving LO teachers with a critical job to do. With the help of well-educated and trained LO teachers, learners can receive the necessary guidance to become successful and well rounded individuals. Teachers who had a background in psychology and counselling were more in touch with the value of sexuality and this indicates that LO teachers need to have a strong background not only in teaching but within psychology and counselling so as to help learners to develop and manage issues that arise. Nevertheless LO is often assigned to problem teachers or teachers that can teach a certain area of the subject such as physical education (Van Deventer, 2009). The teachers in my study

were assigned LO because they had a background in psychology or due to the fact that they had previously taught religious studies. Schools want learners to perform well and in order for this to be done extra attention needs to be paid to their emotional well-being. The LO teacher also needs to be very open about issues of sexuality so as their own opinions and prejudices do not affect their way of teaching. The way this can be addressed is by ensuring that teachers are well educated about all aspects of sexuality and equipping them with skills so as to help learners develop their sexuality and also cope with the process of becoming a sexual being. Teachers who made use of school counsellors and gathered information from the internet and textbooks to improve their LO programmes still felt that their programme was only effective while learners were at school, as the media and peer groups continued to affect the learners decisions once the learners were out of school (Prinsloo, 2007).

Furthermore many teachers were often uncomfortable with teaching certain aspects of sexual education or HIV/Aids because of cultural and personal reasons. The teachers taught the learners according to their own belief systems and knowledge base and often made reference to how they had been brought up or their religious beliefs when approaching sexuality. Yoon (2008) also found that there was a clear connection between what teachers believed and what they taught within their classrooms and similarly Francis (2012b) also found that teachers taught according to their moral values and belief systems. Many teachers argued that sex, sexuality and HIV/Aids content have no relevance to cultural norms, beliefs or religions as it is a

morally neutral subject and it only teaches the learners about the realities of life (Helleve, Flisher, Onya, Mukoma & Klepp, 2009).

Mbananga (2004) found that teachers thought that parents would be upset if they spoke to the learners about sexuality, yet parents expected teachers to discuss all aspects of sexuality at school and learners found that their parents were unapproachable on the subject of sexuality. This lack of involvement and response from parents led to the teachers unintentionally positioning the parents as being uninformed or uninterested in the curriculum that was being taught. Parents need to be involved in the learning process so that their prejudices can also be addressed and discussed so that they are partners in the learning process.

Francis (2012b) found that some teachers thought that school boards, colleagues or principals might not support what was being taught in sexuality education. Although sexuality is an important part of a learner's development neither administrators nor principals really evaluated what was being taught within sexuality education. The teachers' reflexive positioning of administrators and principals as being indifferent about sexuality education, led teachers to adjust the curriculum according to their own ideals within the realm of sexuality education. Francis (2012a) also found that teachers who were unsupported by management when teaching about sexuality rather avoided certain discussions. Content of the sexuality program varied from class to class depending on what the LO teacher viewed as important. The communities in which the teachers taught also had a great impact on their teaching approaches as religion and moral values within the community led

the teachers to teach more according to their own moral values. Ahmed et al (2009) found that the social contexts of the learners and educators varied greatly and that more support was needed to evaluate school's individual needs to develop successful programmes. The flexibility of the LO curriculum allows teachers to adjust the teaching of sexuality education to fit the specific communities cultural and religious views (Helleve et al, 2009). Therefore it is important that when designing a sexuality programme, the community should be involved so that the tension between school and home cultures is minimised (Mbananga, 2004).

Contrary to the belief of teachers that learners would lose respect for them if they taught about sexuality (Ahmed et al, 2009, Francis, 2012b), I found that learners respected the teachers more who engaged in conversations about sexuality than the teachers who seemed uncomfortable with the subject of sexuality. Teachers positioned themselves as supporters of student learning and would allow learners to pose topics for discussion. The learners' self-positioning as powerful and knowledgeable students in turn, was seen through their active participation in the class discussions. Teacher's active involvement of learners led to sexuality being an appropriate topic for discussion. The unintentional consequence of only using textbook material was that it disengaged the learners from the main focus of the material. By positioning content knowledge over the learners' knowledge it led to little diversity and modification of teaching methods. This shows us that teachers should rather consider a teaching approach, which is inviting than concentrating on a specific teaching method. Lesko (2010) also found that when learners were seen as rational thinkers and allowed to engage in the

material, they become more aware of their responsibility towards sexuality. Although Helleve et al (2009) found that language seemed to cause some problems as South Africa has multiple official languages and it was easier for the teachers to teach in English, I found that teachers also taught sexuality easily in Afrikaans. They did however mention that it was difficult for the African learners whose home language was neither Afrikaans nor English to understand some of the concepts as their languages or cultures either did not contain the vocabulary or it was frowned upon to speak of such things. The social interactions within the classroom settings also influenced the way in which learners reacted towards specific topics regarding sexuality. Learners would unintentionally position heterosexuality as the norm amongst learners and discussions regarding homosexuality were criticised by the learners.

LO teachers are often not considered to require specialists and the subject is distributed according to the workload (Francis, 2012a ; Van Deventer, 2009). Although teachers considered religion to be a positive aspect of their teaching I found that this created a gap in their teaching as learners whose religions and views differed were unintentionally excluded from the conversations. Therefore LO teachers need to be open to different religions as well as sexuality diversity so as to ensure all the learners are accommodated. The data revealed that teachers should be well educated in psychological aspects and counselling methods so as to help them handle each situation with tact and maintain the learners trust. Even if a teacher has completed their degree with psychology they still need to learn how to counsel learners and have a system in place where they can refer learners to specialists when necessary. All of the teachers came from different background of teaching and lacked the

same type of training, which resulted in each teacher taking their own position towards sexuality depending on their backgrounds and school's positions.

Throughout this study it was evident that LO teachers were expected to provide learners with all the necessary knowledge about sexuality. It was also evident that other subject teachers did not consider sexuality education to be a part of their curriculum, as LO teachers did not speak to their colleagues about sexuality education. Principals and administrators also viewed sexuality education as lying solely with the LO teacher as they did not enquire what was being taught to the learners and many teachers felt that their principals had no idea what was being taught in sexuality education. Parents were also not concerned with what the learners were being taught within sexuality education. The lack of involvement and response from parents led the teachers to believe that parents were unconcerned about what was being taught within sexuality education, yet Silva (2002) found that when parents were involved in the sexuality education programs, the programs were more effective. Therefore parents should be informed about the curriculum concerning sexuality education and should be allowed an opportunity to express their feelings about sexuality education. Helmich (2009) recommends that CSE should include values that teach responsibility, respect and human rights and values that respect those of the community. Learning needs to take place within the school, community and home in order for it to be effective and within all four schools the parents had relinquished the responsibility of teaching their children about sexuality to the LO teachers. Helmich (2009) found that the opinion of the youth needed to be considered to discover what they want from sexuality education. Without the support from parents and the

community sexuality education will fail as learners learn best from example, from a young age children will mimic behaviour and in a society devoid of moral values this behaviour will be detrimental to their well-being. Lesko (2010) found that ten year olds had a lot broader knowledge about contraceptives and they were more aware of sexuality because of the media they were exposed to. Therefore LO teachers provide a key role in educating learners about sexuality yet the parents, community and other teachers within a school also need to be involved so that values are reinforced.

5.4. Conclusion

From my findings, I can conclude that the teachers positioned abstinence above comprehensive sexuality education, although they did refer to one type of contraceptive the learners could use to protect themselves. The teachers, who were more open with their learners, engaged the learners more in the learning process and, in so doing, discovered the learners' beliefs towards, and their knowledge of sexuality. Within the South African context, teachers need to inform their learners of sexually transmitted diseases, HIV/AIDS and contraception so that they can understand their rights and responsibilities towards sexuality. Francis and DePalma (2014) suggested two approaches towards a more comprehensive sexuality education. Teachers should address the notions of pleasure, desire, fulfilment and warmth to enable the learners to appreciate sexuality more. They cautioned that teachers could object to this approach, as it could be viewed as encouragement to engage in sexual activity as well as their personal discomfort with the topics. The second approach is to allow learners' experiences and knowledge to become part of the learning experience so that the learners engage more in the learning

process. I would also recommend that LO teachers are carefully selected but choosing a teacher who has experience in psychology and counselling, who can rather counsel learners and help them to grow emotionally. Teachers also need comprehensive training about sexuality to ensure that they are providing learners with correct information and that they know how to handle questions raised by learners without allowing their own views to affect their advice. Teachers also need to be informed of outside experts in their area, which they can consult for advice.

I conclude with the argument that there is a need for comprehensive sexuality education in southern Africa that does not emphasise the dichotomy between abstinence and sexual education, but rather focuses on the methods, approaches and channels, which show potential and discover the reasons for this. The gender constructs and sexuality aspects must be considered when developing a sexuality education programme (Casale & Hanass-Hancock, 2011). Helmich (2009) recommends that certain aspects need to be considered when designing an effective safe-sex programme. The youth's opinions need to be considered in order to discover what they want from sexuality education. The programme should include a broad spectrum of topics such as anatomy, physiology, sexual behaviour, social health, emotional health, health, safety, society and culture. It should also be a skills-based programme so that learners gain, knowledge, but also critical thinking, decision-making, as well as interpersonal and intrapersonal skills. Helmich (2009) recommends that comprehensive sexuality education should include values that teach responsibility, respect and human rights and values that respect those of the community. The programme should be based on theory

and recent research. Sexuality education should be integrated into all areas of learning; it should be collaborative so that it is supported and reinforced by the community and parents, and it should highlight the positive aspects of sexuality. With the help of parents, the community and the school a detailed sexuality programme can be developed which can help to eradicate myths among learners and parents.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1. Introduction

Within the previous chapter I analysed the data by using positioning theory as a lens (Harre & van Langenhove, 1999). I analysed how teachers positioned themselves as well as how teachers are positioned. I identified the approach teachers used towards sexuality education and why this approach was used. The purpose of this chapter is to conclude the research by evaluating the research questions and providing recommendations for teachers, policy and further research regarding sexuality education.

6.2. Conclusions drawn from the research

What is the policy context directing sexuality education in South Africa?

The curriculum documents provided by the Department of Basic education provide a brief description of what needs to be taught on sexuality education and the topic of personal well-being within LO (Department of Basic Education, 2011). The current CAPS documents used to guide sexuality education under the subject of LO provides very little guidance as to how sexuality should be taught. The documents expect teachers to teach learners about sexuality including their attitudes, values and beliefs towards sexuality. Teachers should also help learners to consider their attitude towards sexuality, the potential influence of their behaviours on others and the impact of sexuality on relationships. Teachers should also teach learners which behaviours lead to abstinence as well as myths about sexuality and the

learners' rights to protect themselves, to privacy and to saying 'No' (Department of Education, 2008). Textbooks that are recommended by the department contain different topics for discussion about sexuality and the information provided in the books is not always current and correct. Teachers often felt that the textbooks also provided little guidance about sexuality education and they had to consult other resources to enrich the topics. Courses provided to teachers differed greatly and the teachers mostly found the courses to be of little use. One teacher did however find that courses providing information about guidance and counselling had been of great value to her.

The department should consider examining all of the textbooks and ensuring that all the textbooks cover the same topics and discussions so that there is equivalence and continuity. Textbooks will also need to guide teachers so that they understand how they are to broach subjects about sexuality and what information they need to provide to learners about sexuality. The information should be described in great detail as topics provide very little guidance to teachers about the amount of detail learners should receive and this resulted in teachers teaching from their own perspectives. Teachers find it difficult to address certain issues if they do not have the correct pedagogy to guide them (Francis, 2012a), this presents a problem as sexuality education, being taught within the different schools varied greatly and there was no sense of continuity throughout the curriculum. The documents should provide a detailed description of vocabulary that should be defined for learners as well as definitions concerning concepts such as homosexuality, bisexuality etc. so as to ensure that the correct definitions are provided to learners and that the

teachers own prejudices do not interfere with the desired outcomes. Sexuality education should be integrated into all areas of learning, it should be collaborative so that it is supported and reinforced by the community and parents.

The department firstly, needs to revise the policy documents so that more detailed information is provided about what should be taught in sexuality education. Secondly, definitions of vocabulary concerning sexuality should be provided to the teachers so that the correct information is provided to the learners. Thirdly, textbooks should be provided with a list of topics that need to be included and resources that are reliable should be used to compile the textbook information. Fourth, courses provided to teachers will need to be evaluated to determine which courses provide in-service teachers with more valuable information. Courses could then be revised to help teachers gain skills which could help them to guide learners through sexuality education as well as provide support to learners who may have fallen pregnant or require help regarding other sexual matters.

What are teachers' positions on teaching abstinence and/ comprehensive sexuality? Why and how?

Although my participants favoured abstinence above comprehensive sexuality they recognised the need for a more comprehensive approach. My participants leaned towards abstinence as they taught from a moral and religious perspective. My participants also taught mainly abstinence as it was part of the policy context and this provided them with a level of comfort with

the material. According to my participants, learners needed to develop more moral values and by referring to religion they were helping them to abstain from sexual intercourse. My participants did however recognise that learners were already sexually active and therefore required more guidance concerning contraception. Little or no reference was made to contraception within the classrooms and teachers did not provide the learners with details about the different types of contraception that could be used.

Two main topics that emerged during the observations were that of negative consequences and risky behaviour. Teachers would often refer to these two topics to help learners to abstain from sexual intercourse, yet little emphasis was placed on the pleasure and value of a sexual relationship. Two of my teachers embraced the learners' discussions about sexuality and even referred to their own personal experiences, yet the other two teachers avoided the learners' questions by referring to the content in the textbooks.

6.3. Recommendations

By reviewing my findings the following recommendations can be made for policy makers, pre-service and in-service teacher training and further research:

6.3.1. Policy makers

Firstly policy makers need to assess what the parents, teachers and learners want from sexuality education. According to my findings, parents have been uninvolved when it comes to teaching sexuality education and this needs to be rectified so that the program is reinforced at home and that learners can approach their parents about sexuality. By working together with teachers,

parents and learners the curriculum can be adjusted to fit the needs of all parties involved. The learners need to be able to express what they would like from a sexuality education program and be actively involved in the learning process. Secondly, the policy documents need to include theory and current research information to ensure that the most current information is provided to the learners. The Department of Education could possibly set up a link on their website where current articles concerning sexuality could be uploaded so that the teachers could constantly have access to current and correct information regarding sexuality. Thirdly, the LO documents need to spell out more detail on what should be taught within sexuality education. Vocabulary concerning sexuality that needs to be included as well as definitions for the vocabulary needs to be provided to the teachers so that they have clear guidelines of what needs to be taught. Institutions within the communities, such as NGO's, could also be drawn upon to help provide more details regarding certain aspects of sexuality education. I also recommend that a combination of abstinence and comprehensive sexuality education programs needs to be established so that learners can gain the necessary information to ensure that they make informed choices.

6.3.2. Pre-service and in-service teacher training

Firstly, LO teachers need to have an open mind and be able to gain learners' trust. Teachers will need to ensure that their own views and prejudices do not affect their teaching, all different cultures and views should be heard and the learners should be guided according to the scientific knowledge the teacher has and not by their moral or religious values. Teachers who have an open mind will be able to accommodate a range of opinions and views without

allowing their own beliefs to affect their methods. Secondly, teachers need to be trained properly in all aspects of sexuality education. Teachers will need to have a deeper understanding of sexuality as a whole and proper information to support their views. They will also need to have access to current information about sexuality, contraception, abortions etc. Courses that include methods of counselling will help teachers to develop skills that can be utilised when working with learners. Thirdly, teachers need to be made aware of media that is available to help with the teaching of sexuality education. Technology is a growing aspect of young people's lives that can be used within classroom settings to help educators to engage the learners in discussions about sexuality. Lastly, teachers need to be made aware of all the different methods of contraception that are available as well as clinics and specialists in their areas that can be contacted to enrich the sexuality program. LO teachers will also have to be selected very carefully to ensure that they are properly trained and have an open personality that will allow the learners to trust them and discuss issues regarding sexuality. Contact with local clinics and professionals will also need to be established so that teachers can make referrals when necessary.

6.3.3. Further research

Further research into a combination of AO and CSE programs is needed. This type of program would help learners to become informed and also protect themselves from sexual diseases or unwanted pregnancies. Studies show that effective programmes can help young people to abstain or delay sexual relations, decrease the amount of unprotected sexual activity, reduce the amount of sexual partners and increase the use of protection (UNESCO,

2009a). Very little research has been done in South Africa on the impact of sexuality education. Sexuality education within South Africa requires more research so that effective programs can be developed and more attention needs to be paid to the types of teachers teaching sexuality education and training of these teachers.

Research also needs to include what different cultures and religious groups expect from sexuality programs as South Africa consists of many strong and diverse cultures and religions and each of these play an important role in the implications of a sexuality program.

The possibility of including sexuality education from a young age also needs to be researched as my participants all insisted that sexuality education needed to be brought in as young as possible. A study that would be great interest to me would be to understand what foundation phase and intermediate phase teachers teach concerning sexuality education and what their views on sexuality education are.

Finally, the content that is included within textbooks needs to be analysed so as to gain a better perspective of topics and discussions that could be used and evaluate possible information that needs to be included within these textbooks.

6.4. Concluding remarks

The aim of my study was to investigate the positions teachers took when teaching sexuality education. Once I had reviewed the literature available on LO I came to realise that not only is this a crucial subject in schools, but that it is not given enough credit as a critically valuable subject. I also realised that

sexuality makes up only a small part of LO and that it is not allocated enough time within the curriculum. Sexuality is a complex area to teach and there are many aspects of sexuality education that need to be reviewed in order for the program to work effectively. My study contributes to the body of knowledge in the way teachers positioned themselves and were positioned in the teaching of sexuality education, specifically in how they taught abstinence only, comprehensive sexuality or both.

To summarise, the purpose of this study was to determine the type of approach teachers had towards sexuality education. The teachers mainly made use of an abstinence approach but also saw the need for a more comprehensive approach. The curriculum did not provide enough guidelines to help teachers understand how they should teach sexuality education. Some of the teachers also relied solely on textbooks and the Internet for current information. The teachers who were open with their learners gained their respect more and were able to interactively engage with the learners. Much research and design is still needed in the field of sexuality education, as most parents, teachers and school administrators do not fully comprehend what the sexuality program should include and why these aspects are necessary. I hope that this study will encourage teachers and the department to take a closer look at sexuality education so that learners can be better informed about their sexuality.

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APPENDIX A

SUMMARY

According to Kirby, Laris and Rolleri (2007) sex education and HIV/ aids education programs in schools are a promising type of intervention on preventing sexually transmitted diseases, unplanned pregnancies and the spread of HIV/Aids. The South African education system has been transformed over the past 17 years. Within this new curriculum, a new subject called Life orientation was introduced (Department of Education, 2008). Within this subject teachers are expected to teach learners what sexuality is and this includes their attitudes, values and beliefs towards sexuality.

Positioning theory was used in this study to analyse the positions teachers took when teaching sexuality education. Once the literature had been reviewed regarding Life orientation I came to realise it was a critically valuable subject that was often not given enough credit. Sexuality education only makes up a small part of this subject and is not allocated enough time. This study contributes to the body of knowledge in the way teachers positioned themselves and were positioned on the teaching of sexuality education, specifically how they taught abstinence only, comprehensive sexuality or both. This was a qualitative case study done on four life orientation teachers within the Bloemfontein area. They were first observed while presenting two lessons on sexuality education and thereafter interviewed to gather data for the study. This data provided an in-depth view of how teachers positioned themselves towards sexuality education. The curriculum did not provide detail about how sexuality education should be taught. The teachers therefore made use of their religious or moral values to guide them while teaching sexuality education. Teachers positioned abstinence above comprehensive sexuality and used negative consequences to encourage learners to abstain from sexual relations.

Key terms: positioning theory, sexuality education, abstinence, comprehensive sexuality, teachers, life orientation, South African education, observations, in-depth interviews, teaching.

Opsomming

Volgens Kirby, Laris en Rolleri (2007) is seksuele onderrig en HIV/ vigs onderrig in skole 'n belowende intervensie om seksuele oordragbare siektes, onbeplanned swangerskappe en die verspreiding van HIV en Vigs te voorkom. Die Suid-Afrikaanse onderrig stelsel het baie verander in die laaste 17 jaar. 'n Nuwe vak, Lewensoriëntering, is by die nuwe kurrikulum gevoeg (Departement van Onderwys, 2008). Volgens hierdie vak, word daar van onderwysers verwag om leerders te leer wat seksualiteit is en dit sluit in hulle houdings, waardes en oortuigings teenoor seksualiteit.

Posisioneringsteorie is gebruik in die studie om die standpunte wat onderwysers inneem, wanneer hulle seksuele onderrig aanbied, te ondersoek. Nadat die literatuur van Lewensoriëntering ondersoek is, is daar tot die beslissing gekom dat dit 'n baie belangrike vak is wat dikwels nie genoeg erkenning ontvang nie. Daar is besef dat seksuele onderrig slegs 'n klein gedeelte van die vak uitmaak en dat daar gevolglik nie genoeg tyd daaraan bestee word nie. Hierdie studie dra by tot die kennis van die standpunte wat onderwysers inneem wanneer hulle seksuele onderrig aanbied en dan spesifiek hoe dat hulle onthouding, omvattende seksualiteit of altwee aanbied. Hierdie was 'n kwalitatiewe gevalle studie wat gebaseer was op vier lewensoriëntering onderwysers in die Bloemfontein area. Twee van hulle lesse oor seksuele onderrig was eers geobserveer en 'n onderhoud is toe met elke onderwyser gevoer. Hierdie inligting het gewys watter standpunt die onderwysers inneem teenoor seksuele onderrig. Die kurrikulum was nie baie duidelik hoe die onderwyser seksuele onderrig moet benader. Die onderwysers het hulle eie morelewaardes en geloofs raamwerk gebruik om seksuele onderrig aan te bied. Onderwysers het die standpunt van geheelonthouding bo omvattende seksuele onderrig gekies en hulle het gebruik gemaak van negatiewe gevolge om leerders aan te moedig om seksuele verhoudings te vermy.

Sleutelwoorde: Posisioneringsteorie , seksuele onderrig, geheelonthouding, omvattende seksuele onderrig, onderwysers, lewensoriëntering, Suid-Afrikaanse opvoedkunde, waarneemings, in diepte onderhoude, onderrig.

APPENDIX B

1A Ellenberger street

Wilgehof

Bloemfontein

9301

Dear Principal

I am currently a Masters student at the University of the Free State. I am conducting a study to determine the positions that teachers take when teaching sexuality education.

The main aims of this study are:

- To determine what policy context directs sexuality education in Life orientation in South African schools.
- To explore the positions that teachers take up when teaching sexuality education.
- To explore the content and pedagogies teachers use when teaching abstinence or comprehensive sexuality education.

With your permission I would like to conduct in depth interviews with one educator that teaches Life orientation in Grade 10. These interviews will take place after school at a time, which is convenient for the educator. Interviews will take approximately 1 hour. I would also like to analyse their lesson plans on sexuality education and observe two lessons on sexuality education.

This study will hopefully contribute to an area of study that is much needed in the South African context. Please can you let me know as soon as it is possible whether it would be possible to conduct this research at your school.

Yours sincerely

Mrs. Tamsyn Eccles

Cell: 072 1994 998

Email: zzea_tc@yahoo.com

1A Ellenberger straat

Wilgehof

Bloemfontein

9301

Liewe Hoof

Ek is tans 'n Meesters student by die Universiteit van die Vrystaat. Ek is besig met 'n studie om die verskillende standpunte te identifiseer wat onderwysers inneem wanneer hul seksuele onderrig aanbied.

Die hoofdoelwitte van die studie is:

- Om vas te stel watter beleidskonteks rig seksuele onderrig in Lewensoriëntering in Suid-Afrikaanse skole.
- Om die standpunte te ondersoek wat onderwysers inneem wanneer hulle seksuele onderrig aanbied.
- Om die inhoud en pedagogieë te ondersoek wat deur onderwysers gebruik word wanneer seksuele onderrig óf uit die hoek van geheelonthouding, óf uit dié van omvattende seksuele onderrig aangebied word.

Met u toestemming sal ek graag 'n persoonlike onderhoud met 1 onderwyser van u skool, wat Lewensoriëntering in Graad 10 aanbied, voer. Die onderhoud sal na skoolure, op 'n tyd wat die onderwyser pas, plaasvind. Die onderhoude

sal ongeveer 'n uur duur. Ek wil ook graag hul lesplanne analieseer en dan twee lesse observeer.

Ek hoop dat my studie sal bydra tot 'n onderwerp wat tans baie relevant is in Suid-Afrika. Sal u asseblief so gou as moontlik vir my laat weet of dit moontlik sal wees om die onderhoude te doen.

Vriendelike groete

Mev. Tamsyn Eccles

Sel: 072 1994 998

Epos: zzea_tc@yahoo.com

APPENDIX C

Researcher:

Mrs T.C. Eccles

1A Ellenberger street

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Bloemfontein

9301

T: +27(0)721994998

zzea_tc@yahoo.com

Supervisor:

Prof. D. Francis

Faculty of Education

Winkie Direko building

University of the

Free State

T: +27(0)51 4019281

francisd@ufs.ac.za

INFORMED CONSENT:

Dear Participant

I would like to invite you to take part in this research project:

This study is to determine what the positions of teachers are when teaching sexuality education. I would like you to participate in this research because you currently teach Life orientation to Grade 10 learners.

The reason for this study is to determine the different approaches used when teaching sexuality education. I am sure you will benefit from this study as it will provide valuable information to help develop policy directing sexuality education, help determine what is being taught within sexuality education and possible methods for teaching sexuality education.

While I greatly appreciate your participation in this important study and the valuable contribution you can make, your participation is entirely voluntary and you are under no obligation to take part in this study. If you do choose to take part, and an issue arises which makes you uncomfortable, you may at any time stop your participation with no further repercussions.

If you experience any discomfort or unhappiness with the way the research is being conducted, please feel free to contact me directly to discuss it, and also note that you are free to contact my study supervisor (indicated above).

Should any difficult personal issues arise during the course of this research, I will endeavour to see that a qualified expert is contacted and able to assist you.

Yours sincerely,

Tamsyn Eccles

Cell: 0721994998

- I hereby give free and informed consent to participate in the abovementioned research study.
- I understand what the study is about, why I am participating and what the risks and benefits are.
- I give the researcher permission to make use of the data gathered from my participation, subject to the stipulations he/she has indicated in the above letter.

Signature: _____ Date: _____

APPENDIX D

Base questions used during interviews

1. How old are you?
2. How long have you been teaching?
3. What subjects do you teach?
4. How long have you taught Life orientation?
5. Did you specialise in Life orientation?
6. What training have you had to teach Life orientation?
7. What are your views on teaching sexuality education?
8. What approach do you use to teach sexuality education?
9. Do you make use of any resource materials?
10. Where do you get your information on sexuality education?

Basiese vrae wat in die onderhoude gebruik is.

1. Hoe oud is jy?
2. Hoe lank gee jy al skool?
3. Watter vakke bied jy aan?
4. Hoe lank bied jy al Lewensorietering aan?
5. Het jy gespesialiseer in Lewensorietering?
6. Watter opleiding het jy al gehad in Lewensorietering?
7. Wat is jou opinie rondom seksuele onderrig?
8. Watter benadering gebruik jy om seksuele onderrig te gee?
9. Maak jy gebruik van enige inligtingsstukke?
10. Waar kry jy jou inligting oor seksuele onderrig?

APPENDIX E

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17 October 2012

ETHICAL CLEARANCE APPLICATION:

TEACHER POSITIONING ON THE TEACHING OF SEXUALITY EDUCATION IN LIFE ORIENTATION

Dear Ms T Eccles

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.

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

UFS-EDU-2012-0056

This ethical clearance number is valid for research conducted for one year from issuance. 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. At the conclusion of your research project, please submit a project report stating how the research progressed and confirming any changes to methodology or practice that arose during the project itself. This report should be under 500 words long and should contain only a brief summary focusing primarily on ethical considerations, issues that may have arisen and steps taken to deal with them during the course of the research.

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

APPENDIX F

Observation

Mrs Britz

30/07/2013

Books used: Focus – Life orientation

Boys and girls school

Posters:

- Period pain
- Abuse

Observation 1

The learners watch a video on fertilisation – biological video about fertilisation

- Factual video
- About the miracle of life

Learners are not shocked by the video

Group discussions – When are you ready to have sex?

The groups gave the following answers:

- When you are ready to be a parent
- When you have enough money to support a family
- When you are married – because the Bible says so
- When you are comfortable with it.

Mrs Britz: When are you ready to have sex. Decide one reason per group.

Learner 1: Adulthood, when you are ready to be a parent.

Learner 2: When you have enough money to start a family.

Mrs Britz: So financial stability.

Learner 3: When you are married.

Learner 4: When you are comfortable with it.

Mrs Britz: When is a person comfortable with it?

The teacher tells the learners that they can look in the Bible and it doesn't say that you can't have sex before you get married. She uses a couple of references from the Bible to support her statement.

Sex is not just a physical action, but it is also a spiritual connection

Sex is a natural thing

- Everyone has sexual needs
- Biologically men have sperm which builds up so it is a release for them
- Love and sex is not the same thing
- Women have an emotional connection after having sex
- You have to be able to trust your partner as they may have had sex with others as well

Emotional Consequences

- You may feel that you have left your values behind
- Boyfriend or girlfriend could leave you after having sex

Avoid certain situations to protect yourself

- Being alone with anyone
- Alcohol

You must be able to live with your decisions

You may not stay with that person forever

Can you really love someone as a teenager?

There are different types of love

What have you learnt, what are your experiences?

- Learners share their personal experiences

Discussion about facts and myths

Boys make jokes

Discussion about condoms

APPENDIX G

Interview

Mrs Mabuya

21/10/2013

Interviewer: *How long have you been teaching/*

Mrs Mabuya: *Uuu... 14 years, 15 actually*

Interviewer: *Have you always been teaching here or ...*

Mrs Mabuya: *My first year in 1999 I taught in Tsetsebetso High school for a couple of months then I got a permanent post at Castle Bridge for 2 years that was 2000 and 2001 and then beginning of 2002 I started here till now, so I have been here the longest so about 13 years, this month 13 years.*

Interviewer: *What did you study before you started teaching?*

Mrs Mabuya: *I studied Baed, Bachelor of arts and education majored in psychology and education.*

Interviewer: *When did you start teaching Life orientation?*

Mrs Mabuya: *Life orientation I started teaching it here.*

Interviewer: *So have you taught Life orientation since you have been here?*

Mrs Mabuya: *I have taught it since I have been here and I also taught Social sciences, yeah and Sesotho, but now I'm just teaching Sesotho and Life orientation.*

Interviewer: *For which grades do you give Life orientation?*

Mrs Mabuya: *From Grade 9 to 12*

Interviewer: *Sjoe*

Mrs Mabuya: *I'm also the HOD for Life orientation*

Interviewer: *That's fantastic, did you specialise specifically in Life orientation?*

Mrs Mabuya: *For you to be a Life orientation teacher you need to have studied...you need to have majored in psychology so I majored in psychology and then the teaching that you do after majoring in psychology and then you did guidance which is now Life orientation.*

Interviewer: *With the Life orientation do you get a lot of courses from the department that you have to attend?*

Mrs Mabuya: *No, not at all it's just the normal workshops that we attend like any other subject.*

Interviewer: *And do you find the workshops helpful?*

Mrs Mabuya: *Well they are helpful, I particularly train the other teachers. I give the workshops. I am one of the provincial trainers, I give the workshops in the province for Life orientation in the province...they are quite helpful because most of the teachers in Life orientation in other schools if they are short of subjects to give to teachers they give the teachers Life orientation because of the physical education, it's not an exam subject. Their last exam is in September, but it's changing now next year as of next year they are going to write end of year exams like any other subject, but up till now they only go up until September exam so in other words it's 100% internally assessed up till now, but as of next year it will be 20% ...30% externally assessed with the exam the exam will count 80% and then next year and eventually in 2016 it will be 50/50 so due to that fact that up till now it has been 100% internally assessed the fact that some principals allocate it to ... especially the problematic teachers they just sort of you know... ja that creates a problem as those teachers are clueless on the subject and when you started that you get new teachers every year...(phone rings) sorry you find that ja you have to keep on training them especially for CAPS as I am the provincial trainer for CAPS. I have been training teachers since 2011 for Grade 10 and implementation in Grade 10 and 11 and this year we train Grade 12 teachers in Life orientation for next year so ja they are quite helpful because Life orientation is a very important subject in the curriculum, which is what we are trying to spread out there especially to the principals and this is our target for next year to target the principals to show them the relevance and the importance, cause if you listen to the news as well not so many people are clued up on the content of Life orientation and they think it's only physical education cause the kids are always out playing due to the physical education part which is also important cause your mind needs to be refreshed before you can absorb anything you know and umm things like umm if basically a principal, a school that doesn't have a strong Life orientation teacher will battle to produce good results you know because it's in Life orientation where learners get taught about their study skills, you know they talk about important*

goal setting, mission statements, self-esteem, self-confidence, time management, subject choice those kind of things its, its very, very important and if you don't have the right teacher that is actually trained teaching the subject that's like killing the school and degrading the school results so it's a very critical subject. A wise principal has a strong Life orientation team and the school results will show that Life orientation is alive at that school and I'm very passionate about Life orientation, unfortunately not so many people, so many teachers for some teachers I train them at these workshops they always say some of their colleagues tease them you know things like because they teach Life orientation they think it's not important and that it's a useless subject things like when they have like institutions of higher learning coming to talk to the learners then they would say you need so many levels for that subject Maths and Science and what. Life orientation even if you get 100 or 80 they will only give you one point and those are some of the demotivating points...(learner comes in and disturbs her) so ja...

Interviewer: I agree with you it's a very important subject. What are your views on teaching the sexuality education specifically to the learners?

Mrs Mabuya: Umm it's important in the sense that if we don't teach them, if we didn't talk to them about the subject of sexuality and all, they start to talking amongst themselves and they get wrong you know conceptions, misconceptions and they start trying out and that's where they fall pregnant and they catch the STDs and all that so I think it's fine that's important to open up and also to encourage their parents to talk to their children about sexuality and sexuality education so they at least have the correct answers. I know some of, some of the parents struggle to find a way of talking to their children about that, but it's actually very, very important otherwise they start experimenting and getting wrong information from their friends, but if they get it from the adult who knows what's the right thing then it's quite helpful.

Interviewer: And your parents what are their views? Have you had a lot of conflict with the parents about the sexuality education?

Mrs Mabuya: No, not at all.

Interviewer: You don't get any questions from them?

Mrs Mabuya: Emm, emm no.

Interviewer: *That's interesting and what is your main approach towards sexuality education? Do you use more of a comprehensive approach where you teach all about contraception or more of an abstinence view?*

Mrs Mabuya: *More abstinence view although this year I had a group of students from the varsity, university students who were, had to do a project in schools where they teach them about contraceptives. I had them one group here but I spoke to them earlier on and their main focus and emphasis there was still on abstinence, but it was good for the girls you know how contraceptives work and their beliefs about contraceptives, especially the other important information on the morning after pill and that you can only use it once in your life, like circle yes otherwise if you don't you can go to the chemist and they want to have your details and address and you sign something and what not because it may cause you to be sterile if you use it like twice or three times in a lifecycle, I think it's the recent research that was done so it was quite interesting for the girls to know that as well...so ja for me it's more about abstinence more than anything, but they do need to be aware of contraceptives otherwise they don't know again they'll go talk amongst themselves about it and try it out.*

Interviewer: *Misinformation...*

Mrs Mabuya: *Ja*

Interviewer: *And tell me do you think religion plays a big part in your teaching ...*

Mrs Mabuya: *(phone rings) somebody wants to come talk to the girls*

Interviewer: *Ok tell me do you think religion plays a big part in the way you teach sexuality education or not?*

Mrs Mabuya: *Yes, being a Christian school of course yes they've got to know what the Bible says and what the Bible expects of them and that sex before marriage is a sin and they have to wait for the right time. It's teaching them the concept of it being fun at the right time, which is in marriage it's not a sin, we teach them that sex is not a sin, but it is a sin to have sex before marriage so ja religion definitely does play a role in how we teach it, ja as a Christian school.*

Interviewer: *And umm you said now that the university students came to talk to the girls. Do you regularly get people in to come and talk to the girls?*

Mrs Mabuya: *ja, but not about sexuality like this person I spoke to now they come like different careers like just to open their minds. Make them aware of, make them aware what other things are out there, give them wide options to choose from.*

Interviewer: *And tell me I saw that when I was in your class you used a video as well, do you make a lot of use of video material?*

Mrs Mabuya: *Mmm, I do, cause the learners it's sort of like stimulating for the learners otherwise it gets boring, if for me it's more about maximum participation, because if you teaching without a visual aid learners like something that's attractive to stimulate them to participate otherwise you standing there you talking the whole time, you might get few that's listening to you and the others might be sitting looking at you like they thinking about their own things. They not paying attention to what you saying and that way you don't get maximum participation.*

Interviewer: *And tell me where do you get your resources?*

Mrs Mabuya: *I, we buy mostly from the internet. I always google and search and then I work through our finance lady, our financial manager and give her the details and she orders the uuh digital movie and it's delivered to school. I sometimes get adverts of the email, sometimes I get post, posted adverts and then we get it and check it, if it goes with the content we are teaching and then I place an order cause we do have like a budget for the subject, ja.*

Interviewer: *Do you mostly only use one book to teach the Life orientation?*

Mrs Mabuya: *Not at all. I use the textbook, I use videos like I'm explaining, I encourage learners to watch the news. Current awareness is extremely important cause when you set questions especially in Matric they will ask a lot of current awareness cause it goes to the content, like for example we talk about woman rights which is also one of the topics in that context there's lots and lots of infringement of women's rights, human rights that we see in the news, on TV, documentaries so we, I encourage the learners to watch a lot of documentaries like for example "Speak out" umm "Special Assignment" and the news. That one I can never overemphasise the news they know they have to keep abreast of what is going on around them because time and again it fits in with the content that we deal with in class so I use that as my resource. I use the newspapers, the magazines, textbook the one that the prescribed*

one that we use at school and I also have my other ones the other books I use as my resource.

Interviewer: Do you think the curriculum, the way they put out the outcomes and assessment standards that you are suppose to do, do you think it is enough of a guideline to help you if you were another teacher at another school that you would be able to teach Life orientation?

Mrs Mabuya: Definitely with CAPS, we don't remember with CAPS we dealt away with the learning outcomes and assessment standards, as it was quite confusing, that was the main aim of CAPS to give, to make it easier and avoid confusion for the teachers so definitely if you use a CAPS textbook it only deals with topics and subtopics and it's straight to the point, you know exactly what needs to be taught in each term. Term 1 you know these are the topics that you have to deal with and this is the assessment, there, there is also an annual assessment plan, you know this is the project that needs to be done and then the physical education what is the exact component of the physical education that you need to take up in each term so definitely CAPS is very user friendly for any teacher to use.

Interviewer: And tell me according to the sexuality education does it give you enough details on what topics you should talk about, what topics you shouldn't talk about?

Mrs Mabuya: Definitely cause the annual teaching plan, CAPS textbooks are designed to talk to the annual teaching plan so the annual teaching plan will say exactly what needs to be handled and the textbook will talk to the annual teaching plan so that it will correlate with, cause at the screening process they put, it was screened according to the correlation with the CAPS and the annual teaching plan to avoid confusion... Yes.

Interviewer: Do you find the information in the new CAPS book is more umm true facts than a lot of myths and things.

Mrs Mabuya: Ja cause it's current as well, remember all these CAPS textbooks that are approved by the department, they need to go through the screening process and one of the requirements in the screening process was that the information must be relevant and must be recent they mustn't be like cartoons that's talking about Naledi Pandor as the minister of education when

she is no longer the minister of education so it's current information that's been used.

Interviewer: I see your learners are very open with you. How do you get them to be so open with you about especially sexuality, it's a very sensitive topic. So how do you get them to communicate with you.

Mrs Mabuya: Ja look for that specific Grade that you saw Grade 10, I have been teaching, like I said I have been here 13 years so I have been teaching them since Grade 5 some of them and they have always been like that. The Life orientation teacher is more like a counsellor you need to be very approachable person. Learners need to be very comfortable and safe with you and they need to trust you as well. They know that whatever they discuss with me it's confidential and that I'm not going to go to the staff room and tell other teachers about what they said which is why they are so, they know that I, I have that relationship, I built that relationship of trust with them to a point where whenever they have problems, like personal problems, some would be triggered by the topics that we discussed so they often come and make an appointment with me and they can come open up and talk to me and see how I could advise and if there is a need I contact Child Welfare and make an appointment, for them those that need so it's more of I'm creating that environment, you've got to, your character as a Life orientation teacher, you've got to be someone who's approachable and someone who's learners can trust and be open to. So I think throughout the years, even the new ones, perhaps they take it from the ones who have been here longer to just like open up, because the other thing is I'm also not shy to talk about it, those kind of things. I am open, I say it as it is, while guiding them you know and that way you also feel more open.

Interviewer: I was quite surprised to see how open they were with you.

Mrs Mabuya: Ja you know all my classes are especially the higher ones who have been here longer, it's only the Grade 7 and 8s who are still shy, cause they are still new and they still not sure, but when you go higher up 10, 11 and 12 I have them open.

Interviewer: and tell me at which age do you think sexuality education should actually start?

Mrs Mabuya: Yoooh at a very early age, I can tell you my son who's 8 years old is already talking about having, making babies and this type of things...(laughs) so ja at a very early age I must say around as early as Grade 1 cause they do ask a lot of questions, you will be surprised at the questions that come out there, they already want to know how to make babies and being a parent myself I am talking from experience, but I think if I didn't have a child then I would say maybe in High School you know but I think at a very early age, from 7 years high up, they must grow-up knowing how you know and stop asking around and also experimenting cause you'll be shocked. I've heard of cases in the rural areas where the Grade 2s raped Grade 1s and those kind of things and you call it rape but it's all about experimenting. They hear about these things and they talk about it amongst themselves and they want to experiment whereas if they were taught and were open they wouldn't even bother experimenting.

APPENDIX H

Research Schedule

27 July 2013	Mrs Mabuya Observation 1
30 July 2013	Mrs Britz Observation 1
31 July 2013	Mrs Britz Observation 2
1 August 2013	Mrs Mabuya Observation 2
2 August 2013	Ms Neethling Observation 1
2 August 2013	Ms Neethling Observation 2
27 August 2013	Mrs Strydom Observation 1
27 August 2013	Mrs Strydom Observation 2
11 September 2013	Mrs Strydom In-depth Interview
9 October 2013	Mrs Britz In-depth Interview
21 October 2013	Mrs Mabuya In- depth Interview
2 December 2013	Ms Neethling In-depth Interview