UNIVERSITY OF ZULULAND

THE SCHOOL-BASED TEACHING OF SEXUALITY EDUCATION IN PUBLIC RURAL HIGH SCHOOLS IN THE CAPRICORN NORTH DISTRICT, LIMPOPO PROVINCE

BY

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KWADLANGEZWA

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2022

DECLARATION

I, Ramahlape Patrick Mamabolo, declare that this thesis entitled “The school-based teaching of Sexuality Education in public rural high schools in the Capricorn North District, Limpopo Province”, hereby submitted to the University of Zululand for the Doctoral degree in Education with specialisation in Educational Psychology, has not previously been submitted by me for a degree at this or any other university; that it is my own work in design and in execution, and that all material contained herein has been duly acknowledged.

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SIGNATURE DATE

DEDICATION

This dissertation is dedicated to my beloved wife Frieda and in-laws, my daughters for their prayers, love, support, patience and encouragement. I thank God for helping me turn all my hindrances and catastrophes into a stepping stone. I thank you for shining through ordinary people like me.

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ABSTRACT

The aim of the study was to investigate the status and adequate teaching of Sexuality Education in impoverished public rural high school. The growing number of teenage pregnancies among young people in schools is increasingly becoming a disconcerting issue locally and globally. This qualitative study sought to investigate the teaching of Sexuality Education from ten public schools in Ga-Matlala rural community (Limpopo Province). The interpretive paradigm was followed to investigate how teachers at the sampled public schools teach Sexuality Education. Within the interpretive paradigm, qualitative approach was followed to gain an in-depth understanding on how the participants derive meaning from their environments, and how their meaning influences their interactions, situations and perceptions. Data collection was done using interviews, classroom observations and document analysis.

Purposive sampling was used to select 29 participants who were teaching Life Orientation (Sexuality Education). Three main theories guided the study: Cognitive theory, Behavioral theory and cultural schema theory. Thematic analysis method was used to analyse the data. The 29 teachers provided information on how they classify areas that needed development. The study highlighted how best the teachers can implement Comprehensive Sexuality Education to reduce unplanned teenage pregnancy and sexually transmitted diseases. The findings suggest that Sexuality Education is a taboo subject and the teaching around it is concealed in the use of well-mannered language, euphemisms, and kind gestures. The findings revealed that schools have the restrictions of implementing Sexuality Education. Textbooks analysis reveals inadequate information about pregnancy, sexually transmitted diseases/infections, sexual and reproductive health. Furthermore, inadequate use or lack of use of instructional materials in the teaching environment diminishes the objective of teaching. The study recommended that workshops must be organised to assist teachers to become comfortable with mediating very sensitive topics with learners.

LIST OF ABBREVIATIONS AND ACRONYMS

ABC	Abstinence, be faithful, and use Condoms
AIDS	Acquired Immune Deficiency Syndrome
CLT	Communicative Language Teaching
CSE	Comprehensive Sexuality Education
CTML	Cognitive Theory of Multimedia Learning
DoE	Department of Education
HIV	Human Immune Virus
HWSETA	Health and Welfare Sector Education and Training Authority
LGBT	Lesbian, gay, bisexual and transgender
LTSM	Learning and Teaching Support Material
LO	Life Orientation
STD	Sexually Transmitted Disease
STI	Sexually Transmitted Infection
WHO	World Health Organization

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CHAPTER 1
BACKGROUND AND MOTIVATION FOR STUDY

1.1 INTRODUCTION

Life Orientation was designed to provide learners with comprehensive information about the sexualities, infections, health, life, careers, basic rights, morals and environment. It is sometimes perceived as irrelevant to learners' real interests and concerns (Mthatyana & Vincent, 2015). Young people have also lamented the irrelevance of the content of school-based Sexuality Education curricula (Allen, 2008). Young people are disproportionately affected by human immunodeficiency virus, with approximately 16% of young women and 5% of young men between the ages of 15 and 24 already infected (Pettifor, Rees, Kleinschmidt, Steffenson, MacPhail, Hlongwa-Madikizela, Vermaak, & Padian, 2005; Shisana, Rehle, Simbayi, Zuma, Jooste, Pillay-Van Wyk, Mbelle, Van Zyl, Parker, Zungu, Pezi & SABSSM, 2009). Untreated STIs can have negative long-term health consequences, particularly for women, such as infertility, pelvic inflammatory disease, chronic pelvic pain, and ectopic pregnancies (CDC, 2011; Hickey & Cleland, 2013).South Africa has high number of young women who are at high risk of falling pregnant (Shuvai & Sooryamoorthy, 2022). Pregnancy rate increased due to a number of factors which include lack of knowledge about sexuality because half of South African children do not reside with either parent at a given time (Bengesai & Nzimande, 2020). Studies have also shown that women in diverse contexts rely on friends and community members for information about abortion (Banerjee et al., 2012; Grossman et al., 2010 & Rossier, 2007). In light of national requirements to combat the spread of HIV/AIDS, gender-based violence and undesirable early pregnancies, research on sexual practices among young people in South Africans has blasted (Shefer & Macleod, 2015).

These however inspired the researcher to become increasingly interested in studying the above factors that may be playing a role in these negative health outcomes. One viable factor may be the inadequate teaching of Sexuality Education lessons in public high schools. There are many different types of Sexuality Education programs that are offered at different levels of schooling, some of which may be more effective

in teaching school learners about sexual health knowledge than others.
Programs that have relied on teachers to implement Sexuality Education generally find inadequate support from teachers at both the school and classroom levels (Ahmed et al., 2006; Mathews et al., 2006; Mukoma et al., 2009; Plummer et al., 2007). Often, this is not due to willful disregard of the importance of the topic, but rather to discomfort with teaching about sexuality or because teachers' time is dedicated to administrative work, disciplining and controlling learners, and filling in for absent teachers (Ahmed et al., 2006; Mukoma et al., 2009).

Teachers have varying degrees of interest in Sexuality Education. Some teachers are well prepared than others to support learning about Sexuality Education and even the most committed may be hindered in their work by few resources such as the equipment to play video or audio cassettes, or the electricity to power the technology (Warwick & Aggleton, 2004). Young people require adequate information and guidance with respect to their sexuality. We have hope that Sexuality Education brings about behavioral change among young people and even to reduce sexual transmitted infections. There are numerous Life Orientation teachers who failed to receive adequate training of the subject (Department of Education of South Africa, 2002). LO is taught by teachers who are mostly drawn from other learning areas (Rooth, 2005).

Additionally, a study by Wilmot and Naidoo (2014) revealed that the quantitative analysis of Life Orientation textbooks discloses a relatively few sections of contents about sexual matters and the consideration of heterosexualism primarily by prohibiting other types of genders. Another study which was conducted in Northern California revealed that teachers are under-trained in dealing with the various sexuality-related issues that erupt in schools. As a result of feeling unqualified to teach on or discuss sexuality, they default to pushing it out of the classroom and school (Boas, 2013).

Despite numerous studies on this subject, still there seems to be a lack of information on how Sexuality Education, is taught in public rural high schools located in impoverished communities in the Limpopo Province. This study, therefore intends to use Life Orientation as a teaching subject to enhance Sexuality Education in

public rural high schools.

1.2 PRELIMINARY LITERATURE REVIEW

1.2.1 Sexual abstinence education and its usefulness

Sexual abstinence refers to abstention from sexual intercourse. It is the practice of refraining from sexual activity by self-volition. The knowledge presented in curricula that only emphasize abstinence raises some issues. Often, abstinence-only curricula rely on messages of fear and shame (Fields, 2008). A program that promotes abstinence is in direct conflict with the objective of Comprehensive sexuality education.

There are several suggestions and questions in society as to what should be taught in a curriculum in regards to Sexual Education. Prior research evidence indicates that abstinence-only education is less effective at preventing pregnancy and sexually transmitted infections (STIs) than comprehensive sex education (Hoefer & Hoefer, 2017). Lyon (2005) reported that abstinence-only programs showed an unintended consequence of unprotected sex at first intercourse and during later sexual activity. She also indicated that abstinence-only programs increased the risk of these adolescents for pregnancy and sexually transmitted illnesses, including HIV/AIDS. Unfortunately, this method of Sexuality Education can lead to higher likelihood of unintended pregnancy and STI transmission. Teaching abstinence is a part of preventing pregnancy, 'just saying no' may not be effective with sexually active teens" (Van Dorn, 2000). Teaching of abstinence will therefore not be effective and adequate to equip learners with sexual health knowledge.

It is difficult for everybody to know the ends of abstinence and also to know the beginning of sexual intercourse among the young people. There is a lack of consensus on the success of abstinence-promoting programs in reducing risky sexual behaviors among young people, with some promoting it (Jemmott, Jemmott & Fong, 2010). Others conclude that abstinence-promoting programs are not effective in reducing the risk of HIV and that they are actually disadvantageous because they often undermine more Sexuality Education by withholding some information on

sexual health (Santelli, Ott, Lyon, Rogers, Summers & Schleifer, 2006). Access to sexual health information is recognised as a basic human right and essential to realizing the human right to the highest attainable standard of health. If we deny the learners to access information about Sexuality Education, then we violate their rights. Governments have an obligation to provide accurate information to their citizens and eschew the provision of misinformation (Santelli, Ott, Lyon, Rogers, Summers & Schleifer, 2006). Comprehensive Sexuality information can reduce high rate of teenage pregnancy, child abuse and sexually transmitted infections.

A study which was conducted around the Province of Free State with 25 teachers who teaches Life Orientation indicated that teachers may try to resolve features of abstinence and safe sex education into a crossed standpoint. Abstinence is only promoted as a suitable optimal for the youth considering the cost of some of the larger matters of complete sexuality such as affairs and safety of sexuality (Francis & DePalma, 2014).

Another study which was conducted around the North West Province revealed that peer pressure, myths and incorrect sex belief, the influences of drugs and alcohol, and television are all impediments to sexual abstinence. Furthermore, depending on how it is provided, Sexuality Education in schools has been considered as both an enabler and a hindrance to sexual abstinence (Mokwena & Morabe, 2016). However, what appears to be lacking in abstinence-only programs but is best realised in Sexuality Education. The present study seeks to investigate adequate teaching and learning of Sexuality Education in public rural high schools.

1.2.2 School-based Sexuality Education

Professor Kader Asmal (previous South African Minister of Education) suggested that the earlier the school begins to teach learners about sexuality, the better because they can be easily misled by their peers if proper guidance regarding their sexuality is not given (Maxwell, Radzilani-Makatu, & Takalani, 2016). According to Mokwena and Morabe (2016) Sexuality Education denotes to the portion of the school curriculum in Life Orientation, and is imparted at school, typically in the period of Life Orientation. School-based Sexuality Education programs can also be an

effective and cost saving method for reducing teen pregnancy and sexually transmitted infections (STI) (Center for Disease Control and Prevention, 2011). School-based sexual health education has the potential to provide an inclusive and comprehensive approach to promoting sexual health among young people (Sani, Abraham, Denford, & Ball, 2016). Sexuality Education is not only a necessary component of public-school curriculum, but it is also an important opportunity for learners to learn about their own development as emerging adults. The health of the nation will be at stake if the learners in schools are not taught Sexuality Education. Due to patterns of family disturbance and absenteeism of parents, as well as cultural barriers and conservative attitudes toward speaking about sensitive topics, the role of LO in supporting HIV and AIDS and Sexuality Education in schools is particularly significant in the South African environment (Namisi et al., 2009).

Confidence in teaching Sexuality Education was significantly associated with the number of years teaching HIV/AIDS and sexuality, formal training in these subjects, experience in discussing the topics with others, school policy and priority given to teaching HIV/AIDS and sexuality at school (Helleve, Flisher, Onya, Kaaya, Mukoma, Swai & Klepp, 2009). In order to attain confidence, however, one's behavior and thought must be oriented toward sexuality. The textbooks of the Sexuality Education programs must be studied to determine the specifics of what the learners are learning rather than simply focusing on the type of Sexuality Education program. Teacher's attitudes towards adolescent sexual health education are likely to influence the transfer of sexual reproductive knowledge (Ahmed et al., 2006; DePalma et al., 2014). For any Sexuality Education to be successful, especially in Africa, the culture of the immediate recipients must be put into consideration when selecting content and methodology (Donkor & Lariba, 2017).

Schools should teach effective Sexuality Education program because adolescent is a critical juncture in health where initiation of sex occur. It's an important moment to influence the development of a healthy sexual future. Schools should support learners to obtain knowledge, skills and behavior that will promote healthy sexual development. Supporting research demonstrates that via the efforts of the teacher, adolescents are more likely to change their views and behaviours. Teachers can modify their teaching strategies to encourage their pupils to actively engage with the

learning content when they are able to spot and recognize a lack of engagement in their students (Goldberg, Schwerter, Seidel, Müller & Stürmer, 2021).

Learners should also have knowledge about sexually transmitted infections, HIV/AIDS and contraceptives. Knowledge regarding sexually transmitted infections, HIV/AIDS and contraceptives is an area that has garnered much attention in South Africa, as well as globally, with regard to the HIV/AIDS epidemic. Young adults are reportedly at a higher risk of acquiring sexually transmitted infections and HIV infection than the general public due to their higher levels of sexual experimentation and unsafe sexual practices (Hoque & Ghuman, 2012). The lack of comprehensive Sexual Education in schools for learners is a social justice issue. Kwazulu-Natal youth are at an increased risk of being infected with HIV/AIDS, interventions from South African government will be needed to reduce the risk behaviour (Taylor, Dlamini, Kagoro, Jinabhai & de Vries, 2003). A study which was conducted by Hoque and Ghuman in 2012 reported that the knowledge regarding STIs was unsatisfactory, indicating the need to modify social and educational activities, to improve the understanding of the consequences of STIs and HIV and minimizing the associated risks (Hoque & Ghuman, 2012). Another study which was conducted by Visser among school-going young people indicated that lifetime sex was reported by 49.4% of boys and 30.5% of girls in Grades 8-12, while 56% of the sexually active young people reported consistent condom use. Accurate knowledge about HIV transmission was low (37.8%) (Visser, 2017). The findings of the study which was conducted by Keogh, Leong, Motta, Sidze, Monzón and Amo-Adjei in 2021 offer useful lessons to improve school-level implementation in Ghana, Kenya, Peru, Guatemala and other countries facing similar challenges by Increasing teacher training and allocating comprehensive CSE resources responsive to adolescents' necessities which remain main concern in all countries (Keogh, Leong, Motta, Sidze, Monzón & Amo-Adjei, 2021).

Kern High School District which is located in Kern County, California at the southern end of the San Joaquin Valley was once a national model for STD education. It maintained a robust Sexual Education program that was praised locally, regarded as a national model and pointed to by public health officials as the reason HIV and AIDS rates were plummeting among teens. After the program's first year, HIV and

AIDS diagnoses decreased by nearly half in 1993. (Pierce, 2016). The programs and strategies discussed here could be models for the Department of Education officials interested in empowering teachers in their schools. Learners in our schools can be supplied with the resources and assistance they need to get through any obstacles in their educational journey. In addition, the program will increase teachers' communication skills as well as their comfort and confidence levels when teaching their learners about sex. Teachers who are experiencing anxiety coupled with doubt about answering sex-related questions will also be relieved (Kees Martin & Christopher, 1987).

1.2.3 Theoretical framework

According to Ferreira (2012:34) theoretical framework “offers an overview of perspectives and research findings in relation to the proposed topic”. The researcher can use different theoretical perspectives when he conducts a study. The researcher used three theories to guide the study namely: Cognitive theory, Behavioral theory and cultural schema theory. Nothing of these concepts can completely clarify features of sexual matters entirely, but they do offer some awareness on methods of delivering these matters. With the acknowledgement that Sexuality Education is thoroughly connected with the mind, behaviour and culture it is therefore important to investigate mental process, behavioural approach to teaching and cultural schemas when considering issues connected to the teaching of Sexuality Education.

a. Cognitive theory

Cognitive refers to mental processes such as memory, judgement, and reasoning (Inoue, 2000). The cognitive approach to learning denotes those learners actively notice information, gain insight into education. It is a psychological approach that tries to explain human behaviour by understanding thought procedures. Cognitive theory views learning as an acquisition of knowledge and cognitive structures due to information processing, focusing on the brain processing such as the memory and expectation (Inoue, 2000). It discourages unproductivity practice of cramming material. It has its background in the discipline of psychology, with its early basis being laid by behavioural and social psychologists. Broadly, the theory holds that

people's perceptions, their feelings, thinking and their actions result to a significant extent from processes, which go beyond the simple input provided by the senses (since pre-existing mental models, for instance, are a way of ‘ordering’ the world and are therefore projected onto the world as it is perceived through the senses). Many useful books have been written from the cognitive viewpoint guiding several ways to change thinking of ourselves and the creation. If we can manage to change our thoughts then we can change our moods, decrease our worry, or improve our interactions. Through cognitive theory, Comprehensive sexuality education (CSE) strives to give learners the knowledge, attitudes, skills, and values necessary to make wise decisions. Learners are determined to understanding the acquired knowledge of CSE.

Every person has a unique limit to his/her cognitive power and he comes with a distinctive set of developmental needs and requests to meet those needs within a given period. As people grow and mature over their lifetime, their cognitive abilities move, step-by-step, from less complex cognitive processes to more complex cognitive processes within specific orders of information complexity, before moving through the same sequence of steps at the next higher level of information complexity (Jaques & Clement, 1991).

The cognitive theory of multimedia learning is based on a model that encompasses choosing significant words for processing in verbal memory, choosing significant pictures for processing in visual memory, organizing carefully chosen words in the verbal thinking model, organizing thought images in the visual thinking model, and mixing verbal and thought presentations with previous knowledge (Stanković, Maksimović, & Osmanović, 2018). The audio-visual learning model is the groundwork of the cognitive theory of multimedia learning (Figure 1.1).

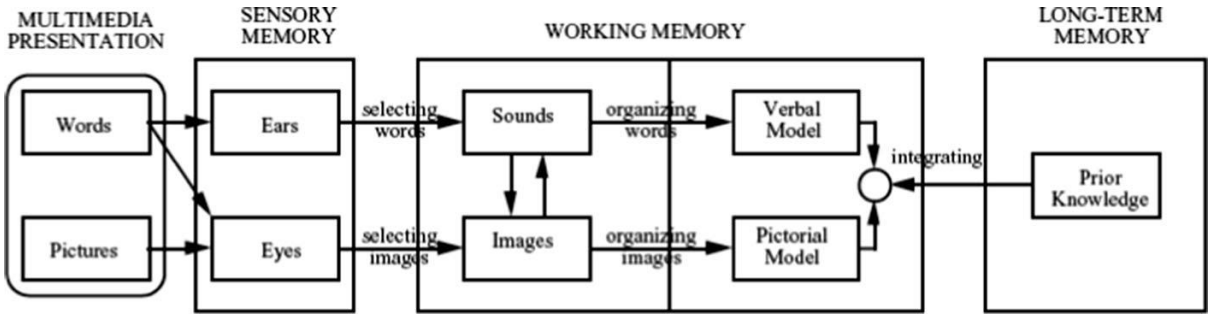


Figure 1.1 The cognitive theory of multimedia learning. The figure is taken from Mayer (2009: 61).

The arrows that show choices of words, image, grouping of word and image and their combination represent the cognitive process of multimedia learning. Sound and iconic images from sensory memory are converted into sounds and images in working memory by multimedia presentation of words and images, producing a verbal and visual model in working memory and integrating them with prior learned knowledge from long-term memory. (Stanković, Maksimović, & Osmanović, 2018). The Cognitive Theory of Multimedia Learning (CTML; Mayer, 2009) is grounded in empirical findings and theoretical principles regarding cognitive architecture and cognitive processes. CTML uses the expectations of CLT and the fundamental principle of both theories is that individuals have limited working memory resources. As results, only a limited amount of information can be processed at a given moment (Baddeley, 2012). For this reason, instructional designers should consider this limitation, while they are designing and using instructional materials (Mayer, 2009). According to CTML, people learn much faster from instructional materials that combine words and pictures rather than words alone.

- **Weaknesses of the cognitive theory**

The cognitive theory has some weaknesses despite possessing some of the aforementioned advantages. Contrary to behaviorist theories, which primarily focus on observable phenomena, the cognitive approach also examines aspects that cannot be seen (Khalid, 2015). The information that is processed in the mind cannot be seen. It will therefore be difficult to implement this theory in Sexuality Education because we will not be able to detect the cognition or thinking process among the learners. This theory is weak due to the abstract nature of thoughts and the challenges in identifying them.

b. Behaviourism theory

In the behavioural approach to teaching, specific behaviours of learners are observed, measured, and analysed in order to deliver about more suitable

behavioural responses. This learning theory is most suitable when a transformation in behaviour is the longing outcome of an educational intervention (Rostami & Khadjooi, 2010). According to behaviorists, learning is nothing more than picking up new behaviors (Clark, 2018). Behaviorism is based upon observable behaviors, so it is easier to quantify and collect data and information when conducting research (Rostami & Khadjooi, 2010). These methods are frequently highly effective in modifying harmful or maladaptive habits in both children and adults. Behaviourists declare that the behaviours that is worthy to be learned are the one that can be directly observed like movements, unlike the opinions or feelings, which are the genuine entity of study. In teaching, this scheme of rewards and punishments can be used effectively in the classrooms by rewarding favourite conduct and punishing unfitting ones. Behaviourism is often applied by teachers who are using reward systems to motivate and or punish learners for anti-social behaviours. Learning is based on response to stimuli in the environmental. According to Parkay and Hass (2000) prior conditioning and psychological initiatives prevail at the moment of the action when a person chooses one response instead of another. The behaviour which was learned previously can become unacceptable and be replaced by the new one which is acceptable. There are two different types of conditioning which are classic conditionings and Behavioural or operant conditioning. Each conditioning produces a different behavioural pattern:

- Classical conditioning

The Russian finding of classical conditioning originates from the pioneering work of I.P. Pavlov (Cambiaghi, & Sacchetti, 2015). Classic conditioning occurs when naturally occurring stimulus leads to an involuntary (reflex) response.

In 1897, Stefan Wolfson (also translated as Sigizmund Vul'fson), a doctoral student of Pavlov, made an important observation:

"*We place before the nose of the dog a glass of carbon bisulphide . . . from its two salivary glands flows saliva . . . we stimulate the dog a few times with the same glass of carbon bisulphide. The saliva flows each time. Now we substitute surreptitiously an identical glass containing water. The dog salivates again, although with a smaller quantity of saliva" (translated in Windholz, 1986: 142).*

Example that can be given in the educational environment is in situations where

learners display unreasonable fears and anxieties like fear of *crowds*, fear of failure especially during exams, fear of making a mistake and general school phobia.

- Operant conditioning

Behavioural or Operant conditioning is based on the work of B. F. Skinner. It occurs when a response to a stimulus is reinforced. Human behaviour can be learned or unlearned and it can also be replaced by the new behaviour. It is one of Skinners's favourite conditioning which he observed that "the things we call pleasant have an energizing or strengthening effect on our behaviour" (Skinner, 1972: 74). Shaffer (2000) postulated that animals and humans alike can repeat acts leading to favourite outcomes and do away with the one that formed unfavourable consequences. The animal will likely continue to press a bar if it receives a food pellet once it presses it. Reinforcer is the food pellet while bar-pressing response can be defined as operant, Punishment can be used to control the behaviour. It decreases the likelihood of a previously reinforced response only for the moment. Each of us develops habits as a result of our distinct operant learning experiences (Shaffer, 2000).

Operant Conditioning



Figure 1. 2 In this design the mouse**.** In get food as a reward when he pushes the lever. The mouse will continue to push the lever to have food.

It simply means that the behaviour followed by pleasant consequences is likely to be repeated, and behaviour followed by unpleasant consequences is less likely to be repeated. Skinner used a new term in the Law of Effect called Reinforcement. Behaviour which is reinforced tends to be repeated (i.e., strengthened); behaviour which is not reinforced tends to die out-or be extinguished (i.e., weakened).

If, however, the main consequence was that you were caught, causing havoc in the classroom, suspended from school and your parents became involved you would most certainly have been punished, and you would consequently be much less likely

to cause havoc now.

- **Weaknesses of behaviourism**

Behaviourism does not take into consideration alternative forms of learning that take place without the use of rewards and penalties. Furthermore, even if behaviour was reinforced, people and animals can change how they act in response to new information. It just states that learners can still change their behaviour they have learnt from their teachers through the system of reinforcement when new circumstances present fresh information. There is no single theory that will ever be able to adequately describe how humans act and learn in the setting of a constantly changing world.

c. Cultural Schema Theory

Cultural schema theory was used to explore teachers' personal experience of the onset of sexual activity and explain how sexuality education teaching is influenced by such experiences (De Haas & Hutter, 2022). Cultural schema theory grasps that people employ classification to recognise members of other cultures and improve new facts to previously available categories. Cultural schema theory (Nishida, 1999) explains the familiar and pre-acquainted knowledge one uses when entering a familiar situation in his/her own culture. It proposes that when we interact with members of the same culture in certain situations many times, or talk about certain information with them many times, cultural schemas are created and stored in our brain (Nishida, 1999). When a person interacts with other members from the surrounding environment repeatedly, or communicate with them about certain information with them several times, cultural schemas are then produced and stored in one's brain. The developing cultural schemas become more tightly organized when the person have more experience in that environment. However, when one's cultural environment provides experiences to which every member of that culture is exposed; their experiences allow every member to acquire cultural schemas (Nishida, 1999). However, just a small number of investigations have looked at the issue of how teacher's personal sexual experiences might drive and influence their teaching. For instance, Helleve and colleagues (2009) offer the instance of a teacher

who acknowledged having trouble explaining condoms to the pupils since he had never used one. Schemas are comprehensive collections of knowledge of past experiences that are structured into related knowledge groups; they affect our behaviours in familiar situations. Cultural schemas are abstract structures which enable individuals to accumulation perceptual and theoretical evidence about their culture and interpret cultural practices and terms. Obah (1983) asserts that learners face both a cultural and a concept gap when reading works from a different culture and concludes that such a situation in fact constitutes an alienating experience for learners. Learners are likely to forget the strange and unfamiliar information. Mayer, (1987) asserts that a reader's ability to understand a passage depends to a great extent on that reader's prior knowledge. Shahghasemi and Heisey introduce the notion of "cross cultural schemata" as "abstract mental structures that one makes according to his/her past experiences or shared knowledge about the members of other cultures and thus makes them more understandable (Shaghasemi & Heisey, 2009). Societal schemas may emerge from a group's collective knowledge and are represented across the minds in a society, enabling people to think as if they are one mind (Malcolm & Sharifian, 2002). Not all schemas are important. The unique experiences of a person permit them to acquire personal schemas. High-level schemas are internalized and emotionally salient; likewise, when a schema is only weakly related to a person's self it becomes emotionally empty and irrelevant (Lipset, 1993). Simply put, cultural schema theory can be described as cultural-specific world knowledge (Razi, 2002). Through this theory one can learn that human behavior relies deeply on past involvements and the knowledge stored in one's brain.

1.3 PROBLEM STATEMENT

The researcher has been amazed by the high number of teenage pregnancies in the public rural high schools of Capricorn North District and wonder if teachers ever teach Sexuality Education the way it is stipulated by the Department of Basic Education. Among other things, the researcher will also consider the number of periods allocated per week. It might be argued that the high prevalence of teenage pregnancy was a cause for concern. This exploratory study investigated the teaching of Sexuality Education in the public rural high schools of Capricorn North District. It

was, therefore, necessary to visit public rural high schools of Capricorn North District to collect evidence and perhaps even observe how Sexuality Education is delivered. Parents, teachers, government officials and learners debated Sexuality Education for a long time. The Basic Education Department (DBE) has rejected what it calls the "misrepresentation of facts regarding some of the content" in its Life Orientation subject (Mhlanga, 2016). "We have noted with concern that a certain organization persists in misleading the public by publishing the wrong information resulting in unnecessary confusion and panic among South Africans. We have done our best to help by providing information but they refuse to understand and instead choose to mislead the public," said DBE spokesperson (Mhlanga, 2016). DBE spokesperson released this statement when he was planning to roll out new Life Orientation textbooks. According to Wickham and West (2002), although the adult world does not provide enough opportunity for children to talk sex with elders, the opposite is true in Western society. Several studies were conducted on the teaching of Sexuality Education lessons, but this remains indefinable in impoverished communities. This is even more difficult to comprehend in rural communities where it is needed most due to the significantly higher number of youths who fall pregnant at any given point (Ramakuela, Lebese, Maputle & Mulaudzi, 2016). Unplanned pregnancy was significantly associated with younger age, single status, HIV diagnosis at booking, high parity and previous abortion (Adeniyi, Ajayi, Moyaki, Goon, Avramovic & Lambert, 2018). How the lesson in Life Orientation classes is delivered remains unknown.

Teen pregnancy disrupts the lives of teenagers and makes it problematic to remain in and/or to engage in school. It is a major contemporary problem confronting most schools. It implies that providing adequate school-based Sexuality Education to teenagers should be of paramount importance. Evidence-based sexual health education can help learners achieve academic achievement, minimize dating violence and bullying, build better relationships, postpone sexual beginning, reduce unintended pregnancy, HIV and STIs and reduce sexual health inequities among young people (Szydlowski, 2015b).

1.4 AIMS AND OBJECTIVES

The major aim of this research was to investigate the status and adequate teaching of Sexuality Education in impoverished public rural high school.

The objectives of this study are:
(1) To find out about training and teaching of Sexuality Education.
(2) To establish as to whether culture and religion influence the teaching of Sexuality Education.
(3) To explore the challenges faced by Sexuality Education teachers in their schools.
(4) To evaluate the performance of Sexuality Education teachers in their classroom.

1.5 RESEARCH QUESTIONS

The following sub-research questions were posed by the researcher as a guide for the study:
(1) What are the perceptions of teachers regarding the teaching and training of Sexuality Education?
(2) How does culture and religion influence the teaching of Sexuality Education?
(3) What are the challenges faced by Sexuality Education teachers in their schools?
(4) How do Sexuality Education teachers perform their duties in their classroom?

1.6 PLANNED INVOLVEMENT TO THE COLLECTION OF INFORMATION

The research results can divulge the hidden truth in Sexuality Education that is missing which may contribute in reducing high teenage pregnancy and negative health consequences. The new knowledge may provide an accurate, complete, and developmentally appropriate curriculum of the current LO syllabi on Sexuality Education.

1.7 RESEARCH METHODOLOGY

The term 'methodology' in research refers to how researchers approach the stated problem and seek answers (Taylor, Bogdan & De Vault, 2015). Quantitative and

qualitative questions, which can be mixed, are two well-established research methodologies. This study employed qualitative methodology to Investigation school-based teaching of Sexuality Education in public rural high schools in the Capricorn North District, Limpopo Province. A qualitative research approach was required in order to adequately answer the proposed research questions. A qualitative method, according to Creswell (2014), is one for studying and comprehending the meaning that individuals or groups ascribe to a social or human problem.

In educational research the term paradigm is used to describe a researcher's 'worldview' (Mackenzie & Knipe, 2006). To explain why something is portrayed the way it is, several research have used paradigms such as positivism, interpretivism, and critical thinking (Hofstee, 2009). The interpretive paradigm was used in this study to guide the methodology and produce on the investigation in a suitable and lawful way. The paradigm constitutes the abstract beliefs and principles that shape how the researcher sees the world, and how he interprets and acts within that world. The paradigm allowed the researcher to investigate the effectiveness of the type of lessons that are applied for adequate teaching and learning of Sexuality Education in impoverished public rural high school. Choosing to operate from an interpretative perspective, I came to see that my connection to reality was through the spoken word of the research participants' consciousness and implications that they conveyed with me, from which crucial themes emerge. The findings helped the researcher to reconstruct the intended meaning of the text and achieve a single correct interpretation on how teachers teach Sexuality Education. The participants' behaviors gave meanings that are interpreted in relations of the themes of the research. This is supported by Maree (2011) and Creswell (2007) when indicating that the findings from interpretive paradigm hold no stable grounds for judgement; in so doing run the risk of foundering in a predicament of subjectivism and relativism.

One such viewpoint is interpretivism, which emphasizes understanding individual interpretations of the world (Perry, 2010). By producing partaker viewpoints, the validity of collected data was enhanced by the qualitative methods as it permits the researcher to compare the perception of those who are being studied with their own discernment of truth.

The qualitative approach will also help the researcher in organizing the procedures to be followed in order to collect data from participants, identify issues that arise, and analyse and understand the concerns (Creswell, 2007).

The main aim of Qualitative research is to:

• to gain a better understanding of research participants' behaviour, beliefs, thoughts, and feelings (this is called Verstehen).

• realise and explain people's thoughts and actions;

• realise the way individuals decide, negotiate a job, or run a business; elucidate the significance that people place on their experiences;

• understand people's social communications including the norms and values they share; find the social, cultural, economic, or physical environment in which events occur;

• offer a speech to a specific study population’s concern;

• deliver research matters with depth, complexity, nuance, and context;

• inspect sensitive matters completely like sexuality, violence and personal affairs and study complex matters like human trafficking or drug abuse, which may be too complex or concealed for quantitative research to simply separate (Hennink, Hutter & Bailey, 2011).

1.7.1 Research design

The researcher transitions from asking research questions to planning how to get answers to those questions at a crucial point in the research process called research design (White, 2008). This study employed qualitative research approach. Qualitative research, as defined by Maxwell (2012), is an inductive and open-ended study intended at improving the researcher's understanding of the following three aspects:

• The ontological issue under research is explored by eliciting perspectives and meanings, with the goal of comprehending a facet of their worldviews.

• How those viewpoints are affected or influenced by their social and cultural backgrounds, as well as their physical environments

• The processes involved in modifying or sustaining these qualities, as well as their interconnections.

Because (1) the phenomenon is studied in its natural setting, (2) the study involves the use of multiple data collection methods, (3) it is situated within the context or setting of participants, (4) it involves an emergent and evolving design rather than a tightly prefigured design, and (5) it presents a holistic picture of the study, the study used a case study as its method of inquiry (Creswell, 2007). Crowe, Cresswell, Robertson, Huby, Avery and Sheikh (2011) recognizes that there are multiple ways of defining a case study, but what seems to be mutual is that it is an in-depth investigation of a phenomenon in a real-life context. Qualitative research approach was relevant for this study because the researcher studied the participants in their natural setting without manipulating the environment. The approach was the most appropriate as the study also used multiple data collection methods.

1.7.2 Description and selection of participants

This study used convenient or purposive sampling. Purposive sampling participants are chosen based on their relevance to the research issue, according to Greeff (2011).

A purposive sample allows the researcher to select a sample based on knowledge of a population, its elements, and the purpose of the study (Babbie, 2010). This is a kind of sampling where the researcher selects respondents or sites guided by certain factors. In this case the researcher considered only public rural high schools, comprises of Grade 8 to 12. Avery (2013) defines a rural school as a school in an area that lies outside the urban area characterised by a low population density and a smaller number of learners in a school. Thirteen schools were drawn through purposive sampling. The schools were designated as school A, B, C, D, E, F, G, H, I, J, K, L and M. This was done in order to keep the anonymity of the schools that will participate in place. The public rural high schools were required to be located within the rural village of Capricorn North District, Limpopo Province (on average the schools are in a radius of 120 km from Polokwane). There was no systematic procedure in the selection of the high schools. The exclusion criteria for the schools comprised those that were not public schools, single sex schools and schools for children with special needs. Their catchment areas are rural settlements and predominantly inherited by people who are below middle-income class.

The criteria for the selection of the LO teachers will be as follows:

• All male and female LO teachers
• At least three years of experience teaching LO to learners in grades 8 and up is required.
• Currently employed in such a position at a public high school in the Limpopo Province, in a middle or low socioeconomic environment.

1.7.3 Data collection

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes (Kabir, 2016). Cresswell (2016) specified that steps for collection of data comprise setting limits for the study, gathering information through interviews, documents and launching procedure for recording the information. The research questions influenced the data gathering boundaries in this study. The study used the following instruments to collect a variety of sources of data, including information in the form of "words" and "images": interviews to allow participants to discuss their experience, feelings, and attitude toward Sexuality Education, (Yin, 2012); observations to provide a first-hand account of the situation under study and allow for a holistic interpretation of the phenomenon under study (Leedy & Ormrod, 2010); and documents to account fully on how the phenomenon under study was interpreted (Creswell, 2007). This enabled the researcher to use three methods of data gathering in order to confirm if the replies in the interviews and documents linked with the classroom observations. These methods were used to solicit rich data dealing with Capricorn North District secondary schools' teachers. The reason to use many research methodologies was made to make it easier to acquire a wide range of data in order to meet the research objectives. It was also aimed to improve the trustworthiness of the findings by gaining a deeper knowledge of the Sexuality Education lessons.

1.7.3.1 Interviews

In this study, an interview was defined as a type of purposeful dialogue between a researcher and a participant (Maruster & Gijsenberg, 2013). The interviews were conducted at school premises. Semi-structured interviews allowed the participants to

express themselves freely, yet within certain parameters. The interviews were envisaged to take approximately 30-45 minutes. These interviews were conducted only to Life Orientation teachers after school hours to avoid disruption to the classes and noise. The researcher and participants communicated using simple and understandable language. The researcher was guided by his interview schedule to interview teachers. Research questions were validated through universities instructors and experts' opinions. Questions that were directed to the participants were about the objectives of the study which include their experience, beliefs, training, challenges and opinions. The study sought to allow the investigator to elicit additional information during the interaction sessions, in addition to employing the interview method to gain a deeper understanding of Sexuality Education (Terreblanche, Durrheim & Painter, 2006).

1.7.3.2 Classroom Observations

The researcher also conducted classroom observations to collect data. The researcher adopted a naturalistic approach to study teachers" techniques of teaching Sexuality Education in the classroom. McMillan and Schumacher (2006) indicated three different kinds of observations such as participant observation, non-participant observation and corroborating field observation. Because of the nature of the research, a non-participant observation method was adopted, in which the observer stood outside from the group activities and recorded the interactions between the teacher and the students. As a non-participant observer, the researcher gave himself a chance to observe the interactions in the classroom freely without influencing them. To steer an observation without taking part in the observed activities is referred to as non-participant. The observer was observing the behavioural patterns of the teacher and the learners without taking part in the observed activities. The researcher was not interfering or even questioning either the learners or the teacher in the lesson.

Classroom observations of 5 rural public high schools in the target phase were used to collect teacher data. Ghosh (2013, p.1) maintains, "BBC reported that some 182,000 female high school students (mostly poor and black) become pregnant every year in South Africa, thereby endangering their education and futures, while placing heavy financial burdens on their beleaguered families. Many of the new

mothers are as young as 14". This research finding inspired the researcher to sample grades 8, 9 and 10 to observe the strategies used by the teachers when teaching Sexuality Education and also to establish whether or not teachers follow the curriculum on Sexuality Education when they teach their learners.

1.7.3.3 Documents study

Documents were used as the third tool to gather data. The researcher used various written documents as a way of validating and shedding light on the investigated phenomenon. According to Creswell (2016), documents acted as a source of evidence from which a researcher drew conclusions. Documents that can be used to gather data include written sources that are published and those that are not published which can include corporate reports, emails, stories from magazines or newspapers etc. According to Babbie (2010), document review is "the study of recorded human communications, such as books, websites, paintings and laws" (p.530). As this study was conducted in a rural environment where ICT was not yet available to the school, the researcher chose to use printed materials rather than electronic ones. The researcher used Text books, policy documents, Work schedule and personal time table from the teachers to gather data. The chosen documents were pertinent in helping to address the study issues as they contained information about CSE. Important data was captured from these documents namelessly. The researcher preferred to used pseudonyms as a way of hiding the names of the teachers and the school.

The following stages were used to obtain data through document analysis:

- Inspecting appropriate government policies regarding the adoption of Sexuality Education in Life Orientation curriculum;
- Checking to see if Life Orientation teachers were educating the learners according to the Life Orientation policy papers.
- Checking whether Sexuality Education in Life Orientation work-output, is in line with curriculum prescriptions and guidelines.

1.7.4 Data analysis

The qualitative technique was employed to accumulate data in this study, as stated in the methodology. This method was engaged for analysing the semi-structured interview, classroom observation and documents study that were elicited from the participants. Ideas that came out of the interview sessions and observations were be consolidated. The following is the data analysis process: data were transcribed, then a text was created from taped interviews, documents and observational notes as a word processing document. Thematic analysis was then used to analyse data. The conceptual framework of the thematic analysis for the interviews was mainly built upon the theoretical positions of Braun and Clarke (2006). According to them, thematic analysis is a method used for 'identifying, analysing, and reporting patterns (themes) within the data' (2006: 79). The data analysis presented in this chapter was guided by the four objectives that informed this study. Botma, Greef, Mulaudzi, and Wright (2010), as well as Schurink, Fouché, and De Vos (2011), identified the following data-analysis guidelines:

- The preliminary research was kept in mind.
- All of the information was transcribed.
- The accuracy of the transcripts was ensured by an outside person who transcribed the data, and the researcher double-checked it.
- Enough space was left on both the left and right margins during transcription to allow the researcher to make notes during the analysis.
- When translation was required, the information was double-checked by a third party.
- Codes were used to categorize the topics.

To analyse documents, the researcher employed inductive content analysis. Inductive content analysis applies the procedure of abstraction to reduce and group data so that researchers can response the study questions using notions, groupings or themes (Kyngas, 2020). Text books, policy documents, Work schedule and Time table were analysed.

1.7.5 Description of procedures

Permission to conduct the research as part of a broader study on the benefits of learners was obtained from the Education Department. The school management team, school governing bodies, and guidance teachers were informed about the project. There was a research assistant on hand ready to respond questions. In order for data collection to be manageable, the researcher established a work plan with deadlines for all key aspects. The researcher also developed guidelines for how data should be collected to ensure that directions are clear and that measures are appropriate. First, the teacher was asked to read and sign a consent form informing them of the sensitive nature of this study, and the process continued after signing the consent form.

The interviewees were asked questions and device was used to record the interviews.
Firstly, the researcher wrote the date of the interview process, school name and the teacher. The first participant was named under school one as participant number 1.

The same coding process of schools and teachers were applied in other school settings. The main consideration was to ensure that the interview process is done in a way and for a purpose that is consistent with the research ethics. Second, each participant was given instructions to follow so that all interviews would be conducted in the same way. Prior to this procedure, the participants' appointments were scheduled, and all necessary preparations were made prior to the meeting day.
Thirdly, at the start of the discussions, the interviewer asked a question which was followed by another question. Thank you was used as a concluding statement. The recording device was recording at that time including note taking. Responses from recording device were drafted in the notebook as a backup to aid in the incident if the appliance fails to function. Finally, the researcher conveyed gratitude for the participant’s efforts with a thank-you note. Recorded interviews were transcribed verbatim and translations were discussed with researchers who have a working knowledge of Sepedi. Thematic content analysis was conducted to analyse the qualitative data gained from the semi-structured interviews (Cresswell, 2005). Themes were identified once the interviews had been transcribed verbatim.

Documents studied for this research included Policy document, Work schedule, textbooks and time tables. A condition for choosing these documents is because they are completely outline all features of teaching Sexuality Education in Life Orientation.

1.7.6 Measures to ensure trustworthiness

To assure the quality of data and results in this study, the researcher established trustworthiness and genuine value of data by ensuring credibility, dependability, conformability, and transferability (Babbie & Mouton, 2011). The researcher used triangulation to show that the research study's findings are credible. To ensure dependability, the researcher requested an outside person to review and scrutinise the research process and the data analysis in order to ensure that the findings are consistent and could be repeated. To establish conformability, the researchers provided an audit trail, to show up every step of data analysis that was made in order to provide a rationale for the choices made. The researcher finally used a thick description to show that the research study's findings can be applicable to other settings, environments, and circumstances.

1.8 ETHICAL AND SAFETY ISSUES

When conducting the suggested inquiry, the ethical requirements were carefully reviewed. The researcher took advantage of easy to access since the study addresses a very sensitive issue. Individuals who showed no interest to participate were excluded. The following research ethics were considered in this study: permission, informed consent, confidentiality, and anonymity**.**

(a) Permission

In this study the researcher requested formal permission from the Circuit Manager under the Limpopo Department of Education before the research could begin. Permission to conduct the research project in public rural high schools in the Capricorn North district was also requested and granted at Provincial Level, by the Provincial head of Department.

(b) Informed consent

The researcher ensured that all informed consent forms are obtained in an appropriate manner. Participants were informed that the interviews will be audio-recorded for analysis purposes and this were stated in the consent form. Informed permission was one of the most important measures for ensuring people's respect throughout study. (A Data Collector's Field Guide to Qualitative Research Methods, 2012) Written consent means that a person is given a written form that outlines the study and signs it to confirm his or her willingness to participate. Instruction was thoroughly explained to the participants so that they fully understood what they were participating in and check if they had question.

(c) Confidentiality

The participants were informed of the limits of confidentiality, as well as the voluntary nature of their participation. A reference code was assigned to each school and participants to facilitate confidentiality. The researcher protected the individuals‟ confidential information from other persons in the setting and from the general reading public (McMillan & Schumacher, 2006). Regardless of the sensitivity of the information gathered during a research study, the researcher guaranteed the confidentiality of the data collected from the participant. The record was not kept on the identity of the subject and data cannot be searched to a specific subject.

(d) Anonymity

Anonymity entails making use of pseudonyms instead of the participants' real names, ensuring that the participants are not identifiable in print (Leedy & Omrod, 2010). Pseudonyms were used during the private audio recording to protect the participant's real names.

1.9 RESOURCES

The researcher needs to know the various places to look for dissertation resources when undertaking the research study. In order to provide top-quality research and findings, the researcher used variety of resources available like the library, research articles and the internet. Databases through the university library website are essential as they provide access to a variety of books, journals and other primary sources. Public libraries are useful for registered members as they can borrow resources. The vast range of choices made the researcher to produce an outstanding, top-class dissertation. The researcher wrote the details of any source he used to be able to create citation.

1.10 FEASIBILITY

The research culminated in a formal report which was completed by January 2022. To reach this goal, the researcher followed his work schedule. The researcher spent most of his time sorting through the collected data to find key results and presenting those results.

Given that most of my sources were available through the University of Zululand systems, there was no special resource implication. The major costs were transport, to collect data, photocopying of documents, creating transparencies for my presentation, printing my report, binding my report and for editing the report. The estimated expenses did not exceed R200 000.

1.11 INTELLECTUAL PROPERTY

University of Zululand has policy and procedures which governs the protection and commercialization of intellectual property. Other than the usual copyright issues, I did not expect any special intellectual property rights to emanate from this research. The researcher believed that it might take time and it can also be expensive.

1.12 KNOWLEDGE DISSEMINATION

Knowledge dissemination is a crucial part of knowledge management because it ensures that knowledge is available to the relevant community. It is important to share results with others in the academic community. The researcher disseminated the study results through (1) running workshops for the community from whom data were collected, (2) reading papers in local and international conferences, (3) publishing articles in scholarly journals, and (4) completing your doctoral thesis which will be kept in the University repository for access by other scholars with keen interest in the area of Sexuality Education.

1.13 DELIMITATIONS OF THE STUDY

Delimiting factors included teachers who were teaching LO for more than three years in a rural school context. The study was also limited to ten public rural high schools in the Capricorn north district of Limpopo Province. Only 29 teachers were selected for this investigation which means that the measures for the teaching of Sexuality Education were based upon the teachers. These participants contributed to the creation of rich data that helped researchers accomplish their goals and find the crucial study issues.

I discovered that no similar study had been conducted in Capricorn north district; this served as the study's geographical delimitation. The outcomes cannot be generalized. The study delimited theories offered useful understanding; however the findings were supported by other additional relevant theories to validate the findings.

CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION

The researcher looked at Life Orientation: the subject and its intentions, a brief history teaching sex, sexuality health and health of the reproductive system, theoretical grounding for teaching Sexuality Education, risk behaviour, Sexuality Education in South Africa, the transition of curriculum for Sexuality Education in South Africa, national curriculum standard in South Africa, ambivalent cultural schemas, detailed information on teenage pregnancy, benefit of comprehensive Sexuality Education for learners, the manner in which the lesson is facilitated or can be facilitated, Influence on teachers' well-being or fitness and obstacles based on the application of Comprehensive Sexuality Education and conclusion.

2.2 LIFE ORIENTATION: THE SUBJECT AND ITS INTENTION

South Africa has had four school curriculum changes in the post-apartheid era. The latest change occurred in 2011 when the National Curriculum Statements (NCS) were replaced by the Curriculum and Assessment Policy Statements (CAPS) (Golightly & Van der Westhuizen, 2016). In the Further Education and Training band (Grades 10–12) Life Orientation is one of the elective subjects. The learning area Life Orientation (LO) is aimed at educating healthy, responsible young people who are able to live productive lives in the new South African democracy (Jacobs, 2011*).* The LO programme focuses on Grade 7–12 learners (aged approximately 12–18 years), with aims to address knowledge and skills development at a personal and societal level, including health and well-being, environmental awareness, civic engagement and career guidance (DBE, 2012a). Education professionals should never underestimate the significance of Life Orientation and the role it plays to guides, prepares and shape learners for life. Life Orientation is a significant contributor to person's quality of life (Monga & Malhotra, 2019). Because authority structures are not strong, Life Orientation will help children to learn the value of discipline and self-discipline and the support towards achieving responsible adulthood. This learning area is furthermore intended to promote social justice,

human rights, and inclusiveness, as well as a healthy environment (Department of Education, 2003b:5). There are discrepancies and conflicts between what teenagers learn in school and what they learn in township from their peers. For example, teenagers learn about pleasure from their peers and elders instead of the emphasis on sexual danger learnt about in formal educational and healthcare institutions (Bhana, Crewe & Aggleton, 2019). The focus of the South African education system was to have a holistic approach which focused not only on the academic aspect of learners but also on the life skills learners require to be successful (Van Deventer, 2009a). The expansion of LO programmes has brought education professionals to the realisation that the only hope of reaching children at risk lies in a holistic support system. The aim of sexuality education is essentially this: to encourage those forms of sex expression which are conducive to human happiness, and to discountenance those which induce suffering; to make it clear that commendation or condemnation of sex practices is determined exclusively by the effect of such practices upon the psycho-physical economy of the individual and collective life.

2.3 A BRIEF HISTORY OF SEXUALITY EDUCATION IN SOUTH AFRICA AND AT THE GLOBAL LEVEL

There was a lack of information about Sexuality Education prior 1900 (Pearsall, 2001). Sexuality education has faced various challenges in being successfully implemented within secondary schools in South Africa (Swanepoel & Beyers, 2019). Public schools were not typically considering the teaching of Sexuality Education believing that it was irrelevant topic for the school and that this was the task which must be done by elders at home. Sexuality Education offers one of the most promising means to not only address the sexual health of the youth, but also assist in reducing the spread of STDs. As early as 1912, there was nationwide debate about what to teach students about sex in schools. The National Education Association of the United States approved determinations to adopt Sexuality Education demands in the schools in 1912 and 1914 (Huber & Firmin, 2014). There was no wide collaboration from home, church, and community organizations (Bigelow, 1916). The whole world becomes increasingly complex where sexual practice is concerned. Landry (1999) indicated that most Sexuality teaching lessons imparted about teens, STIs, and stoppage of pregnancy, including abstaining of sex.

All stakeholders, including education officials, parents, learners and members from the community, do not necessarily hold the same views regarding the content that should be taught in schools.

South Africa displayed a positive attitude, commitment and enthusiasm towards the school health programme. In 1999, the Department of Education in South Africa initiated the school health programme by establishing the National Policy on HIV and AIDS for Learners and Educators in Public Schools and Students and Educators in Further Education and Training Institutions (Kumalo, Panday & Sithole, 2011). The programme was implemented through Life Orientation (LO) subject across all grades; however, evaluation studies identified challenges to this programme, such as insufficient LO teachers and lack of integration into the schools' system and policies (among others) (Kumalo et al, 2011). Sexual health education is the combination of the somatic, emotional, intellectual, and social aspects of sexual being, in ways that are positively elevating and that improve personality, communication, and love.

School health programmes aim to improve the health of school-going children, by addressing health obstacles to learning and thereby enhancing their learning potential. South Africa launched National School Health Policy (NSHP) in 2003 to redress the inequitable school health services. Some of the problems identified with the implementation of the NSHP included low service provision, suboptimal and inequitable nurse-to-school ratios, and the absence of referral services to respond to problems identified via screening assessments (Department of Health and Department of Basic Education, 2012). NSHP was under-resourced and poorly understood. The Integrated School Health Policy (ISHP) was put into effect in 2012 to address the problems experienced with the NSHP (Beksinska, Pillay, Milford, & Smit, 2014). By promoting healthy sexual lifestyles, and attending to the problems experienced with the NSHP, it prepares children for healthier adulthoods.

In South Africa, the revised National Curriculum Statement introduced the subject Life Orientation (LO) in teaching (Department of Education, 2008). LO was regarded by the Department as a vehicle to get schools and communities to improve health. It was also introduced, with the aim to educate learners about the basic life skills. The

essential material of LO is drawn from earlier subjects such as Guidance, Family Guidance, Vocational Guidance, Religious/Bible Education, Civic Education, Health Education, and Physical Education. There are two dominant approaches to the teaching of Sexuality Education, namely comprehensive Sexuality Education and abstinence only (Francis, 2010).

2.4. THEORETICAL GROUNDING FOR TEACHING SEXUALITY EDUCATION

One of the greatest advantages of Sexuality Education is that it lasts life time, strive for children's right to know and right to be protected. It can also help to correct misunderstanding about sex. In the absence of relatable Sexuality Education, young adolescents often struggle to make sense of potentially contradictory information without adult guidance (Essop et al., 2018). The aims of Life Orientation, as outlined in the National Curriculum Statement, include fostering understandings of the 'influence of gender inequality on relationships and general well-being: sexual abuse, teenage pregnancy, violence, STIs including HIV and AIDS' (Department of Basic Education, 2011:12). The value of Sexuality Education knowledge among young adolescents goes beyond mere efficiency. Furthermore, studies show that young pregnant and parenting women are highly stigmatised at schools, judged for stepping out of prescribed youthful femininity and that LO Sexuality Education may be reinforcing rather than challenging such problematic responses (Bhana, Clowes, Morrell & Shefer, 2008; Bhana, Morrell, Shefer & Ngabaza, 2010; Ngabaza, 2011; Nkani & Bhana, 2010; Shefer, Bhana & Morrell, 2013). Life Orientation teachers are responsible for teaching Sexuality Education under trying conditions, with little or no support from relevant stakeholders in South African public schools (Rooth, 2005; DBE, 2013).

The following are the benefits of Sexuality Education as cited by Halstead and Reiss (2003):

- Teaching young people on biological issues like development, puberty, and fertility.

Some sexuality topics can be uncomfortable for both the teachers and the learners but for the sake of safety and health it is important for them to know the facts. Children's body goes through some changes when they grow from childhood to

adulthood. These changes are caused by the sex hormones. They face important questions and decisions about sexuality, and sexual behaviour. Wrong decisions do not just impact the moment; they echo their health and well-being for the rest of their lives. Most of them are unequipped to make sense of any decision they take.

- Preventing children from experiencing abuse.

Child sexual abuse (CSA) is a worldwide issue that affects people of all cultures and socioeconomic backgrounds (Murray, Nguyen & Cohen, 2014: 321-337). The prevalence of CSA is difficult to ascertain as a large proportion of cases are unreported (Machisa et al., 2017: 17). Every matter in this context is believed to refer to any situation in which the child's rights are involved, and as such, the child's best interest must be considered (Friedman, Pantazis & Skelton, 2006). Sexuality Education serves as primary intervention efforts, which is directed at preventing child abuse before it starts (Dworkin, 2011). The intervention efforts include the identification of risk factors for child abuse as well as the execution of avoidance programmes intended to decrease the probability that abuse will occur.

- Reducing feelings of guiltiness, discomfiture, and fear related to sexual issues.

If a child feels guilt or embarrassed to talk about sexual matters, they may be less likely to seek protective, contraceptive measures, clarity on sex or seek medical attention when it is necessary if they encounter symptoms from sexual intercourse. Sexual embarrassment is psychological. If someone can confidently or happily talk about sexual selves without embarrassment, all these are psychological achievements. When girls ask questions about sex or express their sexual desires and the need to explore their sexuality, it is often met with anger by adults, a response that might evoke feelings of guilt and shame and leave them uninformed and vulnerable (Koch, Yates & Kitching, 2019).

- Encouraging good relationships.

Because high school is a time when some adolescents may develop their first romantic or sexual relationships, it is an ideal timeframe for teachers to play a role in anticipatory guidance. Learners should learn that we are different and we also

perceive things differently. Some relationship can involve sexual intimacy and others will not. Encouraging good relationships will help the youth to feel healthier, happier, and more satisfied with their lives.

- Preventing underage teenagers from engaging in sexual intercourse.

Sexual intercourse with underage teenagers is considered illegal even if the teen gives permission or acts willingly. In SA law, children are considered minors until the age of 18, and do not have the capacity to make legally binding decisions (Strode & Essack, 2017). Early sexual debut is a persistent public health problem in our country. In the past, sex was regarded as a sacred and restricted only to mature adults who were above 18 years. The extent at which under-age teenagers engage in sexual intercourse continues to attract incessant research for effective risk reduction and possible behaviour change

- Preventing underage teenage girls from pregnancy.

Underage teenage pregnancy remains a major public health concern in South Africa. A significant number of these under age teenagers drops out from school as a result of pregnancies and fails to pursue education further or skills training because it is likely difficult to balance motherhood and schooling. Every year, about 16 million girls aged 15 – 19 and 1 million girls under 15 give birth (Molokoane, 2018). This trend may be due to lack of protections during intercourse coupled with lack of knowledge about the consequences of sex.

- Decreasing the incidence of sexually transmitted infections.

Sexually transmitted infections (STIs) can be transferred from one partner to another during vaginal, oral and anal sex, or during genital touching with someone who already has the infection. These infections are caused by bacteria, viruses and parasites. However, almost half of them occur in young people aged 15-24 years (Smith, 2014). Low socioeconomic circumstances, societal stigma, gender inequities, incapacity to access competent health care systems and absence of preventative curricula are all factors that contribute to the high occurrence of sexually transmitted infections (STIs) in South Africa. (Van Eyk, 2016). Sexuality

Education in schools should help to reduce teenagers from the risk of getting an STI.

- Teaching young people in society about the gender roles.

This however encompasses a range of behaviours and attitudes that are generally considered acceptable in the society. The roles of women in the society influence a wide range of young people's behaviour, often including the clothing a person chooses, the profession a person pursues, and the personal relationships a person enters. Education must put efforts to change aspects of prevailing gender roles that they believe are oppressive or inaccurate.

2.5. HIV/AIDS AS A THREAT

HIV/AIDS is still spreading and South Africa is still undergoing new infections daily. It has the world's largest epidemic, with 7.9 million people living with HIV (Mojola, Angotti, Denardo, Schatz & Gomes-Olive, 2020). The majority of those who become infected daily with the virus are sexually active young people. With the highest prevalence of HIV being found in the age group 15–24 years old (Shisana, Rehle, Simbayi, Zuma, Jooste, Zungu, Labadarios & Onoya, 2012), schools have a critical role in providing holistic responses to the prevention and management of this epidemic. However, research from a variety of nations advises that where HIV prevalence is declining, it is young people who are reversing the trend (Manosch & Mahy, 2006), as they are more prone to adopt new behaviors. Responses to HIV management include understanding the obstacles to HIV curricula integration and facilitating the removal of obstacles for the development of successful advanced knowledge since there is no known cure for HIV or AIDS currently. Prevention of the transmission of HIV is the principal strategy which depends very heavily on education. It is no hyperbole to say that the world relies on scientific knowledge and development for better life. Education is the social vaccine that serve as the sole safeguard accessible to everyone. HIV education, in all school has been shown to be related to the reduction of HIV prevalence rates among young people. Education has the potential to convey considerably important HIV or AIDS-related messages to young people when they are in their most receptive developmental stage. Adolescent sexual and reproductive health (ASRH) equity initiatives frequently seek

to enhance classroom sexuality teaching and lessen individual risk behaviors (Collins Lovell, Salerno Valdez, Chan, Beatriz & Gubrium, 2022). Thinking of learners is mostly enhanced by increasing their understanding of and attitude towards HIV and AIDS in society. The critical role of educators in reshaping norms and perceptions about HIV has been emphasised by researchers who articulate curriculum could act as a medium for this type of engagement (HEAIDS 2010, 2015; Volks, Abrahams & Reddy, 2015). Peer education, and its inherent pedagogical design, can be used not only in co-curricular education but also within discipline specific curricula activities (Volks, 2012). Improving primary education access on HIV/AIDS not only honours a child's basic right under international law, it also reflects economic sense. If HIV or AIDS curriculum integration is successful, then all learners would be exposed to the HIV or AIDS curriculum content. Youth are the future of any nation, thus, educating them against experimentations with certain lifestyle practices capable of ruining their lives such as premarital sex or unprotected sex is very important. HIV/AIDS education within the school culture is also structured to promote the “strict moral code of conduct” referred to by Moosa (2009:66-67) and adapted to suit the ethos of the school as suggested by Elbot and Fulton (2008). Accordingly, while a school culture is recognizable by its unique values, beliefs, climate, ethos, atmosphere, character and tone (Elbot & Fulton, 2008:18-19), the school culture also imbibes some characteristics from the community it serves. Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS) threaten both the physical and financial well-being of individuals in these struggling countries (Khoza, Shilubane & Lowane, 2020).

Social and economic factors may drive some individuals to leave their home town in order to find employment in other towns or even in different cities. South Africa like Botswana depend heavily on mining, an industry where men are forced to live their homes. Past research has shown that individuals who are Black, less educated, low skilled, or in non-professional occupations are more likely than others to work nonstandard hours (Presser, 2003). It is thus possible that any links between parental work schedules and adolescent risky behaviours may be due at least in part to these family or occupational contexts rather than parental work schedules (Han, Miller, & Waldfogel, 2010). Children from low-income or non-professional

parents who may have little or no choice regarding the type of shift they work are the potential risk of HIV. One possible explanation for the positive association between HIV and poverty is grounded in the theory of the economics of sexual behaviour—the adverse future life chances of people living in poverty are likely to increase their readiness to take risks today (Holmqvist, 2009 & Low, Hazel, Parker, Welch, 2008). In 2004, in an article published in the Lancet, Fenton reviewed the way in which poverty influences people with so called 'high risk' sexual behaviour (Fenton, 2004). She argued that poverty is a strong link between low socioeconomic status and HIV. She continued saying that in communities with general epidemics, everyone should be informed about the prevention of epidemics and interventions (Fenton, 2004). The only long-term response to the epidemic may be poverty reduction (Fenton, 2004).

In 1994, South Africa ended its apartheid regime and adopted inclusive governance, and since then, the nation has continued to experience an influx of migrants (Adetiba, 2022). Thus, a migrant is seen as a person that has moved from one territorial boundary to another with the intention of settling there for a long period of time (Mbanefo, Okeke-Uzodike, Onapajo & Ihuoma, 2021). This condition plays a significant role in the spread of HIV/AIDS. HIV/AIDS is a disease which is firmly associated with the social, political and economic context in which it thrives. Prevention is better than cure: It is better to stop HIV/AIDS from spreading than to deal with it after it has infected people.

2.6. THE INFLUENCE OF SCHOOL CLIMATE

School climate is a vast, multifaceted construct that embodies the quality and spirit of school life (Lewno-Dumdie, Mason, Hajovsky & Villeneuve, 2020). There is also a significant positive correlation between happiness and achievement of learners. This combination of factors may be internal stimuli like personality, which leads him to defeat and surrender to the causal troubles or environmental factors such as stress. School climate refers to the heart and soul of a school, psychological and institutional attributes that give a school its personality, a relatively enduring quality of the entire school experienced by members, which describes their collective perceptions of routine behaviour, and affects their attitudes and behaviour in the

school (Hoy & Miskel, 1987:226). The environment in which the learners learn should be considered always. While definitions differ across various studies, there is agreement that school climate is a multi-dimensional index of the school's intangible factors that represent the overall social atmosphere of the school (Winnaar, Arends & Beku, 2018). A safe school is described as a place where the school climate allows learners, teachers, administrators, parents and visitors to communicate with one another in a positive and non-threatening manner (Bucher & Manning, 2005). A school with a healthy climate is characterised by shelter and order, and high emphasis is put on good performance. If the school climate is not healthy then learners will not get the desired outcomes. There is a sense of belongings and engagements amongst the learners and their self-confidence can develop. School climate can help or hinder educators as they attempt to satisfy their needs at work. The school climate is also synonymous with school environment and/or school-level learning environment. When teachers' perceptions of school climate are positive retention and attendance are increased and home-school relationships are better (Monrad, May, Distefano, Smith, Gay, Mindrila & Rawls, 2008). These results are corroborated by recent research, which found that schools with a healthier school climate (emphasis on academic success, fewer disciplinary problems, fewer incidences of bullying, and fewer challenges faced by teachers) had higher average achievement scores (Zuze et al., 2018). Researchers have found that positive school climate can help to solve some problems in the school. A positive school climate encourages positive interaction between peers and teachers (Winnaar, Arends & Beku, 2018). Stakeholders must therefore pay constant attention in education towards the creation and continuation of a positive school climate that is warm, welcoming, supportive, and conducive to the learner. It increases classroom attendance, concentration and participation in the classroom while on the other hand it reduces high rate of drop-outs and lack of motivation in the classroom. To satisfy the youths 'developmental needs regarding safety, respect, authority, love, skills, challenges, independence and existence, it is important that schools should make learners aware of the fact that they are important as human beings and learners, and that they can make a difference in their striving towards a better life (Cohen, McCabe, Michelli & Pickeral, 2008)

Organisational climate influences employees' overall attitude towards work (Shahin, Naftchali & Pool, 2014), which, in turn, affects their well-being (Muhonen et al., 2013) and ultimately their work performance (Bamel, Rangnekar, Stokes & Rastogi, 2013; Kagaari, 2011; Širca, Babnik & Breznik, 2013; Suliman & Harethi, 2013). The climate within the school therefore needs to be clearly understood because of its influence on teachers and learners' work performance and quality of their work life as well as their well-being. Organisational climate is a specific combination of situational variables, which can be categorised into three factors, namely: external influences; the organisation's history; and management. Field and Abelson (1982) highlight the combination of external and organisational factors and their influence on the organisational climate. External factors include the physical as well as the sociocultural environment (transforming factors), while organisational factors involve transactional factors, such as centralisation, configuration, formalisation, standardisation, size, structure, technology, management behaviour, leadership patterns, control and remuneration (Isaksen, Lauer, Ekvall & Britz, 2001).

Haakonsson, Burton, Obel and Lauridsen (2008) conducted an investigation into how misalignments between organisational climate (measured as information-processing demand) and leadership style (measured as information-processing capability) can result in negative performance. They collected the data using a questionnaire. In this research, the key respondent was the chief executive officer (CEO). Therefore, the researchers based their findings on the CEO's perception of climate and leadership style. The research findings showed that misalignments between organisational climate and leadership style are problematic for business performance. In regular, meetings between management team and their employees, the organisation could create a platform to raise and address challenges, brainstorm approaches and address the needs of both. If there is complainants either the school climate or the leadership style needs to change. Managers need to conduct regular climate surveys to examine their employees' perceptions of climate and take the necessary measures to correct any misperceptions (Eustace & Martins, 2014). An organisation will be able to identify exactly what areas to focus on and will then be able to determine its own overall climate (Castro & Martins, 2010). According to Cloete (2011), organisational climate theory suggests that leadership in organisations has a significant effect on determining organisational climate. Highly

skilled workers can create quality relationships between employees and managers that would improve organisational climate further. A leader must identify a school's existing climate before attempting to change it. If the climate within the classroom is negative, it will be difficult for the teacher to deliver the lesson accordingly. Classroom management is crucial because it affects the capacity of the teacher and the learners ability to learn.

2.7. THE SYLLABUS TRANSITION FOR SEXUALITY EDUCATION IN SOUTH AFRICA

To prove the significant of Sexuality Education in Life Orientation, it will be appropriate to debate curriculum in South Africa as a whole. One of the crucial features of South African schooling is that all public schools adhere to government legislation. It is then fitting to first start by defining the concept of 'transition' and 'curriculum', since the problem it seeks to address is focused on these concepts. Transition is the movement from one kind of political regime to another kind of political order (Jansen, 2007). In the South African context, it would mean rearranging away from apartheid regime to a more democratic regime. According to Carr (1998), a curriculum is more than the content or subject matter that is taught in schools but also involves teaching methods, learning objectives, classroom organisation and assessment procedures. He further argues that curriculum plays a significant role in social and political spheres of a society in inducting learners into the culture, practices and social relationships of their society.

2.7.1. The Right to Basic Education

Rights to education must be understood in light of the educational objective. Everyone has the right to basic education, according to Section 29 of the South African Constitution. State is duty-bound to provide public education. It has the ability to uncover the enjoyment of other human rights and finally empower individuals to contribute and partake meaningfully in a free society. Furthermore, under Section 29(3) of the Constitution, anyone has the right to establish and maintain independent educational institutions at their own expense. In South Africa,

independent schools are typically selective institutions based on a prohibited religion or culture.

2.7.2. National curriculum standard in South Africa

Curriculum transformation in post-apartheid South Africa started after the election in 1994 when the National Education and Training Forum began a process of curriculum revision and subject rationalisation. The purpose of this process was mainly to lay the foundations for a single national core syllabus (Department of Education, 2002:4; Cronje, Dimant, Lebone, Macfarlane, Cardo & Ericsson, 2004:272-273). Adu C2014) indicated that Curriculum 2005 (C2005) was firstly published in 1997,followed by the Revised National Curriculum Statement (RNCS) in 2002, the National Curriculum Statement (NCS) was published in 2007 and lastly the Curriculum and Assessment Policy Statements (CAPS) which was introduced in 2012. This implies that the policy of Education is reassessed regularly. Educational change has been motivated by the major political changes which occurred in the country during the 1990s and which brought about the abolition of apartheid and the start of a democratic South Africa. This transformation of education in South Africa came with a lot of challenges to the government schools that affect the community, people's lives, affairs, teachers' working patterns and learners' attitudes and conduct. Accordingly, South Africa's new curriculum defined a learning area as a 'field of knowledge, skills and values which has unique features as well as connections with other fields of knowledge' (Department of Education, 2002: 15). Life Orientation was among the eight learning areas that were introduced. The numbers of outcomes per subject were reduced in the new NCS while stronger knowledge dimensions to the school syllabus were presented, although it remained unchanged in the principles of OBE (Bertram, 2009). According to Swannepoel and Booysen (2006) in the past, teachers did not associate with the curriculum changes because they did not trust that these changes would advance their teaching and learning. Vandeyer and Killen (2007) argue that, any endeavor to change teachers' pedagogical practice must agree to take their conception. In order for any curriculum review to accomplish its favorite outcomes, teachers' entrenched preconceptions about teaching must be regulated (Spreen & Vally, 2010).

Curriculum-making processes in South Africa have been interpreted in two basic approaches: curriculum as policy and curriculum as knowledge (Chisholm, 2005). Curriculum as knowledge stresses the role of curriculum content, the way in which knowledge is included and created. As a result, the lesson in the curriculum is crucial because the way in which the lesson is delivered is significant concerns that should expressly be part of curriculum-making if they are to reach the lives of learners in the classrooms. The new curriculum's contents imply that the learners' learning experience should be entertaining, charming, and significant in order for them to recognize the importance of democracy in teaching and learning (Eastern Cape Education, 2003).

2.7.3. Curriculum review towards a new vision in education

The new curriculum certainly offered the viewpoint that the discrepancies of the past, and the unproductive teaching and learning of Guidance, would finally be addressed and overcome. The review of the curriculum led to the development of an advanced new learning area called “Life Orientation”. Life Orientation replaced all forms of Guidance and was introduced to (Department of Education, 2002):
“guide and prepare learners for life and its possibilities, and equip learners for meaning and successful living in a rapidly changing and transforming society”. The purpose of this process was mainly to lay the fundamentals for a single national core programme. The Department of Basic Education (DBE 2012a, 2012b) in South Africa acknowledges that there are serious challenges of teenage pregnancy, sexually transmitted infections (STIs) and HIV infection in the country hence it includes mandatory teaching of Sexuality Education in the national curriculum. HIV and AIDS is no longer simply a health concern, but a controversial issue that affects the social, cultural, political and economic fabric of the nation. However, the South African national curriculum framework is not clear on the exemplified topics nor strategies to teach them effectively (Kirby, 2011). Although evidence of the effectiveness of Sexuality Education in South Africa is not as convincing, the available international experience suggests that the question is not whether it should be provided but how its effects can be optimised (Mukoma & Fisher, 2006). The curriculum should be flexible enough to allow communication between teachers and

learners so that the holistic picture of sexuality as a natural developmental issue and concerns are addressed.

As Kirby (2011:2) stated in his report:

Almost all curricula that enhanced behaviour was a detailed curricula that informed the teacher precisely what to do and say. Each exercise is fully explained. The resources, methods and information on how to deliver the activities are clarified.

Currently, South Africa lacks a well-established detailed scripted curriculum. While curricula have been established through various projects or received from outside, it is unknown whether they include the qualities of good programs, and none have been extensively adopted or implemented.

The decision was taken by the DBE therefore to develop CAPS aligned scripted lesson plans to assist instructors in integrating Sexuality Education into the Life Orientation curriculum (Wood & Rolleri, 2014). However, it was also worldwide acknowledged that local culture, economy, and society can affect curriculum modifications (Baxen & Breidlid, 2004; Merson et al., 2008).

Curriculum advisors serve as the major sources of professional help to teachers in the country, yet many of these advisors have been appointed on grounds other than merit or subject expertise (NEEDU, 2013). Further, the curriculum advisors are expected to lead, direct, manage, supervise and strengthen the quality of teaching and learning offered by the teacher. The good working relations between the subject advisors and teachers can be a contributing factor to determine whether there will be success or not. Our country continues to be plagued with high number of curriculum advisors assisting subjects without formal training in the subjects. The qualifications of these curriculum advisors should also be reviewed or audited since some curriculum advisors have only a matric qualification (NEEDU, 2013). However, if the teacher is expected to exhibit proficiency, commitment and care, and be practised to fulfil the best role, excellent training and improvement of teachers would be necessary to ensure that these competencies are developed.

2.8. CULTURAL SCHEMAS

People should know more about schema and cultural diversity to discuss the sameness and difference on how cultural difference and schema affect learning and teaching of comprehensive Sexual Education in life orientation. Studies indicate that

what teachers believe, and their culture can conflict with how comprehensive Sexuality Education is taught, but they do not explain why these conflicts lead to feelings of discomfort to teach comprehensive Sexuality Education (De has, 2016). Learners can use new skills to learn something, mostly they have to depend on the already existing proficiency to understand it. When teachers use materials about the target culture specially occasions like Halloween or Easter it is necessary to give background knowledge to learners (Wang, 2011).

2.8.1. Defining cultural schema

Cultural schema refers to thematized, widely shared schemata, and it is the smallest unit of culture that can be analysed (DiMaggio, 1997). Furthermore, cultural schemata are defined as patterns of basic schemata that construct the meaning system of a cultural group (D'Andrade & Strauss, 1992). In principle, cultural schema and individual schema do not differ, except those cultural schemata are shared by certain groups instead of individuals (Garro, 2000).

Finally, culture is referred to as "a learned meaning system that consists of patterns of traditions, beliefs, values, norms, meanings, and symbols that are passed down from one generation to the next and are shared by varying degrees by interacting members of a community" (Ting-Toomey & Chung, 2005: 28).

2.8.2. The Importance of Schemata in Teaching and Learning

Schema may differ significantly from one culture to another and may need to be reviewed as new experience is encountered. It is very important to note that learners are able recall significant amounts of new knowledge if they can group it with their existing viewpoints. It can therefore be argued that the starring role of the LO teacher in teaching should be to link knowledge, beliefs and skills to what learners are familiar with. This principle links with learners' prior knowledge from what they know or have experienced in their local environment (Graham, Berman & Bellert, 2015; Donald, Lazarus & Lolwana, 2006; Marshall, 2016). Because the content of Sexual Education will most likely be the same or similar, it's important to remember that learners' interpretations of content may be impacted by their prior experiences,

a concept known as "schema." We always want to use our previous experience of appliance when we want to use any appliance for the first time and our previous knowledge can guide us to put it on or off. Schemata are very important as it allow more conscious grouping of new thoughts with old ideas. To begin a class on Shintoism, for example, a teacher might stimulate students' religion schemata by asking them to consider their own religions—their key lessons, stories, and ideals. Students are more likely to recall the basic notions of Shintoism if they are directly placed into their current schematic "organizations" rather than being exposed to those beliefs without any cognitive preparation. A teacher must have a strong, well-informed understanding of how children learn, what obstacles can obstruct learning, and what research-based approaches are available to assist students in succeeding. This study also focused on the impact of schemata in the teaching and learning of Sexual Education, which will aid learners in retrieving and correctly constructing information in the learning environment. Learners are considerably more likely to recall new concepts if they can connect them to existing schema.

According to Dr. Andy Johnson (2014), there are four very evident and authentic consequences relating to the recognition of schematic impact by instructors:

• Teach Requisite Knowledge in Advance: Don't expect learners to read stuff "cold." Introduce them to topics and ideas that they may not be familiar with in school.

• Connect the New to the Old: The teacher should explain and discuss how the new information relates to what the students already know.

• Emphasize the Material's Structure: The teacher should break down the material into understandable and clear components. Using tools like a graphic organizer to organise the stated components is strongly recommended.

2.8.3 Multicultural challenges on sexual health education

Because the culture of teachers and learners influences classroom practices, there is a strong link between culture and education. There are new problems for both teachers and learners because South African classrooms are becoming increasingly multicultural. In this way, learners become social critics of socio-environmental issues in their live environments (Aliakbari & Faraji, 2011) which affect their lives. Linking teaching-learning to learners' live environment is a constructive alignment with what Plevin (2016) refers to as "curriculum-in-use". This growing multicultural

nature of education and training environments makes it critical that teachers, develop skills to deliver culturally sensitive and culturally adaptive instruction. Instructional providers should examine the assumptions they hold about how learners will and should respond, keeping an open mind for potentially unexpected responses (Parrish & Linder-VanBerschot, 2010). The use of language with other ethnic people can lead to misunderstanding. Choice of words expressed in one culture could cause a serious offence in another culture while the application of vernacular to popular culture may not resonate with another culture. Teachers, therefore, become mediating agents in terms of national and school language policies and the actual multilingual language capabilities that are present in South African schools (Olivier, 2013). LO teachers appear to struggle to familiarise their teaching-learning to reproduce the diverse realities of South African life. As Mthatyana and Vincent (2015), put it: A curriculum aimed at 'life orientation' cannot make sense unless it takes seriously the diverse orientations to life, priorities, meanings and desires that circulate in learners' lived, everyday experiences. As a result, culture encompasses everything that differentiates one group or community within a civilization from another, including language, morals, literature, viewing of the world, diet, faith, clothes, holidays, beliefs, and behavior (Perso, 2012)

Teachers led learners through unfamiliar territory towards achievement. Witsel (2003) emphasised that teaching and learning are difficult task, even when learners and teachers share similar societal, economic, and cultural background. After decades of separation between racial and ethnic groups in South Africa, many see multicultural education as one of the ways in which understanding and acceptance of all races and cultures in the country can be improved (Sleeter & Grant, 2007). For this to happen, it is important that the LO teacher creates a classroom atmosphere in which respect and reasoning can flourish (Nel, 2014). Given South Africa's diverse population it is necessary to be able to have a good understanding of the comprehensive Sexual Education and its relation to the culture. Accepting and honouring the values of those who demand sexual curricula that differ from ours, help us develop a deeper understanding of how other cultures generate meaning about sexuality and how adolescents reconstruct these cultural meanings or classroom messages (Sears, 1997). Schools should build tolerance, respect, open-mindedness in students through adequate curriculum (Liu & Lin, 2017). Learners will

then be motivated to pay attention, accept other people's beliefs and appreciate other people's skills.

2.9. TEENAGE PREGNANCY

Due to the negative effects of teenage pregnancy, a deeper comprehension of the social factors, self-efficacy, and communication with elders and teachers involved with this situation is necessary. Generally, rates of teenage pregnancy are higher in the more rural provinces such as Limpopo, Mpumalanga and Eastern Cape than in more urban provinces such as Gauteng and Western Cape (Barron, Subedar, Letsoko, Makua & Pillay, 2022).

2.9.1. Implications of uninvited and accidental teenage pregnancies in South Africa

An unplanned pregnancy is described as a pregnancy that is not desired at that particular time, in other words it is mistimed, whereas an unwanted pregnancy is not wanted at all (Henshaw, 1998). The adverse consequences for unwanted pregnancies tend to be more severe than those for unplanned pregnancies (D' Angelo, Gilbert, Rochat, Santelli & Herold, 2004). Some teenage pregnancies in South Africa are planned, but the majority are unexpected or undesirable. When it comes to getting pregnant, many people don't know the real truth. Myths and misconceptions about birth control flourish. There's also misunderstanding about how a person can conceive, too. Access to information on sexual matters including contraception, is often neglected in some South African cultures, for fear of promiscuity, cultural barriers and respect for elders where a mother can never discuss menstruation with the adolescent girl (Maja, 2007 & Mudhovozi, Ramarumo & Sodi, 2012). Adolescents however, tend to make poor reproductive health decisions, which translate into risky sexual behaviour that led to unplanned pregnancies and sexually transmitted diseases (STIs) (Madumo, Havenga & Van Aswegen, 2015). An unplanned or unwanted pregnancy among teenagers can lead to a cascade of negative events. The physiological immaturity of these teenagers leads to spontaneous abortions, premature labour and low birth-weight infants as some of the many obstetrical complications recorded among pregnant teenagers

(James, Van Rooyen & Strümpher, 2010). Teenage pregnancy problems range beyond the health and obstetric challenges of pregnancy to include societal encounters for the teenager. The African continent is also experiencing challenges of unplanned adolescent pregnancies. Ehlers, (2010) reports that adolescent pregnancies are posing serious challenges in Zimbabwe where maternal deaths are five per cent higher for females younger than sixteen years of age than for those in their twenties. In South Africa, teenage pregnancy is a significant contributor to school dropouts and is linked to greater poverty, subpar performance, and grade repetition (Jochim, Cluver & Meinck, 2021). Overall, unplanned pregnancy poses risks which will become more prevalent in the future such as physical, financial and psychological risks for the woman concerned, including political and economic implications for the health sector. Additionally, unplanned pregnancies are socially disruptive and impact negatively on educational progress and future career prospects (Sibeko, 2012). Any pregnancy that is unplanned can have a negative impact to the health and schooling of the young people.

Teenage pregnancy and early parenthood can put women at risk for HIV infections, unwanted pregnancies, and increased maternal mortality (Terefe, 2022). A number of issues have been linked with unplanned or unintended pregnancies among youth. Some unplanned pregnancies can turn out to be ‘wanted pregnancies and planned pregnancies can also translate to unwanted pregnancies. Studies from South Africa have described the relationship between teen pregnancies and poorer educational outcomes (Grant & Hallman, 2008; Marteleto, Lam & Ranchhod, 2008). On a global basis, about half of all pregnancy terminations are illegal, according to statistics (Guttmacher Institute, 2012). Furthermore, developing countries, such as South Africa, account for 98 percent of all illegal pregnancy terminations. Approaches for the prevention of these pregnancies are important in South Africa where there is a lack of facilities for the provision of safe abortions. Brief educational interventions with a strong emphasis on contraceptive use and the promotion of family planning for a healthy pregnancy should form part of these strategies. Education on teenage pregnancy will help to prevent unwanted pregnancies and reduce maternal morbidity risks related to unsafe abortion and minimize any negative impacts of pregnancy on health.

2.9.2. A rising concern of teenage pregnancy

We discovered that there were more teenage pregnancies recorded during the lockdown period (Chimbindi, Ngema, Ngwenya, Gibbs, Groenewald, Harling, Mthiyane, Nkosi, Seeley & Shahmanesh, 2022). According to estimates, 33 899 babies in South Africa were born to women who were 17 years old or younger in 2020, with 499 of those births occurring to children between the ages of 10 and 13. (Statistics South Africa, 2021). Teenage motherhood and teenage pregnancy have emerged as a worldwide concern. It's also considered as a threat to the class's general academic success. Teenage pregnancy in SA is on top of the list of consequences of unsafe sex, STI'S and following unsafe abortions. Most young females often do not return to school and are more likely to engage in abusive relationships or unofficial jobs and sex work (Nordhues, Bhagra, Stroud, Vencill & Kuhle, 2021; Murewanhema, Musuka & Dzinamarira, 2022). Performance of learners who become parents at an early age are likely to deteriorate as she has to spent most of her time taking care of her child.

African teenage mothers are less likely to live with the father of their babies and are more likely to remain at home with their families (Bunting & McAuley, 2004). About 16 million women aged 15 to 19 years give birth each year – about 11 per cent of all births worldwide. Of these, about 95 per cent happen in low- and middle-income countries. The average teenage birth rate in middle-income countries is two times higher than in high-income countries. In low-income countries, this rate is five times as high (WHO, 2017). The reproductive health ignorance among young people, such as the basic understanding of a pregnancy possibility as a consequence of unsafe sexual intercourse, is also contributing to teenage pregnancy (Macleod, 1999). Social and health policies in South Africa permit youth as young as 12 years old to make their own decisions about contraception and abortion, and these treatments should be free and available at local health facilities (Department of Health, 2012a). Researchers thus provide some support for the effectiveness of a Teenage Pregnancy prevention program that should be further reinforced in a widespread approach in schools. They must also look into whether a prevention intervention program could change attitudes and impact public high school learners' aims to conduct safe sexual behaviour. Continuous efforts on encouraging and

facilitating condom use among teenagers in SA still proves to be an important behavioural intervention worth investing in, both for the prevention of unwanted pregnancies, HIV and other STIs' transmission and for contraceptive purposes. Research has also highlighted how teenagers' attitudes and risk perceptions regarding unprotected sex, including concerns about pregnancy ("Getting pregnant would force me to grow up too fast"), are associated with unprotected sex and unplanned pregnancy (Dir, Hulvershorn & Aalsma, 2019). Risky behaviours, such as substance use, also need to be recognized and intervention programmes aiming to reduce teenage pregnancy and sexual and reproductive behaviours among adolescents need to include prevention of substance use ((Jonas, Crutzen, van den Borne, Sewpaul & Reddy, 2016). Factors such as early sexual debut, multiple partners and older partners remained a significant risk factor for adverse reproductive health outcomes in young women (Galappaththi-Arachchige, Zulu, Kleppa, Lillebo, Qvigstad, Ndhlovu & Taylor, 2018). The government should continue in making condoms free of charge and easily accessible to the youth of SA. South African new reproductive health policies have given weight to dual protection as a public health intervention against unintended pregnancies and sexually transmitted infections (Osuafor & Maputle, 2017). Teenage pregnancy (TP) is an international issue that can eventually help to deliver a better future for our young females and suitable care for their children. Educational curriculum on safer sexual practices should be implemented prior to sexual debut. Early initiation of educational programs on puberty, sex and sexual risk behaviours prior to sexual debut can prevent the adverse reproductive health outcomes. Regular monitoring of teenage pregnancy trends and the associated factors also aid in determining the effectiveness of programmes put in place by government and other related institutions, as well as highlighting areas where extra effort is needed to curb the rates of teenage pregnancy (Jonas, Crutzen, van den Borne, Sewpaul & Reddy, 2016). The South African School Act legalises the backing of pregnant teenagers and teenage mothers in schools (Department of Education, 1996).

2.9.3. Intervention towards reproductive health and teenage pregnancy in South Africa.

Apartheid-era policies of discrimination and unequal expansion by racial group exercised conflicting forces on women's use of modern contraceptives. Institutionalized discrimination that favoured whites over all other groups increased whites' educational attainment and economic standing, which are typically positively associated with the use of modern forms of fertility limitation (see Lloyd et al., 2000), while it inhibited nonwhite women's progress. Community family planning programmes in South Africa arose from the controversial apartheid history of controlling the African population while encouraging the growth of European migrant population (Ndinda, Ndhlovu & Khalema, 2017). Teenagers from low- and middle-income countries are at risk of poor SRH, which can lead to unwanted pregnancies, unsafe abortions, sexual assault, and sexually transmitted infections (UNAIDS. 2021). The national family planning programme in South Africa was passed in 1974 (Department of Social Development, 1998). The South African government has established commitment to increasing its family planning programme. In 2014, South Africa (SA) introduced the sub dermal contraceptive implant with the aim of expanding the contraceptive method mix and availability of long-acting reversible methods in the public sector (Pleaner, Morroni, Smit, Lince-Deroche, Chersich, Mullick, Pillay, Makua & Rees, 2017). Every new contraceptive method requires update of information on the necessary resources needed to expand the use of it. Teenage pregnancies in South Africa still remained an issue despite the accessibility of family planning services and the available options amongst the young people. There are numerous barriers to the use of contraceptives by teenagers. Users and non-users of contraception differ significantly in their likely inspiration to adopt and use the method or not. There is a general belief that people who use contraceptives are promiscuous (Raselekoane, Morwe & Tshitangano, 2016). This is linked to certain socio-economic traits. The low motivation non-users, compared to the high motivation ones, are more rural, less educated, and closer to poverty and as such, may also have less access to public services (Kuang, Ross & Madsen, 2014). Uninformed women are subject to misunderstanding and misinformation regarding family planning and contraception (Mamabolo, 2017).

Education, empowerment, gender equality, and human capital development all benefit from womens' voluntary and informed family planning decisions (Starbird, Norton & Marcus, 2016). Many teenagers with unmet need face a problem of contending favourites, and are more strongly motivated not to use contraception than to do so, despite their desire to avoid pregnancy. In Africa, the region with the highest level of unmet need, more than half of women with unmet need state that they are not using family planning because of health concerns or opposition (Sedgh & Hussain, 2014). Most parents see contraception and family planning as sensitive issues that cannot be discussed with children (Raselekoane, Morwe & Tshitangano, 2016). A range of opinions have been forwarded amongst public health professionals, clinicians, social scientists, advocacy groups and the media regarding the issue of teenage pregnancy (Govender., Naidoo & Taylor, 2018). The South African government has established assurance to expanding its family planning programme. It is party to Family Planning 2020, a global partnership between governments, civil society, donors and other stakeholders, aiming to expand contraceptive use to 120 million more women and girls by 2020 (FP2020). The government in South Africa is supportive of reproductive health rights and the choice of contraceptive. The concerned debate centres on the conceptualisation of teenage pregnancy as a challenge in our society versus teenage pregnancy as a reproductive choice and process. The expansion of family planning services in many low- and middle-income countries, including South Africa has been hampered by shifts in international health and development priorities, and the focus of attention on HIV/AIDS, infectious diseases and poverty alleviation (Singh, Darroch, Ashford & Vlassoff, 2009). As we approach the post-2015 era, emphasis should be placed on comprehensive packages to reduce teenage pregnancy. Scaling up family planning among teenagers can help to prevent or reduce unplanned pregnancy, child deaths and maternal deaths annually. By reducing unnecessary fertility and changing population dynamics, family planning aids to accomplish several of these aims. HIV and family planning are advised to women seeking reproductive health treatments. (Adeniyi, Ajayi, Moyaki, Goon, Avramovic & Lambert, 2018). Contraceptives are also given freely to women in all public health facilities in South Africa.

2.10 BENEFITS OF COMPREHENSIVE SEXUALITY EDUCATION FOR LEARNERS

The term "comprehensive sexuality education" has been applied to single courses that seek to teach students through a study of gender roles, relationships, self-image, and their own beliefs and ideas, in addition to helping them understand physiological elements of sexuality (McCaffree & Matlack, 2001). Lack of adequate knowledge concerning Sexuality Education, contraception, conception and relationship is seen by many researchers as a contributing factor in risky sexual behaviour. Globally, Sexuality Education is framed as a key programmatic strategy for achieving HIV prevention among youth (Gacoin, 2017). Comprehensive Sexuality Education is seen as a key intervention to address the lack of knowledge about sexually transmitted diseases and unplanned pregnancy rate among teenagers. Successful comprehensive Sexual Education is not achieved by a single education project or a few LO classes. A well-designed evaluation studies are very important in South Africa to demonstrate and improve the effectiveness of school-based Sexuality Education programmes. CSE offers young people the information they need about their bodies and sexuality, reducing misinformation, shame, and anxiety, and improving their ability to make safe and educated decisions about their sexual and reproductive health (Boonstra, 2011; UNFPA, 2010). Early childbirth, (unsafe) abortion, sexual violence, and sexual ill health may be reduced as a result of access to CSE, as well as the promotion of gender equality and young people's general sexual and reproductive health and rights (e.g., WHO, 2011). Comprehensive Sexuality Education programming could benefit from having multiple outcome goals that address the dual influence of substance use and risky sex, while including partners in fostering positive adolescent sexual health (Kouyoumdjian & Guzman, 2013). It is questioned, ‘why should a country care about comprehensive Sexuality Education and promotion?’ A country should be concerned because today’s youth are tomorrow's leaders. Many non-governmental groups, United Nations Special Rapporteurs, and treaty-monitoring bodies argue a right to comprehensive Sexuality Education, a disputed approach to Sexuality Education that appears to encourage adolescents to explore their sexuality (Curvino & Fischer, 2014). Lack of adequate knowledge concerning Sexuality Education, contraception, conception and reproductive biology is seen by many researchers as a contributing

factor in teenage pregnancy. Because adolescent engagement in school and educational attainment has been quickly growing in the developing countries, it is critical to teach teenagers about healthy choices and correct social behaviour that will last into adulthood (Tosin & Tshitangano, 2016). Teachers act as loco-parentis in school as such they must instil ethics and morals among learners. Comprehensive Sexuality Education is a 'rights based and gender focused approach to Sexuality Education' (UNFPA, 2014) that aims to provide accurate information alongside opportunities for young people to explore their values and 'practice decision making and other life skills that enable them to make informed choices about their sexual lives (Dixon-Mueller, 2010).

2.11 TEACHING AND LEARNING ABOUT SEXUALITY EDUCATION

Researchers have found that teachers' confidence in teaching sexuality is positively associated with the numbers of years teaching about sexuality, having received formal training, experience in discussing sexuality with others, and a supportive school policy (Helleve et al., 2009). The method to deliver Sexuality Education lesson was grounded on the morals and belief systems of the teacher, as the policy structure to guide what the teacher should teach is lacking (Francis, 2013). It must be acknowledged that in teaching Sexuality Education, teachers are caught between contradictory values that are not always easy to reconcile: national policy and curriculum, the school, personal believes and social and cultural pressures (Francis, 2011). Teachers indicate that it is challenging to create open dialogue in Sexuality Education while at the same time maintaining discipline, and that the multiple roles that they are expected to play (teacher, confidante, counsellor, social worker) are difficult to manage (Helleve, Flisher, Onya, Mũkoma & Klepp, 2011). While research shows that formal training is of help, and must continue and be expanded, it is also important to provide on-going in-service support and training for teachers (Glover & Macleod, 2016). Outreach refresher programs must be implemented at tertiary institutions for in-service teachers who are teaching the subject currently and lacking formal training (Francis, 2013). Teachers lack skills and method on how to teach Sexuality Education better because of cultural barriers. According to researchers, teachers often express difficulty with integrating topics around sexual diversity into

their curriculum as they are offered little guidance on how to conduct such sessions (Bhana, 2011).

While recently it has been evidenced that HIV prevention programs that address gender relations are more effective than those that do not (Haberland, 2015), the tremendous focus on what content should be taught and how effective that content is in terms of measurable health outcomes (Aggleton & Crewe, 2005; Baxen, 2010) concurrently the way in which Sexuality Education is imparted is continually a political venture. Other studies have found that learners often find LO classes repetitive and boring and that they learn more from their peers about sex than from the LO Sexuality Education (Francis & DePalma, 2014b). “Curriculum related to the teaching of sexual health education does not currently include any outcomes directly related to sexual orientation and gender identity” (Robertson, 2017:2). When teenagers have not experienced CSHE, Jones (2018) relates that porn sites often comprise their introduction to Sexual Education. As she points out, research indicates that most teenagers begin viewing pornography at about 13 (for boys) or 14 (for girls) years old. It also indicates the existence of a “parental naïveté gap” whereby parents significantly underestimate the amount of porn their children watch (p. 4). When teenagers use porn as pedagogy, Jones concludes they are left perplexed about what constitutes healthy sexual relationships and consent as they struggle to translate online sexual learning into real life where sexual and dating violence are among real concerns. She asserts that teenagers need to develop critical literacy and a sense of sexual agency “by examining how gender, sexuality, aggression, consent, race, queer sex, relationships and body images are portrayed (or, in the case of consent, not portrayed) in porn” (p. 3). For SGM youth, Jones asserts that their need to develop critical literacy has to be juxtaposed with the reality that SGM porn may provide comforting affirmation of their sexual and gender identities historically considered to deviate from cultural norms.

2.12 INFLUENCE ON TEACHERS’ WELL-BEING OR FITNESS

Teacher wellbeing is deeply connected to the quality of their work (CESE, 2014), and its impact on learners’ outcomes. Districts treat teachers as if their effectiveness is mostly fixed, smooth, and independent of the school context. They fail to recognize the importance of teachers’ well-being may be faced with higher turnover,

health issues among teachers which lead to high rate of absentia, and greater burnout. Poor teacher performance ultimately results in a poor education value and a lack of classroom discipline. The changing nature of curriculum and how it is regulated and managed after apartheid regime plays a significant role in job satisfaction. For example, there is an inconsistency between demands placed upon teachers and the ability to supply such demands. These include sensitive demands (such as learner discipline), communal support, performance managing, mentoring and school leadership. This is the key component on teachers that should be considered to effectively implement better program for Sexuality Education. The importance of fitness and well-being in the workplace cannot be ignored. Well-being and fitness of teachers to deliver effective teaching in the classroom embraces flexibility, mental strength and diligence. Although research indicates that if teacher well-being improves, a more enabling climate for teaching and learning is created, little support is available for teachers in this regard (Wessels & Wood, 2019). Teachers who work in supportive contexts stay in the classroom longer, improve at greater rates and experience more success in the classroom than their peers in less-supportive environment (Papay & Kraft, 2017). Teachers who are motivated, rejuvenated and confident promote a positive learning environment in the classroom for learners with all the benefits that brings to their personal development and good performance. District support and monitoring functions are inadequate in South Africa because of the dearth of requisite expertise and inappropriate staffing (Khosa, 2013). The "fitness" and well-being of teachers have an influence on the success and comfort of learners. Naghieh, et al., (2015) argue that initiatives addressing the wellbeing of teachers are directed more towards the individual and therefore do not tackle the causes of stress in the workplace. Excellent teacher is the most significant factor in achieving a good education. Mental health and the comfort of the teacher in the classroom is paramount important because they teach our future leaders. They also emphasise that due to discipline concerns, parental attitudes, a lack of institutional support and teachers' work environments are reported to be emotionally taxing, harming teachers' emotional well-being. When teachers and school staff are empowered by support and respect, safe, high-performing, and healthy environments can be created. Additionally, identification of what affects teacher well-being and "fitness" benefits their career paths and aids in the creation of school environments that support job commitment and prevent

teacher dropout (Spilt, Koomen & Thijs, 2011). Hartney's (2016) work focused on how to enhance teaching quality and effectiveness by providing teachers with professional learning in stress management, specific to the stressors of teaching. She found existing research that clearly identified key stressors for teachers, and evidence-based stress management approaches that have been shown to be effective in mitigating teacher stress and improving teaching quality. However, "professional learning efforts targeting teacher wellbeing should aim for more than simply reducing stress and burnout — they should also strive to cultivate positive patterns of thinking and feeling" (Cook et al., 2017:15). Most importantly, recommending that teaching should now become a graduate profession and there should be higher standards of entry and the partnerships between higher learning institution and schools should be strong. The quality of teaching is a crucial factor in determining the quality of our education system so it is of utmost importance that these issues are recognised and dealt with urgently (House of Commons, 2017). In summary, "educator and learner wellbeing is an individual, collective and community responsibility … (with) a clear link between teachers' wellbeing, their role in the classroom and school community, and the success and satisfaction of children and young people while in the educational years" (McCallum & Price, 2016:128).

2.13 OBSTACLES AND BARRIERS FOR THE TEACHING OF COMPREHENSIVE SEX INSTRUCTION

For Sexuality Education to be comprehensive in the school curriculum, it should cover the following core areas: sexual and reproductive physiology; contraception and unintended pregnancy; HIV/STI prevention; gender and sexual and reproductive rights; and values and interpersonal skills. A better understanding of the major challenges encountered in the process of implementation can help devise plans to address them. An honest and open-minded look at the challenges is helpful to shed light on the fundamental assumptions that will guide when we do strategy. In particular, scrutinising obstacles from a range of different settings can highlight commonalities and differences and help to draw out lessons that may be applicable beyond these particular settings. Holding regular strategy review meetings will also help ensure that school districts is focusing on the right things, and that curriculum advisors are providing appropriate supporting resources to the things that are most

important. If the problems within the schools are better addressed, CSE's usefulness can be considered. Each country faced its own particular challenges because their educational settings and cultural contexts differ. Some researcher revealed that there are nations that are still considering abstinence-only in their teaching and neglect the selection for a holistic teaching of sex (Weiser & Miller, 2010; Wilson et al., 2008).

Many scholars criticised abstinence-only, abstinence-based education syllabus and materials for its ineffectiveness at increasing healthy attitudes, examples is the states where there are STIk, rates, teenage pregnancy and termination of pregnancy rates (Kirby, 2007; Wiley & Wilson, 2009). In spite the various years of moral teaching and counselling, the pandemic continued to grow and persist because the schools fail to yield any positive trends that have led to an alternative approach – the implementation of comprehensive Sexual Education.

2.13.1 Administrative and community constraints

LO is typically facilitated by teachers in school, although research has shown how external organisations may assist with this role (Tucker et al., 2016b). The engagement of Sexuality Education that allow the effect of the environment is influenced by several perspectives like Social learning theory. A dynamic weave of individuals and contexts occur in one's background that influences the teaching about Sexuality. Cultural diversity influences what content should be taught and subsequently what is being taught. The delivery of comprehensive Sexuality Education within the community should respect the diversity of morals and beliefs. Culture and religion were the base mediators when teachers stressed their views of abstinence and/or comprehensive Sexuality Education (CSE) (Chaka, 2017). Beside religious beliefs and cultural values that play a vital role in influencing the sections to be imparted in the teaching space, we also have diverse schools of thought that disagree on the better methods to sexual health teaching (Garcia, 2015). Religious beliefs vary strongly across cultures and across individuals, and, when working with religious people, it is critical to investigate how they understand and practice within their faith. Others believe that sexuality can be perverted and corrupted, becoming an instrument of sin rather than the means for glorifying God. Sexuality Education in South Africa has always been traditional as it has a strong links to religious dogma.

Researchers argue that the model of stressing risk (in light of danger, disease and damage) and responsibility (to take up the 'correct' path of behaviour) is limited as it does not accurately represent the realities of youth sexuality, in particular the youth culture within which young people are immersed, the raced and classed environments in which they live and the diversity of sexual identities to which they ascribe (Macleod, et al., 2015; Mthatyana & Vincent, 2015).

In South Africa, the combination of early sexual debut, late adolescent school enrolment, and grade repetition produces atmosphere in which moving through school quicker than one's peers exposes one to a high number of older classmates who are already sexually active (Lam, et al., 2013; Bingenheimer, et al., 2015).If schools and teachers were better organised, and their communities were better informed and more empowered (Isaacs, 2007: 38), all parents' skills could be shared by all children in the community, thus allowing for the extension of meaningful learning.

2.13.2 Parents

There is sufficient prove in the literature review indicating the encouragement of parental attitudes on the implementation of Sexuality Education. For Sexuality Education to be comprehensive in the range of topics offered, it should cover five core areas: human development, sexual and reproductive physiology; contraception and unplanned pregnancy; disease prevention; gender and sexual and reproductive rights; and relationships and social skills. Some parents are sceptic about divulging their children to this kind of Sexuality Education, whether for spiritual motives or just to keep their innocence. Evidence is not enough on the efficiency of the interference of parent and program to stop unwanted sexual health consequences in young people (Downing, et al., 2011). When the subject of sexuality comes up in these communities, most parents give vague messages to their children without further details on the sexuality matter. More generally, schools do not always provide equal opportunities for all parents to play significant roles, or contribute what they know or do best (Motala & Luxomo, 2014). Although some parents are always busy, school can provide an efficient way to keep parents in the loop through social media. Social media can break down those obstacles to communication so parents and teachers are able to cooperate, which ultimately means a better learning experience for every

child. Joint efforts by schools and parents/caregivers are essential to inculcate a culture of learning and teaching and to counteract some children's beliefs that education is uninteresting or irrelevant (Department of Education, 2006: 54). Parents' own levels of education may influence their involvement in their children's education, but the fact that school-going in South Africa is highly valued suggests that parents would welcome initiatives to involve them, especially if these also take into account their specific socio-economic circumstances and literacy levels ((Motala & Luxomo, 2014).

2.13.3 Teachers

The core matter with school-based Sexuality Education is its heteronormative nature. The assumption is that all learners in school are heterosexual. Not only do teachers avoid issues relating to body changes, safe sex and termination of pregnancies, they also avoid veering from heteronormative conventions (Khadija, 2018). Teachers of Sexuality Education should be well trained in dealing with sexual and gender, in order to avoid relegating lesbian, gay, bisexual, transgender, intersex and gender queer youth. Training of teachers will be helpful as they will be able to challenge some of their own commonly held beliefs, to recognise heteronormativity and homophobia in the setting and to enable classes focusing on these topics. In support to the Department of Education in South Africa, many educators felt uncomfortable with condom distributions at schools stating that condom distribution is in conflict with their beliefs and values of promoting abstinence (Blanc et al., 2009). Young female teachers address such matters the most and younger teachers teach more about these issues than older teachers in general (Goldschmidt-Gjerløw, 2022). Comprehensive sexual health education is a common form of sexual health promotion for youth. Most teachers fear losing respect when they teach about sexuality and assume the personal boundaries set between them and learners will be crossed (Amhed et al., 2009). It is essential to understand the present state of teacher training, knowledge and confidence on teaching sexual health education in light of these factors, so that school officials can decide whether training needs to be improved or enhanced to improve teachers' professional development and better equip them to fulfil their roles in this context. Davids (2014:41) argues that the role of the teacher in Sexuality Education is based on being actively involved, as opposed

to being mere passive-reactive agents acting as ‘rational, intellectual professionals who “mindfully” educate the “minds” of learners. Teachers may feel discomfort to address the development of sexuality lesson in the teaching space due to lack of instructional material. A carefully planned Sexuality Education lesson with relevant learning support materials can help young people navigate thorny questions responsibly and with confidence. Others belief that childhood is an innocence time and this perception stimulate the attitudes and ease concerning the delivery of Sexuality Education in school. Sexuality is so difficult for the children who are innocent; protection is the leading view of sexuality in childhood (Robinson, 2005). This suggestion makes teachers to feel discomfort when teaching Sexuality Education. One can ask himself about the effectiveness of Sexuality Education and also if its content convey the message beyond the school premises. Moats (2016) reported that the way teachers use language directly impacts learners’ vocabulary growth. The role of the teacher is restricted to equipping information and guiding and facilitating access to materials, properties and skills attainment and the choices regarding the what and the way it is educated belong to the learner, learning is an active and pro-active process (Hase & Kenyon, 2007; Blaschke, 2012). The word "transmitting" implies a one-way process, it is therefore impossible for the teacher to force knowledge and guidance into the heads of learners. Previous school-based evaluation of HIV and Sexuality Education have identified key teacher influences, such as beliefs about the reputation and rate of HIV and Sexuality Education, experience of teaching life skills, sense of obligation toward learners, acceptable pre-service and in-service training, ease in equipping subject matter that is sensitive, as well as interpersonal and school-level factors, including senior management support and good school–community relations (Paulussen, Kok & Schaalma 1994; Mathews, Boon, Flisher & Schaalma, 2006; Helleve et al., 2009). There are various factors influencing the quality of teaching and learning, particularly in disadvantaged or poor communities, a significant question in this topic is whether physical access can be transformed into meaningful learning or epistemological access (Motala, et al., 2009: 252). Historically, the quality of teaching and learning opportunities have been limited by the resources found within the walls of a school. Increased connectivity also increases learning and adjust understanding accordingly.

2.14 CONCLUSION

The purpose of this chapter was to explore the current scenario concerning the Sexuality Education teaching in Life Orientation. A synopsis of Life Orientation and a brief history of Sexuality Education was provided. Sexuality Curriculum Education enriches one's comprehension of sexuality and provides strategies for viewing and capturing sexual matters. Knowledge gaps were also identified and how the present study will fill them. After a brief reference to cultural schemas in the teaching of Life Orientation related subjects, it became evident that fundamental problems are being experienced in managing the teaching of Life Orientation in South Africa. In addition, there was slight proof in terms of its success and also on what happens in the classroom. This literature evaluation assisted the researcher in determining the best research design, procedures, and processes for collecting data for this study in order to improve research outcomes.

CHAPTER 3
THEORETICAL FRAMEWORK

3.1 INTRODUCTION

Literature review was presented in the previous chapter were different studies conducted on the teaching of Sexuality Education in schools. It was focused more on the history, intention of Sexuality Education and the worst implication of lack of comprehensive Sexuality Education. This chapter will provide a Theoretical Framework which underpins the current study. The researcher presents a theoretical framework, in which various groups of factors acting on the teaching of Sexuality Education are distinguished. Theoretical framework is based on an existing theory and it explains the path of a research and grounds it firmly in theoretical paradigms. The general aim of the theoretical frameworks is to make research findings more expressive, relevant to the topic of the researcher's dissertation and relate to the broader areas of knowledge being considered. Theoretical framework was used to understand a research problem and guide the development, collection, and analysis of data. The research findings are strong because the researcher applied the appropriate application of a suitable theoretical framework.

3.2 WHAT IS A THEORETICAL FRAMEWORK?

Theoretical framework is made up of two terms: "theory" and "framework". As a result, it is proper to begin by providing definitions of these two terms. Leedy and Ormrod (2005: 4) state: "A theory is an organized body of concepts and principles intended to explain a particular phenomenon". It answers the how and why questions. A framework is "a set of ideas that you use when you are forming your decisions and judgements" (MacMillan English dictionary, 2002:561). It is a framework based on an existing theory in a field of inquiry that is related and/or reflects the hypothesis of a study (Adom, Hussein & Adu-Agyem, 2018). Thus, Brondizio, Leemans, and Solecki (2014) concur that the theoretical framework is the specific theory or theories about aspects of human endeavour that can be useful to the study of events.

3.3 IDENTIFICATION OF THEORETICAL FRAMEWORK

Grant and Osanloo (2014) present a checklist that can aid researchers to be able to identify the suitable theoretical framework for their research inquiry. The authors have succinctly put them into questions that must be reliably answered by the researcher to convince him/her that the selection of a theory or theories is appropriate for a particular study.

These questions are:

1. What discipline will the theory be applied to?
2. Does the theory agree with the methodology plan for the study?
3. Is the theory to be selected well developed with many theoretical constructs?
4. Have specific concepts or theoretical principles been selected to meet the objectives of the study?
5. Does the problem of the study, the purpose and importance of the study correlate with the theoretical framework?
6. Can the theory be used hand in hand with the research questions for the study?
7. Does the theoretical framework inform the literature review?
8. Does the data analysis plan agree with the selected theoretical framework?
9. Does the theoretical framework undergird the conclusions and recommendations based on the data analysis?

Simon and Goes (2011:439) also suggest some points that can help articulate the theory for informed research. The essential keys the researcher have to satisfy include:

1. Knowing the main concern for inquiry into the research
2. Ascertaining the key variables in the research
3. Reading and reviewing current related literature on the topic using key word search.
4. Listing the constructs and variables that might be relevant for the study.
5. Considering how the variables are related to the theory
6. Revising the search while adding the word ‘theory’ to the key words to find the theories and theorists most in line with the thinking of the researcher.
7. Discussing the propositions of each theory and highlight its relevance to the research.
8. Considering alternative theories that challenge the perspectives of the researcher.

9. Considering the limitations associated with the selected theory which the problem to be investigated can help address or provide logic explanations.

3.4 THE ROLE OF THEORETICAL FRAMEWORK

All information that is built for a research study is the basis of the theoretical framework. The foundation upon which all information for a research project is built serves as the theoretical framework. The researcher should consider and understand the problem, purpose, significance, and research questions before selection of theoretical framework. The reader in connected to the theoretical framework by his existing knowledge, while the study's research questions connect the existing information and the study's research problem. The theoretical framework is presented before collecting data to provide the rationale for conducting the research to investigate a research problem. It is a conceptual model to guide the structure and vision of the research. It serves as a foundation upon which to construct and support your research, as well as a framework for defining how you will approach the dissertation as a whole from a philosophical, epistemological, methodological, and analytical standpoint (Grant & Osanloo, 2014).

Relevant theories must be developed through a review of previous research. The researcher detects a strategy that will help to investigate social reality and interpret the findings. He must evaluate, compare, and select the most relevant ones. According to Maxwell (2005) theoretical framework should show how research fits into what is already known (relationship to existing theory and research) and also to show how research makes a contribution on the topic to the field (its intellectual goals). Theoretical frameworks provide the researcher with a concrete approach to addressing a problem of the research study by enclosing the questions of research through the theory, supporting the assumption/propositions of the theory, linking them with the research questions or hypothesis and comparing the findings with these assumptions. The researcher can see the importance of his research through theoretical framework. Lysaght (2011:572) highlighted the necessity of identifying one’s theoretical framework for a dissertation study: “A researcher’s choice of framework is not arbitrary but reflects important personal beliefs and understandings about the nature of knowledge, how it exists (in the metaphysical sense) concerning

the observer, and the possible roles to be adopted, and tools to be employed consequently, by the researcher in his/her work".

3.5 ECOLOGICAL SYSTEMS THEORY

Urie Bronfenbrenner developed the ecological systems theory where he posits the development of a person as a function of the engagement between a person's development and the environment in which the person lives (Gouws, 2015). A person does not live in an atmosphere but rather the nearby environments, occasions, happenings, and so forth which link with the hypothesis of Bronfenbrenner's (1995) which stipulates that the development of human is the product of a communication among procedure, individual, context and period. The way people perceive their circumstances has an impact on how they respond to their human and physical environments (Swart & Pettipher, 2005). Utilising these systems to investigate the effectiveness of the type of lessons that are applied for teaching of Sexuality Education in impoverished public rural high school seems to be the most suitable theoretical point of departure for the research as it clarifies the communication and mutual relationship between numerous system that the teaching of Sexuality Education is affected.

The interaction and mutual linkages between numerous systems that affect the teaching of Sexuality Education appear to be the most appropriate theoretical point of departure for the study.

The theory presents a context map that facilitates in comprehending the numerous aspects that influence Sexuality Education teaching, as well as broader societal, cultural, and historical dynamics (Abrams, Theberge & Karan, 2005). As a result, the model provides a valuable framework for identifying relevant topics that inspire effective Sexuality Education teachings. The researcher will briefly discuss the microsystem, mesosystem, exosystem, macrosystem and chronosystem. Figure 1 represent Bronfenbrenner's model vividly.

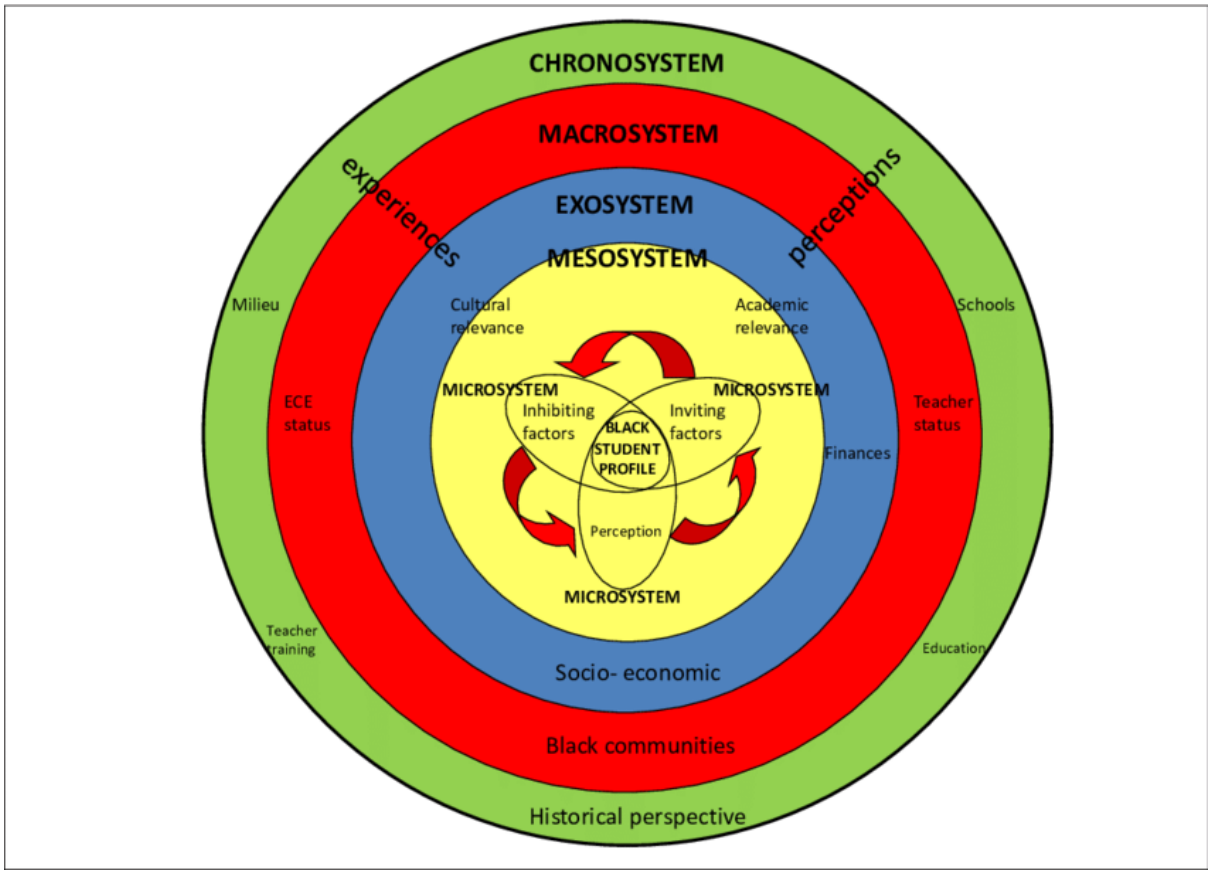


Figure 3.1: Bronfenbrenner's ecological theory is graphically illustrated according to the literature of the study (Adapted from Swart & Pettipher, 2005).

3.5.1 Chronosystem

The chronosystem is covering developmental time-frames over the life course of a person in a household structure, socio-economic position, occupation, dwelling place or the degree of pressure and skill in lifetime (Bronfenbrenner, 1994). In South Africa, the chronosystem will concentrate on the historical upbringing of teaching in this study, that contribute to the teaching of Sexuality Education in public rural schools.

Education in South Africa from a historical viewpoint

The first school in Cape Colony was established in 1658, and this focused mainly on the slaves' intellectual and moral welfare (Du Plessis, 1965). The second school was established in 1663 and was aimed at providing primary education for children of colonists (Molteno, 1984). Up until 1994 the South African education system was largely categorized by racial discrimination and unequal delivery. We show

that education reform in South Africa has been situated within a policy frame that results in a tension between cost recovery and redressing historical backlogs (Spreen & Vally, 2006). According to Hewitt and Matlhako (1999) the patterns of history education in South Africa pose several particular challenges to transformation.

a. First, there were extreme inequalities in access to school, extreme disparities in funding for black students, school fees, and the reliance of rural schools on facilities sponsored by farmers on their estates.
b. Second, the system was very balkanized: separate school departments and ministers for schools by race, and two tracks of curriculum (some shared), with separate texts and syllabi by race.

The apartheid regime in South Africa was a notable exception, as that regime explicitly opposed educational equality and openly discriminated against most of its citizens in all aspects of life (Kirlidog & Zeeman, 2011). Institutionalised racial segregation in terms of education for whites, Indians, blacks and coloureds was imposed by racial policies and legislation throughout apartheid rule. These policies separated blacks from whites in school and provided non-whites with inferior education that kept them economically and politically lower, with fewer opportunities for advancement (Spaull, 2013). Many of the problems have deep roots in the legacy of apartheid, but they are also not being effectively tackled by the current government. The struggle against apartheid took many forms, from protests, strikes, sabotage, defiance, guerrilla warfare within the country to boycotts, bans, United Nations resolutions, rock concerts, and arms and money smuggling and espionage outside (Davis, 2020). The department of education was also ethnically separated. By 1993 the education system was fragmented into eighteen education departments and each department exercised control and administrative duties within their own designated areas (DNE, 1993).

The South African Schools Bill, which passed in 1996 after a period of thorough analysis and discussion, revealed certain awareness that education has a major conceptual role to play. A set of eleven principles expected to guide the development of new curricula for public education in South Africa included an emphasis that “Education and training should promote the development of a national identity and

an awareness of South Africa's role and responsibility with regard to Africa and the rest of the world," and an understanding of "national, provincial, local and region developmental needs" (Curriculum 2005 User's Guide 1998). Among the main concern of the new, democratic government after the elections in 1994 aimed to qualitatively advance the educational system. There is a need to revisit the sturdy domestic legal framework that establishes the responsibilities of the state to promote the right to education for all children, as this may assist in expunging the relics of the apartheid legacies that continue to torment the classroom setting of South African schools in the 21st century. (Chitsamatanga & Rembe, 2020). Therefore, he need arises to create and/or strengthen a responsive policy and planning environment to meet the needs of comprehensive Sexuality Education contributing to the health security of the youth. Such efforts would ultimately transform the youthful population into a national benefit with reduced teenage pregnancy rates and decreased HIV levels among young people.

3.5.2 Macrosystem

The macrosystem according to Bronfenbrenner (1994: 40) is "consisting of the belief systems, bodies of knowledge, material resources, customs, life-styles, opportunity structures, hazards and life course options that are embedded in each of these broader systems". To enlighten the macrosystem in relation to this study, the relationship between culture and teaching will be explored with special reference to rural communities and their teaching of comprehensive Sexuality Education respectfully. According to Chabilall (2010: 8) "Culture shapes education while education can serve as a medium to preserve and promote culture". A specific culture is detected by its unique morals, beliefs, climate, ethos, atmosphere, character and tone (Elbot & Fulton, 2008), this culture absorbs specific features from the community it serves. A cross-cultural debate of the dual relationship between culture and Sexuality Education will be presented in light of the foregoing and for the purposes of the study.

The state of Sexuality Education in rural areas

Culture may be defined as "a social domain that emphasizes the practices, discourses and material expressions, which, over time, express the continuities and discontinuities of social meaning of a life held in common" (James et al., 2015:53).

Different cultures vary in regard to the way they view and understand sexuality, how they influence the artistic expression of sexuality, how they understand gender equity for example those culture that support monogamy are mostly in conflict with polygamy. As a result, it is acknowledged that for Sexuality Education to have a significant impact, programs must consider both the individual and community, considering fundamental related matters like gender inequity that may hinder these efforts. Possibly, delivery of Sexuality Education in the classroom may be hindered by the social context of the learners. Teachers may be especially uneasy to talk about sexuality matters. (Aggleton & Campbell, 2000; Mkumbo, 2012; Oshi & Nakalema, 2005). When the teacher is planning sexuality lessons, she must be aware of the unique features of their own culture as well as the cultures of the learners.

In many cultures, religion is an important governing factor in delineating and implementation of sexual norms and values (e.g., Bartelink, 2015). Noticeably, conservative, 'faith-based' and liberal ideas on gender and sexuality often crash. For example, there is a persistent fight between the implementation of abstinence-only-until-marriage (AOUM) sexuality education versus comprehensive sexuality education (CSE) in the US and elsewhere (Santelli et al., 2017). Cultures opposing Sexuality Education issues often use religious and cultural arguments, mixed with other sentiments. However, the existence of different sexual cultures, or different discourses on sexuality, as well as discrimination and stigmatization, constitute a challenge for both teachers and developers of sexuality education (Cense, 2014; Mukoro, 2017; Rasmussen, 2010). The school systems in almost all developed countries around the world have some form of Sexuality Education, but the topics covered are guided by what the governing culture deems to be suitable. Culture plays a vital role in society in shaping people's views regarding appropriate and inappropriate behaviors and attitudes toward sexuality.

3.5.3 The exosystem

According to Bronfenbrenner (1994) the exosystem is made up of the connections and progressions that occur between two or more settings, at least one of which does not contain the developing person, but in which proceedings arise that

influence processes indirectly within the immediate environment in which the developing individual lives. There are several factors that can influence how well a child is able to learn. The exosystem in this study will refer to the effect of the quality of school education in rural communities, with a focus on the socioeconomic challenges faced by black teachers in the classroom

The socioeconomic position of black schools

It is required to look into the fundamentals that might contribute to inadequate learner performance in schools, particularly those located in low socio-economic environments. SES includes not only earnings, but also educational attainment, financial security, and individual judgments of social standing and social class. The South African government acknowledged that “the quality of school education for black people is poor” all throughout the country (Bayat, Louw, Rena, & Ravinder, 2014). The school systems in low-SES communities are often under resourced, negatively affecting learners’ academic progress and outcomes (Aikens & Barbarin, 2008). Schools that have the best teachers but lack funding, enough books, instructional materials and other educational supplies can negatively have impact on academic success. Underperforming schools are mainly found in townships and informal settlements with unique conditions. (Bayat, Louw, Rena & Ravinder, 2014). Most governments react by offering more money to uplift low-performing schools in the belief that poverty and lack of resources are the major contributing factors to low performance (McColskey & Monrad, 2004).

Socio-economic factors are likely to affect learners’ motivation to learn and perform well in school. Meece (2002) states that economically disadvantaged learners find it difficult to understand the relevance of schoolwork for their future goals, due to high rates of unemployment in their communities and lack of financial resources to further their education. Schools in poor communities face serious obstacles as learners may be less prepared for school and often struggle with family problems. Many of these low socio-economic status (SES) learners often lack positive parental influences and examples (Gouws et al., 2000), many of these parents fail to inspire their children to accomplish or to complete high school. It might be that the learners from poor families do not have much hope for the future and experience a lack of encouragement from parents or caregivers, and therefore do not have a good future

plan. This is in line with Berns (2007) statement that children from families with low income are likely to believe that they have control over the future and therefore, they try less hard in school, accomplishing less than children from families with a higher income.

3.5.4 Mesosystem

Mesosystem is different as it involves the systems that relate with individuals in the microsystem (Clamptett, 2016) such as the family experience may be related to your school experience. For example, if a child is mistreated by his family, he may have a low chance of developing positive approach towards his teachers. The child will have trouble making friends and may resort to withdrawal from a group of peers. Child's living condition at home is likely to inspire what transpires at school and vice versa. Negative living conditions of a child at home can disturb concentration of a child in a class.

3.5.5 Microsystem

The microsystem is an activities patterns, social roles and interpersonal relationships experienced by the developing individual in a given face-to-face setting with particular physical, social and symbolic features that invite, allow or inhibit engagement in sustained, progressively additional complex communication with an activity in the instant setting, such as a household, academia, peer group and workplace (Bronfenbrenner, 1994). The way the groups or organizations interact with the child will affect an effect on how the child grows; the more inspiring and encouraging these relationships and places are, the better the child will be able to grow. The microsystem in this current study will establish the rural learner emphasising his/her particular perceptions and practices as influenced by ecosystemic factors.

The challenges of rural education in South Africa

Rural schools encounter significant obstacles specific to their setting. Poverty is widespread, which has negative effects on the ability to provide high-quality education. Parents in rural South Africa mostly do menial work, have a lower level of education, and usually do not attach much value to schooling (du Plessis & Mestry, 2019). Their efforts and skills of contributing towards changes are limited. Schools

are designed to be supportive places that offer all-encompassing assistance to learners from neighborhoods with serious economic, health, and social problems (Mathikithela & Wood, 2021). In circumstances with few resources, teachers' professional relationships degrade, which makes it difficult and unlikely for them to work together to serve learners (Mathikithela & Wood, 2019). This condition will therefore make it difficult for teachers to create health promoting and enabling environment. For Sexuality Education program to be effective, other factors should be taken into consideration in addition to knowledge and the teachers are the key element in the success of these program.

Perceptions of education among learners

Perception is a highly complicated cognitive process that produces a unique world picture, one that may or may not correspond to reality (Tait et al., 2002:177). These perceptions may have an influence on the method to, and achievement of, school-based Sexuality Education teaching in the current study. Meier (2010) revealed that both Apartheid and post-Apartheid practices influenced learner teachers' opinions in South Africa in a study of learner teachers' perspectives. Years of deprivation, segregation and violence effectively destroyed any hope of establishing a viable culture of learning among African learners (Van Zyl, 2002). What is happening in South Africa is a sad tale of the far-reaching inter-generational consequences of colonialism, political apartheid and now, economic apartheid (Commey, 2015). Mosia (2010) support Meier's position (2010) who goes on to say that in the newly desegregated educational scheme, manifestations of cultural differences encouraged these assumptions, in black schools, there is a perception of a lack of discipline and a learning culture, unmotivated teachers due to lack of knowledge and skills, overcrowding in classrooms and the Africanisation of learning content.

3.6 CONCLUSION

This chapter focused on researcher's theory used to guide the study, that is Ecological systems theory. The importance of exploring public school teachers' perceptions of Sexuality Education is undisputable considering the scarcity of teachers who are well trained and qualified. To contextualize the interpretation of data in the study, it was necessary to know the ecosystemic components of

Bronfenbrenner's ecological theory from the viewpoint of a public-school teacher. The data was gathered from the participants considering highlighted several ecosystemic factors that appeared to have influence to their observations. The findings which revealed that the rural public schools can be linked with the educational past of South Africa is connected to the theoretical components. The next chapter will look at methodology that was adopted in conducting this research.

CHAPTER 4
RESEARCH METHODOLOGY

4.1 INTRODUCTION

In the previous chapter, the Theoretical Framework provided detailed information on ecological systems theory which is divided into five levels.The purpose of this chapter was to investigate the effectiveness of the type of lessons that are applied for adequate teaching and learning of Sexuality Education in impoverished public rural high school. It includes the following: First, the researcher discusses research paradigm; second, research approach, study area and site; third, sampling and techniques; fourth, procedure and data analysis; fifth, trustworthy; sixth, ethics and summary.

4.2 RESEARCH PARADIGM

The term paradigm originated from the Greek word paradeigma which means pattern and was first used by Thomas Kuhn (1962) to denote a conceptual framework shared by a community of scientists which provided them with a convenient model for examining problems and finding solutions. It is a model or approach used by the researcher that is considered ordinary by a considerable number of researchers in the field. The researcher presumed that participants' subjective understandings were factual and should be taken seriously (Ontology); that we can understand other people's experiences by interacting with them and listening to what they have to say (Epistemology); and that we can understand other people's experiences by interacting with them and attending to what they have to say (Epistemology) (Creswell, 2012:24). According to Bodvara and Leong (2008), a paradigm is a model or frame of reference that is used to observe and analyse the problem, seemingly unusual beliefs, and behaviours of others who operate from various paradigms and explain things as they happen. The researcher used appropriate paradigm based on the study's objective and requirement. According to Kvale and Brinkmann (2009), a paradigm is a set of beliefs and behaviours that governs an investigation inside a discipline.

Research Paradigm creates the intellectual opinions and principles that shape how a researcher perceives the world, and how s/he understands and performs within that world. Because it helped him comprehend the experience, feelings, and views of teachers when teaching Sexuality Education in Life Orientation, the researcher matched himself with the definitions of Kvale and Brinkmann (2009) and Bodvara and Leong (2000). According to Hofstee (2009), there are three types of paradigms: positivism, interpretivism, and critical thinking. The following is a quick synopsis of each presentation.

4.2.1 Positivism

In positivist research, quantitative approaches are not usually applied. The positivist paradigm, for example, encompasses a qualitative investigation of the effects of an intervention in an experimental study (Chua, Bogetz, Bhansali, et al., 2019).
Real-world events must be quantified and backed up by evidence in this regard (Hammersley, 2013). To give an example, the relationship between an independent variable and one or more dependent variables will be discovered through causal inferences as a result of experimental designs, and will be completely determined by how researchers maximize the independent variable's influence on the dependent variable and events through this process (Cohen, Manion & Marison, 2011).
The positivist paradigm is connected with truth and objectivity, as well as the goal of revealing a single truth (O'Neil & Koekemoer, 2016; Major, 2017). The researcher is therefore independent and there are no necessities for human interests within the study. Positivists think that via scientific procedures, scientists may expose the truth (Willig, 2013; O'Neil & Koekemoer, 2016). Positivism depends on measurable observations that lead to statistical analyses. The researcher in positivist paradigm is based purely on facts and considers the world to be external and objective. This paradigm was deemed to be inadequate for my research since it reduces human relationships to the topic under investigation, and it will be difficult for me to grasp how teachers in underprivileged public rural high schools teach Sexuality Education.

4.2.2 Interpretive paradigm

The interpretive paradigm emphasizes a holistic view of the individual and the environment, which is more in accordance with social science (Jonker & Pennink, 2010). The interpretivist paradigm is founded on the idea that methods for interpreting knowledge in human and social sciences cannot be the same as those employed in physical sciences because humans interpret their environment and then act on it, whereas the world does not (Hammersley, 2013). This research is based on the interpretivism paradigm, which states that social influence and people's views of reality shape reality (Wahyuni, 2012).

Theoretically, interpretivist points are based on the idea that truth is socially formed socially and melted. Consequently, what we identify is constantly swapped within our beliefs, cultures, social situations, and interpersonal relationships. The researcher studied social actions with a purpose of explain human life. Rather than verifying quantitative, objective, and factual data, the researcher created meaning by engaging the teachers. During the research process, meaning was established by forming a partnership between the researcher and the participants. Interpretive paradigm guided the researcher to interact with the participants in order to discover why there are high numbers of teenage pregnancies in the public rural high schools of Capricorn North District. There was no separation between the researcher and the subject being studied. This paradigm allowed the researcher to observe, listen to and interpret teachers' experiences, attitudes, and perceptions about Sexuality Education.

The findings aided the researcher in reorganizing the text's original meaning and obtaining a single correct clarification on how teachers teach Sexuality Education in the classroom. This is confirmed by Maree (2011) and Creswell (2007), who claim that the findings of the interpretative paradigm provide no stable basis for judgment, risking stumbling into a subjectivism-relativism trap.

4.2.3 Critical realism

Research designs typically involve a thorough investigation of a small number of cases. This approach aims to measure the underlying causal linkages between

social occurrences in order to better understand problems and make tactical suggestions for resolving social difficulties (Fletcher, 2017). Knowledge is acquired through observation and interpretation to understand the components of reality that have to exist before the events and experiences that took place, (Wynn and Williams, 2012). Critical realism (CR) acknowledges that a social world, structure or process exists as an external objective reality to which human beings actively correspond by constructing their own meaning and understanding (Peter & Park, 2018). Critical realism (CR) is gaining acceptance as a foremost meta-theory in the social sciences (Hoddy, 2019). According to critical realism, social relationships can be resolved at various ontological levels. Its claim that statements about the world cannot be reduced to statements about knowledge challenged orthodox reductions of ontology to epistemological questions and called for the 'revindication' of ontology in the philosophy of science (Bhaskar, 2016: 11). As such, CR embraces various methodological approaches from different philosophical positions by taking "a critical stance towards the necessity and validity of current social arrangements" without following "the extant paradigms' assumptions at face value" (Mingers 2001: 248). Researchers working in this paradigm desire a change that shakes the social institutions and power structures, leading to equality and justice in society (Carspecken, 2008; Crotty, 2003). It is not suitable for this study because in this study the researcher served as the primary instrument while the natural environment served as the direct source of data. Researcher visited schools and invested a lot of time studying about educational issues.

4.2.4 Methodology

According to Walsham (2018) and Cohen, et al. (2018), the methodology is the plan of action or strategy that supports the selection of a certain research approach. The techniques are the procedures used to collect data in order to interpret and draw conclusions. Information about Sexuality Education was gathered through semi-structured interviews, classroom observations and documents study. The interpretive paradigm allowed the researcher to acquire detailed explanations of how Sexuality Education is delivered in public rural high school of Limpopo Province. The benefit of interpretivism is that it enables researchers to collect rich, in-depth data from subjects. This is illustrated in the current study, as I obtained in-depth information

regarding the participants' early lives, cultural, religious and organisational backgrounds. This is demonstrated in the current study, where I was able to learn in-depth details about the participants' experience, educational qualifications, major subjects and religious beliefs.

4.3 QUALITATIVE APPROACH

The present study utilized qualitative approach to gain an understanding of the teaching of Sexuality Education. Each approach has its own purposes, methods of conducting the inquiry, strategies of collecting and analysing the data and criteria for judging quality (Ivankova et al., 2007). Qualitative research is a type of research design that is used to explore, describe and promote an in-depth understanding of human experience (Brink, Van der Walt & Van Rensburg, 2014).

The qualitative researcher is concerned in how individuals understand their experiences, how they construct their reality, and what meanings they ascribe to their experiences, according to Merriam (2016). Qualitative research is primarily concerned with the opinion that individuals interrelating with the societal world create reality. This approach would therefore provide the researcher with a better understanding regarding the inadequate delivery of Sexuality Education in the public schools.

4.4 STUDY AREA AND SITE

The research was carried out at Aganang, Capricorn District Municipality. Limpopo province is divided into five district municipalities which are in turn divided into twenty-two local municipalities. Capricorn is one of the 5 districts of Limpopo province of South Africa. The majority of its inhabitants speak Sepedi. Capricorn District is located at the centre of Limpopo Province, South Africa. It consists of five local municipalities: Aganang, Blouberg, Lepelle Nkumpi, Molemole and Polokwane. Aganang is a Northern Sotho name that means "uplifting one another". The geographical location of the Limpopo Province showing list of municipalities is given in Figure 4.1.



Figure 4.1: Map of South Africa, indicating the municipalities of the Limpopo Province

4.5 SAMPLING

The study used convenient or purposive sampling. Convenient sampling means that the participants were appropriate to the researcher. Purposive sampling was used because it allows for greater matching of the sample to the aims and objectives of the research, enhancing the study's rigor and the reliability of the data and findings (Campbell, Greenwood, Prior, Shearer, Walkem, Young, Bywaters, & Walker, 2020). This is a kind of sampling where the researcher selects participants or sites guided by certain factors. It is suitable for this type of research because focus was on the effectiveness of the type of lessons that are applied for adequate teaching and learning of comprehensive sexual health education in impoverished rural secondary schools. All sampled schools were located in Aganang municipality. Thirteen schools were used as the setting. The first participant was named as teacher 1. The first school was labelled school A. The aim was to keep the anonymity of the schools which participated in the study, as agreed with the participants. All schools are situated in the Capricorn North Districts. The following are the features of these

schools: They are public schools situated in rural areas of the Limpopo Province (on average the schools are in a radius of 150 km from Polokwane). Their catchment areas are settlements which are rural and predominantly inherited by people who are below middle-income class. They comprise Grades 8 to 12. There was no easy access to all schools that the researcher visited. The health workers asked us questions and apply the hand sanitizer to the palm of our hands. She finally took us temperature using temperature check as a COVID-19 screening tool. It was a way for health workers to find out if you may have COVID-19 or not.

The researcher purposefully selected LO teachers as participants, knowing that they were relevant to the study as they were affected by the problems under research. In other words, these LO teachers were chosen because they were knowledgeable and informative about the phenomena the researcher was studying. The sources of information were the Life Orientation teachers currently teaching Sexuality Education from Grade 8 to 12 learners. Most Life Orientation teachers were willing to join the process of interviewing with the views that the findings of the research will ultimately benefit both teachers and learners. For the in-depth case-oriented analysis that is essential to this type of study, the researcher typically uses small samples. Therefore, the targeted sample for this research project was twenty-nine (29) teachers from thirteen rural public schools of Capricorn North District in Limpopo Province. The researcher was guided by Berg (2014:52), who asserted that “When developing a purposive sample, researchers use their special knowledge or expertise about some groups to select subjects who represent the population.”

4.6 DATA COLLECTION METHODS

Three methods of data collection will be used. They are: Interviews, Classroom observation and Document analysis. The choice of three methods of data collection helped to capture quality evidence that then translated to rich data analysis so that all sides of the truth could be obtained. The interview questions were adapted from De Haas, Hutter and Timmerman (2017). Accurate data collection is essential to maintain the integrity of research. For example, where interviews had left information, classroom observation method supplemented in achieving complete requirements. The use of the three methods helped to gain a broad and an insightful picture of the situation.

4.6.1. Phase 1: Interviews

The researcher preferred teacher who were teaching Life Orientation for a period of more than three years. 29 teachers were purposively selected from the rural public high schools in Capricorn North District. The researcher was seeking answers to semi-structured questions and the interviewees were allowed to ask for clarity beyond the scope of the initial question. Conducting interviews were considered to be a valuable section of this research since they revealed relevant aspects originating from their experiences, observation and generally help in obtaining valuable information. The basic goal of interviewing is to grasp the perceptions and thoughts expressed by the interviewers. They necessitate serious attention, respect for, and interest in what others have to say (Maree, 2011). Semi-structured interviews with Life Orientation teachers were used by the researcher. The qualitative approach and interpretivism were chosen because of their compatibility and ability to let participants provide rich textual data about a particular phenomenon (Creswell, 2012). This also enabled the researcher to read facial expressions from the participants and that also gave the researcher a chance to probe for more information on issues concerning comprehensive teaching of Sexual Education. The researcher also allowed participants to freely express their views about Sexuality Education and perceptions that they have about comprehensive Sexuality Education. The interviewees were also permitted to ask questions or provide responses beyond the scope of the initial question. This type of interview has a high response rate and sampled interviewees often feel obligated to participate in research because interviews are scheduled in advance (Creswell, 2005). Audio recorder was used to record the interviews as a key feature of quality control protocols.

Participants were interviewed during non-contact time in a private room at the school. The researcher was relevant for the interview process as he was fluent in both English and Sesotho. Personal identifiers were substituted with pseudonyms during transcription. Each interview process ranged from 30 minutes face-to-face talk to 1 hour with the researcher and trained research assistant. The interviews with the teachers were geared towards:

- The teaching of Sexuality Education in Life Orientation.

- The subject's syllabus content.
- Their personal involvement with the subject.
- His/her practical experience in teaching the subject.
- The attitude of the teacher towards Sexuality Education.

4.6.2. Phase 2: Documents study

Document review is a form of qualitative research that uses a systematic procedure to analyze documentary evidence and answer specific research questions (Gross, 2018). Documents, according to Creswell (2016:113), serve as a source of evidence from which a researcher might draw conclusions. The study also used documentary evidence as a gathering tool to collect data. It used documents in response to the nature of the data and the availability of rich and suitable resources.This was intended to allow the researcher to benchmark what is practised with what they say. Furthermore, combining interviews, classroom observation, and document study helped to compensate for the shortcomings of one data collection tool with the strengths of the other. For whatever reason, once a written source was created, it became a "potential" historical fact, and data was essential for analysis and discussion (McMillan & Schumacher, 2009; Hennik, Hutter & Bailey, 2011). Document study was used in this study to look into the patterns and trends that each school used when implementing Sexuality Education. The researcher was able to dig up meaning, build understanding, and determine insights pertinent to the research issue by analysing documents.

Documents, according to Creswell (2016:113), acted as a source of evidence from which a researcher drew conclusions. As Bowen also warns, “A document may not perfectly provide all the necessary information required to answer the research questions. Some documents may only provide a small amount of useful data or sometimes none at all. Other documents may be incomplete, or their data may be inaccurate or inconsistent. Sometimes, there are gaps or sparseness of documents, leading to more searching or reliance on additional documents than planned” (Bowen, 2009:1). The researcher requested documents that accounted fully on how Sexuality Education in Life Orientation is applied at the public high schools sampled. The researcher requested Life Orientation records to assess the policy document,

work schedule, the prescribed textbooks and time table. Prescribed textbooks were also examined. The researcher scrutinized what the policy prescribes as well as the way the teachers design and follow the policy when preparing learning programs in the Life Orientation study. The researcher wanted to know whether the time management, work schedules and time table were in accordance with policy prescriptions and standards.

Document study has served as a supplement to the interviews and classroom observation; it has also been used as a stand-alone method. The evidence gathered was reconciled to the information gathered through interviews and classroom observations. This comparison allowed the researcher to learn more about whether schools recognize the importance of Sexuality Education and whether Sexuality Education in Life Orientation was completed for compliance or development. It shed light on the Department of Education's decision to establish a policy document to assist instructors in improving their practices while also checking the issues of sexual reproduction. The researcher also looked into whether the schools in question participate in development workshops. Documents were collected on an on-going basis between November 2020 and April 2021. The researcher requested materials that detailed how Sexuality Education is implemented in the schools that were sampled.

Time allocation- includes instructional time allocated per week (hours).
Textbooks- types of sexualities in the textbooks
Work schedule- Instructional Materials used in the classroom

4.6.3 Phase 3: Classroom observations

The researcher interacted with the participants before the observation in October 2020 at the planning session. The meeting's goal was to organize the logistics of data gathering among the teachers. The researcher met with the principals in the schools and tells them about the study and the purpose of the study. The researcher later met with all LO teachers and explained to them about the study and what will be expected of them during the study including those that will be included in the study. The researcher discovered that there are teachers in the school who are paid

by the SGB. It was concluded that only teachers who are teaching Life Orientation more than 3 years from Grade 8 to grade 10 will be preferred to participate in the study. The researcher discussed the issues that would be observed during the process, as well as the methods and protocols that would be followed.

The observation was also employed in this study to enrich background information in the classrooms. The technique is paired with interviewing and document analysis to provide a first-hand viewpoint of the condition under investigation. Merriam and Tisdell's (2016:18) suggestion that observation is a systematic process, encouraged researchers to use a classroom observation schedule, which was adapted and validated specifically for participants of this study (Swarts, 2016: 147), was utilised. In observation, the researcher can take one of two roles: passive observer (where the participants are observed without being noticed) or participant observer (where the researcher actively interacts with the people and becomes a part of them) (Hennik, Hutter & Bailey, 2011). To conduct research, the researcher used the position of non-participant strategy within the classroom setting in order to understanding the strengths and weaknesses of Sexuality Education lessons. The researcher did not aim to modify the natural environment of the sampled schools. Maree (2011) encouraged researchers to keep their first observation brief in order to avoid being overwhelmed by the novelty of the event, and to be honest but not overly technical or elaborate in explaining what they are doing. Field notes were written-up during my observation sessions. Transcripts of classroom observations were shared immediately among research participants after each session. The research participants were able to give their ideas based on the findings. The researcher integrated tenets of Ubuntu, which include respect for others, an agreement on certain criteria and dialogue or "mutual exposure" of beliefs (Van Wyk, 2015: 11).

The researcher observed how the teachers and learners interact with each other, their attitude towards one another, basic internal emotional states, the conscious and unconscious movements and postures, conducts and feelings towards each other during these lessons. Class timetable was considered to schedule appointments with each teacher in order to avoid disruption of the school. Observations were conducted in different classes and to different teachers. Teachers were promised that the

activity would only be utilized for research reasons and that their personal information would be kept private.

Each observation schedule contained, school code, date, code of the teacher, Grade, learning area, the duration of the observation and topic. The researcher used performance standards to comment about the classroom environment in each school.

In the process, elements preventing the unfolding of comprehensive Sexuality Education were also observed. The researcher visited the whole school community to gather information about the values of the sampled school.

Non-participant observation option is limited (Liu & Maitlis, 2010: 611)

- The observer effect: the presence of the researcher may influence the participants' actions. This may reduce over a longer period of observation, but remains a potential issue.
- The objectivity of the observer: The researcher can take steps to ensure systematic and rigorous approaches to sampling, field notes, and data collection to increase transparency.
- Selectivity: The observation can never capture everything. This can be addressed by observing as many different circumstances as is possible, over as long a period of time as is possible.
- Ethical concerns: Should the researcher's voice be viewed with greater authority than that of the participants? This can be addressed by drawing on participant accounts, as well as that of the researcher.

This study used observation to assess the way in which Sexuality Education in Life orientation is implemented at sampled school around Capricorn North District. The main aim of conducting observations in the classroom was to evaluate the performance of Sexuality Education teachers in their classroom. The researcher aimed to observe challenges related to lesson presentation, content knowledge, planning preparation, presentation, management of learning programmes, proficiency in observing and evaluating the growth and success of students. An observation schedule derived from IQMS training manual (Department of Education, 2003) was used during observations. To avoid disturbances and disruptions in the smooth operation of their school, a time table was considered. Because of time restrictions and to avoid disrupting other school activities that were taking place at

the same time as this research project, only one observation was conducted per school. Only one teacher was observed in five schools in Grade 8, 9 and 10. The initial visitation of observations took place in school A, in a Grade 8 class.

Integrated quality management system was used to observe teachers. Performance standards that were used to observe teachers include:

- Creation of a positive learning environment
- Knowledge of curriculum and learning programmes
- Lesson planning preparation and presentation
- Learner assessment/achievement

4.7 PROCEDURE

A letter detailing the purpose of the research (see Appendix A) was sent to the District Senior Manager, together with Ethical clearance certificate (Appendix C). The teachers were informed about the limits of confidentiality and the voluntary nature of their participation. Participation-related information was conveyed and clarified by the researcher in English. The researcher then requested the participants to sign the informed consent form and reassured the participants that anonymity would be strictly enforced.

4.8 DATA ANALYSES

Qualitative data was analysed after comparison and integration of the results. Strategies to enhance the trustworthiness of the data gathering and interpretation process included triangulation which was applied by the use of semi-structured Interviews, classroom observation and document analysis. The researcher coded and analysed the data from the semi-structured interviews, classroom observations and document study. He then organized a sizable amount of raw data into themes using thematic analysis and the study's objectives to determine its meaning. The researcher found the themes by carefully examining and rereading the data.

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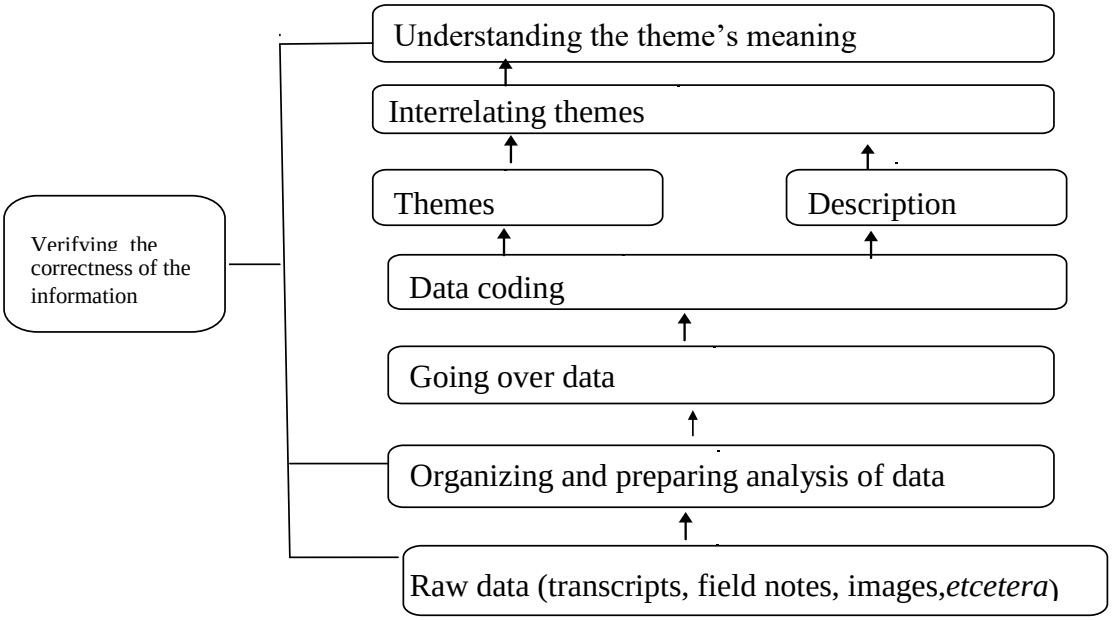
4.8.1. Interviews

Qualitative data analysis is the logical method of coding, categorising, and interpreting data to provide clarifications on the topic of interest (McMillan & Schumacher, 2010). Recorded interviews were transcribed verbatim. The method to analyse data for the qualitative data involves a search for themes that emerged. Data was analysed thematically (Schmidt & Brown, 2009). Themes that emerged from the informants' perceptions regarding Sexuality Education were pieced together to form a comprehensive picture of their collective experiences. The researcher carefully chose vital quotes and points after transcribing and went through all of the interviews. Secondly, the researcher used bullets and quotes to sums up each record. Afterwards, the researcher used records which were analysed to paint facts and quotes. This helped the researcher to detect emerging themes which were then employed as parts of explanation, assisting the researcher in the building of paragraphs in the research's findings and discussion part.

To add on that, when analysing qualitative data, the data always follow an ongoing interactive process. Cresswell (2007) recommends a hierarchical method to data analysis, which is illustrated in the table below.

Table 4.8 presents the process of data analysis which was used as a guide line tool for data analysis. Firstly, the researcher organized and prepare data analysis. This stage embodies the transcription of audio to text and by looking at responses of each respondent. This means that data generated through interviews were classified into categories generated from research questions.

Table 4.1: Creswell recommends a hierarchical data analysis structure (2007).



4.8.2. Classroom observation

The researcher wrote the description of the trend patterns that he noticed in the classroom discourse using the comments and the tape recording. The researcher related relevant concepts from the reading to what he saw and heard in the observation. Finally, the researcher employed content analysis to summarize each topic and inductive logic to analyse the summary. The researcher took into account the hierarchical approach to data analysis, which is shared with several related steps.

4.9 TRUSTWORTHINESS

Shenton (2004) argues that trustworthiness determines the congruency between the findings and reality and it is enhanced by using well-established research methods, for example semi-structured interviews that will be used in this study. Quality

research not only expresses a considerable story, but is also demanding in nature so that its ends can be acknowledged more absolutely. The researcher should demonstrate to the audience the techniques utilized in certifying that the methodologies are dependable and the results are valid in order to achieve this recognition. Data gathered through interviews, document analysis, and observations was documented with complete honesty and kept safe for review and verification by any interested party via proper channels.

Pitney and Parker (2009) use a range of approaches to address the overarching concept of trustworthiness, as well as the opposites of validity and reliability, from the standpoint of qualitative researchers (credibility, transferability, and dependability). Data triangulation, long-term participation, peer evaluation, and member checks are all used in this study. The believability of a study's conclusions is referred to as credibility. Transferability refers to the ability to apply a study's findings to similar settings. In research protocols, there are detailed explanations of research participants and emerging ideas. Finally, the ability to learn and comprehend what is truly happening is characterized as dependability. The study's procedures include data triangulation, peer debriefing, and member checks. In qualitative research, De Vos emphasizes the importance of validity, dependability, and objectivity. While validity, reliability, and objectivity are crucial in qualitative research, De Vos et al. 52 (2011) highlight four qualities that encapsulate the qualitative paradigm's underlying principles: credibility, transferability, dependability, and conformability.

- **Credibility**

The researcher guarantees that the research participants' perspectives and the researcher's reconstruction and depiction of them are identical (Se Vos et al., 2011). Various techniques were employed to ensure credibility of this study. This was done by gathering data through the interviews from a numeral participant in a diversity of sites within the whole setting of the study, by using the interview instrument collect data of a qualitative nature, and by complementing and validating this data gathered from other sources such as observations and documents.

To ensure that participants were genuine, anonymity was guaranteed, and everyone was given the option to reject to participate without consequence. To boost

credibility, the data obtained, as well as the interpretations and conclusions made, were put to the test with stakeholders. However, the purpose of triangulation was not necessarily to cross-validate data but rather to capture altered scopes of the same phenomenon. The context of the study was also described in details in the literature review and it was also discussed through the lens of the teachers after data analysis.

- **Transferability**

Transferability refers to a case where the outcomes of the one research project could apply to similar situations in other settings (Cresswell, 2012).
To ensure transferability, the researcher described the study's goal clearly (McMillan & Schumacher, 2014). While the findings of this study may not be easily transferable to other circumstances, they are nonetheless important to typical rural schools. It was bolstered in this study by the deliberate selection of participants from several public schools in various settings, allowing for a greater range of viewpoints and data. The researcher certified that the study's research methodologies were consistent and that the investigation process was followed correctly.

- **Dependability**

To ensure dependability, the researcher ensured that similar results would be obtained if the study was repeated in the same setting, with the same approaches, and with the same subjects or participants. Individual interviews, classroom observation, and document analysis were all used in conjunction to address issues of dependability. The researcher made certain that all of the interview questions were the same for all of the individuals in the study. The researcher additionally addressed issues of trustworthiness by detailing all of the procedures used in the investigation, as well as the outcomes analysis, so that other researchers can replicate the method and produce credible and dependable results.

- **Conformability**

Conformability in qualitative research is based on the fact that research is never objective, but De Vos et al., (2011) emphasise the need of asking whether the study's conclusions might be validated by another. In terms of conformability, this researcher has provided a clear methodological description, explaining which methodologies were used and why, justifying the actions taken in the research process, and admitting any flaws. In addition, all of the materials used were properly referenced (McMillan & Schumacher, 2014).

4.10 CONSIDERATIONS OF ETHICS

When the researchers are planning to involves human beings, they must firstly consider ethical issues (Polit & Beck, 2010). Researchers are held responsible for maintaining high ethical standards during projects (McMillan & Schumacher, 2010). The researcher respected the rights, needs, desires and values of participants. The title and purpose of this research as well as the relevant research tools was explained to the participants prior to their commitment to participate in the study.

4.10.1 Permission to conduct research

After receiving ethical clearance from the University of Zululand, the researcher applied to the Limpopo Department of Education for permission to collect data.
The researcher arranged with the circuit offices and the school concerned. Furthermore, the researcher produced the letter at schools where the research was conducted as evidence that the approval for research study was granted. The participants were also asked for consent by the researcher. It was also said that the study's conclusions would not hurt the university, students, the larger community, or society at large.

4.10.2 Informed consent

The consent letters specified clearly that the participants" identities would be protected by not revealing their names and school. Assurance was done before the

process of the interviews. In securing consent, teachers were informed of the aims and objectives of the study, the ethics to be afforded them, what shall be expected of them and the estimation of time their participation was to take. Teachers were informed about the study's aims and objectives, the ethics that would be applied to them, expectations, and the duration of their involvement. Each participant completed and return a letter of consent.

4.10.3 Confidentiality

The researcher must respect the data that was gained from the participants because this is an extension of secrecy. The researcher is forbidden to divulge the data to any unauthorized individual. The participants were told that the data will only be accessed by the researcher, supervisor or co-supervisor. The participants did not have any problem about the publication issue although confidentiality matter was emphasised. They were also assured that the whole research information will be kept confidential in this study. Each participant was given an identifying pseudonym to ensure anonymity (Creswell et al., 2012). The first teacher to be interrogated was stated in this study as “Participant 1” which was shortened as P1. P2 was assigned a pseudonym as the second teacher to be questioned. Until the last teacher, things were the same.

4.10.4 Privacy

Anything that is typically not planned for anyone to observe, notice or recognise is referred to as Privacy. To guarantee that unauthorized people do not gain access to the information gathered from participants, the researcher reserved the research findings and information connected to the respondents' data in a secure location that could only be opened by authorized people. The participants' names and other identifiers were not recorded anywhere, and no one knew about their participation in the study except the researcher and his supervisor. No one was able to connect the participants to their responses.

4.11 SUMMARY

In this chapter attention was given to the research methodology and design that were followed to pursue this study. The application of each specific method was motivated.

To answer key research questions indicated in chapter 1, the researcher employed personal interviews, document analysis and classroom observation as a choice of data collection technigues. To suit the nature of the qualitative research method, the sample processes were provided which is accompanied by the purposive sampling. The participants' anonymity was emphasised in this study on the ethical matters by implementing pseudonyms to protect their identities in their comments. Chapter 5 will outline and present data analyses in the study.

CHAPTER 5
PRESENTATION AND ANALYSIS OF DATA

5.1 INTRODUCTION

The previous section on research methods described how data from 13 randomly selected schools was gathered. The research paradigm was described in this chapter, which included the qualitative approach, data collection methods, data analysis processes, study trustworthiness, and ethical considerations.
The results of interviews, observations, and documentation from the sampled schools in Capricorn North Districts are presented in this chapter. It generated a huge volume of data. Because it was nearly impossible to display all of the data in the restricted area available for this study, the researcher was forced to make a choice. The onerous data selection was based on a debate about qualitative research that – there are no standards for deciding how many instances are required to establish a conclusion or interpretation in qualitative research (Foncha et al., 2016). Data from the above-mentioned data collection methodologies were transcribed, organized, coded, analysed, and interpreted. The instructors from the 13 public high schools were the participants in this study.

The schools had predominantly Tshivenda, Xitsonga, Sesotho and English-speaking teachers and learners. The process of evaluating and interpreting data in order to derive meaning, gain understanding, and generate empirical knowledge is known as data analysis (Creswell, 2009). They were chosen because they teach Life Orientation in the school. The schools were categorised alphabetically, and the participants were coded according to their school's tag. As a result, the presentation of this chapter will be as follows: data management and analysis, followed by the presentation of the study's findings. Themes that appeared were presented and analysed in order to create similar threads that flow during the daily teaching of Sexuality Education in various classrooms.

The interpretive paradigm and qualitative research approach were used in this study. It helped the researcher to investigate the school-based teaching of Sexuality Education in public schools in Capricorn North District of Limpopo Province. The

participants of this study were 29 teachers who were conveniently selected from 13 public high schools. Guided by research questions, interviews were conducted to collect information from the participants.

5.2 RESEARCH QUESTIONS

The following research questions were considered by the researcher as a guide for the study. The study seeks to respond to the following research questions:

(1) What are the perceptions of teachers regarding the teaching and training of Sexuality Education?
(2) How does culture and religion influence the teaching of Sexuality Education?
(3) What are the challenges faced by Sexuality Education teachers in their schools?
(4) How do Sexuality Education teachers perform their duties in their classrooms?

5.3 ANALYSIS OF DATA

This section presents the findings of the study collected by means of interviews. The data was collected from 29 teachers from 13 high schools from Capricorn North District. The Tesch Method of qualitative data analysis was used to analyse the qualitative data.

Table 5.1: Biographical information of participating high schools

Schools	Participants	**Gender**	**Number of Educators**	**Number of Learners**
School A	Participant 1	Female	15	449
	Participant 2	Female		
	Participant 3	Female		
	Participant 4	Male		
School B	Participant 5	Male	5	61
	Participant 6	Male		
School C	Participant 7	Female	23	926
	Participant 8	Male		

	Participant 9	Female		
School D	Participant 10	Male	9	314
	Participant 11	Female		
School E	Participant 12	Female	11	308
	Participant 13	Female		
	Participant 14	Female		
School F	Participant 15	Male	5	131
	Participant 16	Female		
School G	Participant 17	Female	16	825
	Participant 18	Male		
School H	Participant 19	Male	20	546
	Participant 20	Male		
School I	Participant 21	Female	12	178
	Participant 22	Male		
School J	Participant 23	Female	8	250
School K	Participant 24	Female	10	233
	Participant 25	Male		
	Participant 26	Female		
School L	Participant 27	Female	7	132
School M	Participant 28	Male	5	238
	Participant 29	Female		

Underneath follows a profiling of schools that participated in classroom observation.

Table 5.2: Profiling of schools from classroom observation

School	**Research Participant**	**Grade**
School A	Participant 2	8
School C	Participant 8	8
School G	Participant 18	9
School J	Participant 23	9
School K	Participant -25	10

The above table displays the distribution of schools from classroom observation. It indicates that 5 schools participated in the classroom observation. The researcher observed Grade 8 in school A and C, Grade 9 in school G and J and Grade 10 in school K.

5.4 EXPERIENCES FOR TEACHING LIFE ORIENTATION

It often takes years of reflective practice to master complex matters. Classroom experience is important to develop the skills necessary for effective teaching and learning. There were teachers who were new in the profession but the researcher preferred teachers with experience. Some teachers have eclectic teaching ideas which enable them to choose the best features from the major pedagogic belief systems (Mwanza, 2017). According to the teachers, experiences play a major role in teaching Life Orientation.

Table 5.3: Profiles of Life Orientation Teachers

School	Participants	Professional Qualifications	Teaching Experience	Experience in Teaching Life Orientation
School A	1	Bachelor of Education (B.Ed.) degree specialising in LO and Sepedi	3 years	3 years
School A	2	Bachelor of Arts degree (BA) specialising in Biblical studies and English. Higher Education Diploma	9 years	6 years
School A	3	B.Ed. degree specialising in English and Geography	3 years	3 years
School A	4	Secondary Teachers	12 years	6 years

		Diploma (STD) in Geography and Afrikaans, as well as an Advanced Certificate in Education (ACE) in Life Orientation		
School B	5	STD: Life sciences and Sepedi	33 years	10 years
School B	6	B. Sc: Physical Sciences and Mathematics. H. E. D	11	4
School C	7	SPTD: English, Afrikaans, Sepedi, General science and Mathematics. BA: Biblical studies and Sepedi. Further diploma in management.	32 years	9 years
School C	8	BA: English and Sepedi and PGCE	5 years	3 years
School C	9	B. Ed: Accountancy and Economics	8 years	6 years
School D	10	SPTD: Physical Sciences and life sciences. ACE: Maths, ACE: Physical Sciences. B. Ed honours sciences	16 years	5 years
School D	11	STD: Afrikaans and Mathematics. ACE: LO	10 years	6 years

School E	12	STD: English and Consumer studies	10 years	5 years
School E	13	STD: Sepedi, Geography and Biblical Studies	30	3
School E	14	STD: English and Consumer Studies ACE: LO	13 years	4
School F	15	STD: History and Sepedi. ACE: LO	8 years	3 years
School F	16	B. Ed: English and Sepedi	8 years	5 years
School G	17	B.SC: Life Sciences Agriculture. PGCE: Life Sciences and Agriculture	18	6 years
School G	18	BA Pad: Education and Sepedi, B. Ed honours (Language communication and methodology) ACE: English and ACE: Management	31 years	12 years
School H	19	STD: Mathematics and Economics and ACE: Maths	30 years	8 years
School H	20	B. Ed: Maths and Physical Sciences	18 years	10 years
School I	21	STD: Accounting and Business Studies ACE: Management	16	9 years
School I	22	BA: English and sepedi.	3 years	3 years

		PGCE		
School I	23	STD: Afrikaans and Sepedi FDE	25 years	11 years
School J	24	STD: English and Business Studies ACE: LO	16 years	3 years
School J	25	STD: Accountancy and Economics	19 years	5 years
School J	26	B. Ed: Maths and Physical Sciences	5 years	3 years
School K	27	BA: Sepedi and Biblical studies. HED	3 years	3 years
School L	28	STD: Life sciences and Agriculture	9 years	3 years
School L	29	STD: Accounting and Economics.	15 years	4 years

Of the 29 teachers, four had three-years teaching experience, two had two years', three had eight years, two had nine years', one had eleven years', one had 11 years, one had 12 years, one had 13 years, one had, one had 15 years, three had 16 years, two had 18 years, one had 19 years and five of them had more than two decades of experience. Only one teacher from 29 of them had honours degree.

Most teachers who teach LO did not major in LO although only four have ACE of LO. Many teachers rated it as important. According to the participants, every school allocate subject differently. Most schools do not consider LO specialisation when they allocate subjects.

Participant 12: "LO is allocated to anyone who is available and ready to teach it irrespective of whether he/she has specialised in it or not".

Participant 29: "They consider the majors first during subject allocation. Most of the teachers did not specialise in LO so it is distributed among the teachers who were teaching subjects that were phased out like Afrikaans or Biblical studies".

5.5 DATA MANAGEMENT AND ANALYSIS

The classification of data, the creation of a database, and the maintenance of records of the acquired data are all covered in this part. As shown in 4.5, data from interviews, observations, and documents were organized and prepared for analysis. As a result, data gained from personal interviews was inductively analysed separately from data gained through observations and document analysis in this study. The newly gathered information was grouped based on ideas for teaching Sexuality Education in public high schools. Data extracted through the document study were analysed using content analysis. The information gathered from the interviews was divided into themes and sub-themes. The goal and research question guided the development of themes and sub-themes. The themes and sub-themes that arise are listed below in the table.

Gathering of data was in line with the four objectives of the study. The table below lay out these objectives and the measures used to collect data to accomplish them.

Table 5.4: Objectives reaffirmed and process to gather data

To find out about training and teaching techniques of Sexuality Education teachers.
Data were generated by means of classroom observation and semi-structured interviews to achieve this objective. The documents like textbooks were also utilised to fulfil this objective.
To establish as to whether culture and religion influence the teaching of Sexuality Education.
Data were produced by means of semi-structured interviews and document analysis. Moreover, resources such as textbooks, work schedule and allocation of time were recognised and organised to determine the teaching of Sexuality Education.
To explore the challenges faced by LO teachers.

Data were produced through semi-structured interviews.
To evaluate the performance of LO teachers in their classrooms.
Data were produced by means of semi-structured interviews and classroom observation.

The aforementioned objectives were unpacked through the acknowledged themes. There were theme and sub-themes for each objective. The researcher used themes that allowed for flexibility yet produced more reliable findings because the participants' verbal and nonverbal communication might express various meanings. The presentation, analysis, and interpretation of the data follow the sequence of the study's objectives. I used exact quotes from the participants in order to make logical arguments that support the findings. Participants expressed their opinions using the English. Sub-themes which were formed from themes were discussed below.

Table 5.5: Themes and sub themes from collected data

Theme	**Sub-themes**
Theme 1: Training and teaching techniques	Issues of training for teachers The important of teaching Sexuality Education Abstinence or Comprehensive Sexuality Education Attendance of Sexuality Education class The appropriate time for teaching Sexuality Education Time allocation
Theme 2: Culture and religious belief	Should they teach what they belief is ethical and omit behaviours considered unethical Attitude towards Sexuality Education
Theme 3: Challenges of Sexuality Education	Obstacles encountered in your teaching of Sexuality Education Obstacles encountered from the department of education Does Sexuality Education inspire learners to engage in sexual activity at a young age? Resources and materials
Theme 4: Sexuality Education	human rights

policy and evaluation	Evaluation of teachers

In order to obtain answers to these questions, the researcher used interviews, observations, and document analysis to obtain data on the Life Orientation learning area. As mentioned in Chapter 4.5 of this study, the researcher used qualitative measures to interpret the data. The qualitative data in this study focused on the participants' knowledge, experience, and perspectives about teaching Sexuality Education in Life Orientation.

5.6 THEME 1: TRAINING AND TEACHING TECHNIQUES

5.6.1 Sub-Theme- Issues of training for teachers

The LO teachers chosen for this study were all qualified professionals and have experience of more than three years. There were those who majored in LO and others were not majored in LO. The participants from all schools were asked questions about training for teaching Life Orientation experience and methods for teaching Sexuality Education. Sub-themes that arose from the teachers' replies to the questions are as follows:

Teachers responded differently in terms of training of teacher who teach LO. There were those who prefer training and there were those who were against training of LO teachers. Most of the teachers who are teaching LO did not receive formal qualifications in the subject (Christiaans, 2006). Quality education will show if teachers teach what they have received specialised training in the learning area. There is a need for training and professional development because LO teachers appear to struggle with confusion, feelings of ineptitude, and inadequate training (Modiba & Sefotho, 2019). Oosthuizen (2014:104) used the term "filler-subject principle," alluding to the reality that any teacher with a spare period will be assigned to oversee and guide the LO session due to a lack of certified and skilled LO teachers. Teachers need on-going training and professional development to update their knowledge, increase their competency, and acquire skills to continuously encourage today's learners (Krutka, Carpenter & Trust, 2017). If we expect South Africa to contend excellently in global markets, a well-trained teacher

with knowledge and skills at all levels in their specialized subjects will be needed. Teachers will be knowledgeable if they are equipped with adequate training on what is expected of them during the employment stage. South African society has moved towards a democratic society the need to make Sexuality Education relevant to all society is emphasised and urgent.
Disjunction between policy and practice is mostly caused by doubt and a lack of training (Francis, 2012).

Participant 12 said: "Most of the teachers did not do Life Orientation in tertiary. Training can help. Some teachers end up registering ACE in Life Orientation".

Participant 13 said, "We don't have foundation of Life Orientation, it is a new subject so we will appreciate if we can have training". There are workshops. Most teachers don't have training of Life Orientation, a teacher must have time to read the textbook and ask clarity from other teachers".

Participants 20: "They were training teachers in the past. We attended some training for a weekend in the hotel. I think they were piloting. Training is needed to empower teachers. If the department can train the teachers, then the teachers will be able to deliver the lesson accordingly like a preacher in church. The sermon of the preacher can shake the community. If the preacher preaches his sermon well, then the congregation will benefit but if he preaches it negatively, he may cause chaos within the community especially if he can tell congregation that there are witches bewitching others".

Participants 24: "I will appreciate training for teachers. Teachers must be trained on how to approach learners. Not only LO teachers. We had workshop this year and they told us what we should teach learners. Most workshops were disturbed by corona virus".

Participants 8: "I never attend workshop. I can teach it without training but training is essential because you can't tell yourself that you know whereas you don't know. I only attended workshop of languages".

Participants 22: "Training is necessary for those who are still new in teaching LO. There are certain things that must be considered like menstruation period in PET. Teachers need to have knowledge. The teacher who is not trained can also negatively encourage the learners unaware. The approach or the method used by the teacher in class is very important".

Participant 10: "I will appreciate for training. We never had workshop. We had workshop last year 2019 from 3 days. Most of all those who teach LO don't have certificate of teaching it".

Some teachers don't prefer training anymore alleging that the South African government, via the Department of Basic Education aimed to relegate LO. Many people are of the opinion that it holds vast potential, others view it as very negative (Jacobs, 2011). A study by Rooth (2005) however pointed out that there were teachers who feel that learners benefited from LO. According to section 2.1 of the National Curriculum Statement, LO is:
"… central to the holistic development of learners… Life Orientation guides and prepares learners for life and its possibilities and equips them for meaningful and successful living in a rapidly changing and transforming society. (LO aims to) guide learners to make informed decisions about their health, environment, subject choices, further studies and careers." Examples of participants who are no longer interested in training are as follows:

Participant 29: "I attended 3 days workshop this year. We were discussing LO, ATP and the challenges experienced by the learners. I am satisfied and I don't want training anymore".

Participant 15: "I am satisfied with the training. We were taken to another lodge where they gave us 3 days training of LO. In the training they told us that when you are a teacher you must forget about your values when you teach the learners".

Participant 16: "I don't want training because it is disrespected. It does not take the child anywhere. If I go for training, it is for what purpose? The university ignore it and the subject will soon be replaced by History".

Participant 14: "Going for training will be a challenge because we teach many subjects".

5.6.2 Sub-Theme-The importance of teaching Sexuality Education.

Most teachers indicated that Human beings are sexual beings by nature, and their sexuality does not start when they are old. The 2011 curriculum statement expands on this by stating that Life Orientation is a significant portion of the curriculum "not only focuses on knowledge, but also emphasises the importance of the application of skills and values in real-life situations" (Dept. of Education 2011: 8). In fact, teaching about sex and sexuality empowers learners to not only prevent negative outcomes, but to also establish healthy attitudes towards sexuality (Francis, 2011). There is a need for learners to learn about the risk associated with sex, as this will help them to take care of themselves and access available sources of support. 'Our schools represent a wide variety of cultures,' Mchunu (2007: 28). Sex means gender identity (Kostic & Scofield, 2022). Sexuality encompasses many facets of life, including physical and emotional intimacy, sexual growth, sexual orientation, gender identity, and reproduction (Kamaludin, Muhamad, Mat Yudin & Zakaria, 2022). Sexuality Education is designed for children and adolescents to become aware of reproductive functions, teach adolescents to make informed decisions, and make them more aware of the dangers of unsafe sexual behaviour (Haruna, Hu & Chu, 2018). Adolescent school-based sexual health education and training: a literature).Most teachers believe that incorporating Comprehensive Sexuality Education into the school curriculum may appear to oppose the beliefs of some cultures that grasp specific values in high regard.

Some teachers share their stories on how Life Orientation helped them until they complete their studies. Some examples of expression gleaned from the participants' responses are as follows:

Participant 2: "Sexual education is important from primary level. A person will not have a good direction in life without life Orientation. There is lot of guidance in Life Orientation. It is not only about sex but also about life in general. The content of LO is beneficiary in our lives".

The information derived from Participant 2 comments suggests that Sexuality trains learners for meaningful and positive existing in our society by guiding and preparing them for better life and its likelihoods. The participant feel that the learner will be able to make informed decision in life.

Participant 19: "The situation in our country is not like the one of other countries. In other countries, when you fail to abstain, you tend to have other form of a punishment. In South Africa everyone has the right to do whatever he wants to do. We should teach them about sex because they will end up practicing sex not knowing the consequences of it".

Some participants believe that children who grow up having a single parent are highly correlated with many challenges and the negative consequences emerge by something beyond the parent's absenteeism. According to the participants, a child deserves the right to grow up in a supportive family environment. Participant 20 articulated that:

Participant 20: "It is important as it informs and guide learners who grow up without parents. Parents can sometimes tip their children to take care of other things. Some stay with their grandparents who fail to guide them. When he/she meets with friends, they are able to discuss this sexuality education. Teachers are able to tell the learners about the consequences of engaging in unprotected sex in a good way. He will have a chance of coming up with a solution that is safe for him/her. They are told from grade 8 about the changes in their body. He will grow expecting those changes whether a female is or male. He will also be aware of sexually transmitted disease".

Participant 26: "I believe that learners must be taught about Sexuality Education including relationship and friendship. Learners will be able to distinguish wrong or abusive relationship and good ones. They will be able to avoid abusive relationship before it is too late".

Participant 20 alleged that In addition to helping learners with academic work, teachers also have parental responsibilities for their emotional, psychological, and

physical health, known as "in loco parentis. Participant 26 thinks that Sexuality Education should include relationship and friendship. Abuse is a major public health concern and Sexuality Education will help to reduce high risk of sexual abuse, STI and unplanned pregnancy. According to the participant, children will be able to recognise the difference between healthy relationships, troubled ones, and those that constitute abuse.

Participant 25: "There are learners with some challenges at home and when you teach it, some learners are able to disclose their challenges at home. LO must not be phased out. LO guide the learners and you are able to know the learners. We will also be able to tell children about menstruation. It is sometimes difficult for the parents to tell their children about life cycle including menstruation. Teenagers will lack important information if Sexuality Education is not taught in school. We help learners who are menstruating by issuing pads at school. Sexuality Education makes it easier for me to distribute these condoms to the learners because they are already aware. You will find that one out of fifty learners have been abused sexually, so Sexuality Education can help them".

Participant 18: "LO is the only subject that guides learners. Without Knowledge some learners especially girls, find themselves in a pool of blood not having a knowledge of menstruation. LO is able to teach learners so that they will know about the menstruation and the sign of menstruation. She must also know that she must have pads and the way it should be used. Without knowledge, she ends up being embarrassed in class while others are laughing her and she will ultimately go home to change the pads. It teaches them about the stages in Life, what they should expect after puberty stage".

Participant 18 and 25 articulated that the teaching of Sexuality Education benefit learners who experience abuse at home. According to participant number 25, learners are able to disclose their challenges during the lesson like menstruation which is biologically natural in women. There are many girls who lack knowledge about life cycle and menstruation. They tend to be scared when their menstruation cycle start because they lack idea about it and also about the action that they must take.

Participant 26: "It disciplines the children. They will know about the danger or the consequences of Sex. He will recall the lesson and apply condom because there are STD. We must not hide information to the public. Everyone has freedom to access knowledge".

Participant 26 articulate the important of guidance among the children. According to the participant positive guidance about sexuality from school will alert young people about wrong sexual misconception. The school system will play central role in the protection and promotion of children's right in education.

Participant 7: "I am not shy to express myself about sexual matter as our culture does not allow parents to tell their children about sex so it is our duty to teach the learners about sexual matter. Teacher replaces parents".

Participant 7 articulated that she is confident to teach about sexuality. She views the subject as an accessible and entrusted source of advice on teenagers' problems related to sexuality.

Participant 9: Sexuality education is important as there are those who don't do Life sciences or Agriculture as such all learners end up having knowledge on how to protect themselves. If the teacher wants the learners to understand STDs, he must firstly ensure that the learners understand sex.

Participant 9 articulate that Sexuality Education is compulsory subject as such all learners will benefit from it in order to make a wise choice in life.

Participant 14: From 8-12 we just teach the children on how to live. In our culture, parents don't tell their children about sex. The child may think that when someone is touching her, he is friendly not knowing that he wants sex ultimately. Sexuality education can alert the children and reduce high rate of rape or abuse. A child must know about the changes and development of his/her body. The child must know more about pregnancy and the delivery of a baby. Our parents don't disclose everything, they hide other things.

Participant 14 data indicate that the safety and well-being of some children across the Nation are threatened by sexual abuse. Intervening effectively in the lives of these children is very important and, a responsibility of the teacher. Anyone can be a victim of rape or abuse. Sexuality Education raises Awareness initiatives can reduce rape and abuse as it includes the spreading guidelines for prevention and management of all the social ills within the society. The children should learn how the body works including pregnancy and childbirth.

Participant 22: "In our culture a parent doesn't discuss sex with her children. In relationship many things can happen which include injuries, pregnancy and even death. A guy will end up having maintenances especially if he didn't marry the girl friend. So, it is therefore important to inform children before they start with the love affairs. Our school is commercial, LO is the only subject that can alert children. They must know more about their lives including sexual harassment. Sexuality education helps a parent who can't discuss sex with her children, an orphans and commercial schools because in commerce we talk about funds management, economy and business management".

Participant 22 comments suggest that there are consequences associated with not educating our youth about sexual health issues which include not being adequately prepared for adulthood, sexually transmitted infections and unplanned pregnancy.

Participant 10: "It is useful because it alert learners. Learners must know the danger part of unprotected sex so that even if they decide to do it, they do it knowing that there are consequences. It will help to reduce the high rate of pregnancy and sexual transmitted diseases".

There were those who complaint about the lack of information among the young people which can have negative consequences in their lives. These young people can lack skills on how to solve problems in their relationships. A healthy way of resolving conflicts is linked to the young couple's ability to empathise, be mutually supportive, communicate openly and honestly, and approach a conflict with feelings of mutual respect (McCubbin & Figley, 2014). Divorce cases have increased

dramatically among young people in South Africa, where they are amongst the highest in the world (Statistics South Africa 2017; Oosthuizen, 2014; Bezuidenhout, 2017).

Participant 23: "It prepares the child to the real world. Other subject prepares the learners for other things. The subject must not phase out LO instead they must include history chapter in LO. There are students who went to university specialising with LO, if it is phased out then we will frustrate those teachers who majored with it".

Participant 29: "Some learners lack information and I am a role model to some learners so as I teach, I must share my experience with the learners. When I was in grade 7, another teacher taught us about sex and the consequences of it. I end up taking decision after the lesson that I am not going to engage in sexual activity until I pass grade 12. The decision helped me a lot because I have managed to complete my school plan. I can help to reduce high rate of divorce".

Participant 18"s comments imply that a teacher have a wonderful opportunity to prepare the girls in their class for their monthly period. This suggests that teaching a girl about menstruation before her first period is the greatest way to ensure that she knows what to expect and the teacher should explain why she should not be terrified and ensure she keeps on attending her lessons.

Participant 5: "LO teaches about life and it is very important to know. If you don't know you will end up getting into problems. Lack of knowledge is dangerous because you will fall. We also tell those that are sexually active that they must prevent and use contraceptive. We tell them about the various contraceptives that they must use, the pills, injection, loop and condoms. We tell them that they can use injection because they can sometimes forget contraceptives".

Participant 5 recommends teachers to talk to their learners about life in general and their lesson should address reliable contraception options. According to the participant it is important for all learners to learn about contraception and the kinds of contraceptives so they have information they'll need to make safe and healthy decisions.

Participant 6: "We should not hide important information to the children about sex. They must know the truth to avoid early pregnancy and sexually transmitted diseases".

5.6.3 Sub Theme- Abstinence or Comprehensive Sexuality Education?

Until around 2009, Sexuality Education was mainly focused on the issues of HIV infection, risk reduction, and abstinence (Ivanova, Michielsen, & Dias, 2020). The need for comprehensive Sexuality Education (CSE) to be culturally relevant and inclusive is increasingly recognised as a fundamental aspect of supporting young people to live healthy sexual lives (Coultas, Campbell, Mohamedi, & Sanga, 2020). Developing a healthy sexuality is a key developmental milestone for all children and adolescents that depends on acquiring information and forming attitudes, beliefs, and values about consent, sexual orientation, gender identity, relationships, and intimacy (Swartzendruber & Zenilman, 2010). Among the participants, there were those who preferred comprehensive Sexuality Education while others preferred the delivery of abstinence only.

Those who prefers Comprehensive Sexuality Education to be delivered to all learners addressed the following benefits:

Participant 24: "It must be Comprehensive Sexuality Education. We must not hide information that can benefit the learners because we will ultimately not know what will happen to the other side. Little knowledge is not good. Every child has the write to take decision, some may take decision because of the information that he received from the lesson".

Participant 7: "Comprehensive sexuality education is better; they will make a choice on what they know. I don't prefer to teach a lesson inadequately but to give them full information. They must take a decision in life in what they know".

These comments by Participant 24 and 7 indicate that Comprehensive Sexuality Education is best as it provides adequate information to the young people to be able

to protect their health, well-being and dignity. The participants feels that children must make their own decisions based on what they have been taught.

Participant 28: "We must teach them comprehensive sexuality education because there are many dropouts because of the things they did without information. There are those who fall pregnant and give birth, thereafter they have to take care of the child at home especially if they don't have parents who can help her. We teach them holistically and they will decide".

Participant 28 comments suggest that young girls who have early and unintended pregnancies face many social and financial obstacles to pursue with their formal schooling. The participant believes that giving birth play an important part in girl child school dropout as she has to take care of the baby at home.

Participant 27: "Others don't have parents so the knowledge they receive here at school benefit them so they must teach comprehensive sexuality education".

Abstinence means not having any kind of sex with any person. A person should abstain from all types of sexual activity which are anal, vaginal and oral sex. A person can abstain from sex for different reasons. Abstinence is the best protection against sexually transmitted infection (STI) like herpes or HIV/AIDS and it is 100% effective in preventing unintended pregnancy without using birth control. Those who prefers abstinence lesson to be delivered to all learners stated the following reasons:

Participant 25: "Abstinence lesson is very important because if the focus is only on comprehensive sexuality, the learners feel that they have been permitted to involve in sex. Comprehensive Sexuality Education should start from grade 11. Teaching of Sexuality in grade 8 to 10 should be limited.

Participant 22: "The child must be ready enough for holistic information. We must teach the important aspect of it because if we equip the younger ones with comprehensive sexuality information, their minds will be damaged. They will expose to some of the things when they grow".

Participant 8: "Grade 3-7 should teach abstinence and Comprehensive sexuality education should start from grade 8".

Participant 21: "They must teach abstinence. Children end up not respecting parents. We must teach them about contraceptives and warn them that they must not use them, they are meant for elders".

Participant 23: "LO must include Politics, Social and Religion. When I talk about abstinence, then I must refer to the religion. Each chapter must focus on something different. LO must grow".

5.6.4 Sub Theme- Attendance of Sexuality Education class

Class attendance seems to be important as it improves class performance. According to the participants several aspects influence the level of class attendance, including the school culture, capability, teaching approaches, and the teacher. Class attendance can vary considerably across schools and subjects. Most teachers indicated that learners had a high interest in Sexuality Education regardless of techniques implemented. It appears that Teachers are not only delivering Sexuality Education in class but they are also discussing and answering some of the questions raised by learners. The research has also found that learners attendance improved significantly when parents felt that their schools were safe and when they trusted their child's teacher (Ehrlich, Gwynne, Stitziel Pareja, & Allensworth, 2013). In a study out of Chicago, Ehrlich et al. (2013) found that what parents do with their child while they are at home can also improve their child's attendance rates as well as their academic performance. Some of the participants reported that:

Participant 24: "They all attend the lesson and they don't go up and down during the lesson although that one depends on the approach of the teacher. A teacher must engage the learners he must have a method of winning the heart of the learners. A teacher should debate with the learners, he must hear their views and come up with his own view to make consensus. Teachers must make learners to have interest in the subject".

Participant 25: "Learners like it and they participate a lot in the classroom. There is involvement in the classroom. No up and down during sex education and they participate a lot. They enjoy the lesson but to our surprise they fall pregnant".

Participant 25‟s comments imply that young people enjoy the lesson that will have a positive effect on their lives and actively learn through participatory problem-solving activities. According to the participants 22, 17 and 29, these learners attend on time and in great numbers if they enjoy the lesson.

Participant 22: "Attendance is very high except the issue of drug abuse. We invite people on valentines to can come and address learners especially those who use drugs".

Participant 17: "They like sexual topic very much but they pretend as if they don't like it. Their aim is to hear the idea of others. In class, some other topics can lead to another discussion for example we can talk about increase of population and that increase can lead to sexual intercourse".

Participant 29: "Learners attend in great numbers, they expect you to come early in their classroom and if you delay, they come and remind you. They enjoy the period and don't want the period to end".

5.6.5 Sub Theme-The appropriate time to start teaching Comprehensive Sexuality Education.

Many Participants articulated that most young women knew very little about contraception until they conceived. Sex consent differs according to the countries. The consent age of sex in South Africa for both boys and girls are 16 years and includes same-sex sexual experience. Some teachers think that Sexuality Education should start at Primary school while some suggest that it should start in secondary schools. Some teachers think that primary school learners must be taught abstinence while high school learners should be taught comprehensive sexuality education. For instance, some of the participants who preferred Comprehensive Sexuality Education to start at primary level reported that:

Participant 2: "It depends on the grade. You cannot talk everything to the learner who is still in the lower grade. I will emphasise abstinence to the younger learners but from grade 10 to 12 the teacher must freely deliver everything because they are already sexually active. They must be taught about contraception although condom is much better because it prevents both STIs and pregnancy at the same time".

Participant 3: "Sexual Education should start from grade 4. They must start by teaching abstinence. Comprehensive sexual education should start from grade 9".

Participant 4: "Topic of sexuality should be taught from primary schools. Learners start knowing about sex while they are still young at the age of 12. This is because they watch romance in TV. There are those who get pregnant while they are still in primary schools. Some learners don't sleep home while they are still in grade 8".

Participant 26: "They must start teaching them about sex from grade 4. It is because they watch these things on TV. They must know that these things exist".

Participant 4 and 26 articulate that romantic shows are a major developmental milestone. They bring many emotional ups and downs for the children. These feelings are leading the younger ones towards a deeper capacity to develop intimate relationships which might eventually end up in pregnancy.

Participant 24: "Comprehensive sexuality education should start from grade 6. Young children are ignored but they are the ones who are affected mostly. We heard in the news that children as young as 6 years old or 10 have been raped or abducted. If these younger ones have prior knowledge, they will be able to avoid the situation before it can happen. If they get broader information earlier, they will decide on what to do and what not to do. At times menstruation start in class and the learner end up being embarrassed because she was never taught this information".

Participant 24 articulated that Comprehensive Sexuality Education make a significant contribution to the prevention of rape or abduction. An
understanding of menstruation and its relationship to fertility can help the younger

ones to avoid unintended pregnancies. The learners will know that it is possible to get pregnant without getting a period but it is not likely.

Participant 8: "Sexuality education should start from grade 3 in primary but they should not go deeper. Comprehensive sexuality education should start from grade 10".

Participant 18: "They start relationships while they are still in primary level so if we delay the teaching of sexuality, we will be late. By just mere looking with your eyes, they are young, feet and attractive as such a guy can develop lust by looking at her and they will not refuse. If we start teaching it from grade 10, we will have a high rate of pregnancy. There are those who fell pregnant while they are in grade 7. Comprehensive sexuality education should start in primary school".

Entertainment on television can influence the perceptions and behaviours on young people either negatively or positively. TV is filled with sexual innuendo. Previous research was convincing in showing that the media contribute to teenagers' sexual attitudes and beliefs about sex and sexuality (Strasburger, Wilson, Jordan, 2009). Those who preferred Comprehensive Sexuality Education to be taught from secondary level reported that:

Participant 19: "They must start teaching Sexuality Education from grade 9 and comprehensive sexuality education from grade 10 upwards. They can just teach abstinence education in primary".

Participant 20: "Comprehensive sexuality education should start at grade 9 because it is a grade where most teenagers fell pregnant. Sexuality education should consider grade like in grade 8 they must not teach deeply about sexuality but they must ensure that learners are aware of the danger of sexuality. They must teach abstinence in the lower grade".

The above participants" comments suggest that because of an increased risk of teenage pregnancy in Grade 9, they must start teaching comprehensive sexuality education from Grade 9 and teach abstinence in Grade 8.

Participant 14: "Comprehensive sexuality education should start before adolescent stage. Grade 10, 11 and 12 is the most challenging one. Many learners fall into the trap if they are not informed".

Participant 21: "They must know more about sex when they are in grade 11 and 12. The younger ones can practice sex if you tell them".

According to the participants it will be uncomfortable to teach the younger ones about sex but at some stage they are going to learn about it. Sexuality Education is a significant part in the education system but it is sometimes challenging to figure out what to say when having 'the talk' with the younger ones. Reasons for a reluctance to teach the younger ones about sex include concerns that it might encourage them to practice sex at an early stage. Teenage risk behaviours and family structure have a beneficial relationship (Borges, Galano, Hearst, Hudes, Peres, and Rutherford, 2008).

5.6.6 Sub Theme-Time allocation

Time allocation for senior phase differs per week (hours). Home language was allocated 5 hours per week, First additional language was allocated 4 hours per week, Mathematics was allocated 4.5 hours per week, Natural Sciences and Social Sciences were allocated 3 hours each per week, Technology, Economic Management Sciences, Life Orientation, Arts and Culture were allocated 2 hours each per week. A total of 27.5 hours are used for teaching per week.

In Grade 8-9 home language is allocated many hours per week followed by First Additional language and Mathematics. Life Orientation and three subjects (Technology, Economic Management Sciences, Arts and Culture) are the least to be allocated minimum time per week.

Weighting of topics differ per hours and also differ per grade. Development of the self in society is allocated eleven hours in grade 8 and ten hours in grade 9 annually. Social and environmental responsibility is allocated 8 hours in Grade 8 and 7 hours

in Grade 9 annually. Constitutional rights and responsibilities is allocated 8 hours in both Grade 8 and 9 annually. World of work is allocated 9 hours in Grade 8 and 11 hours in Grade 9 annually. Physical Education is allocated 36 hours annually.

Physical Education is given many hours as compared to other topics in all Grades. Sexuality is the second to have more hours followed by world of work in Grade 8. World of work is the second to have more hours in Grade 9 followed by Development of the self in society.

Grades 10-12

Home Language, First Additional Language and Mathematics have been allocated 4.5 hours per week while instructional time for Life Orientation is only two hours per week. Three electives are entitled for 4 hours per week.

Weighting of topics Topic	**Grade 10**
Hours	
Development of the self in society	8
Social and environmental responsibility	4
Careers and career choices	7
Study skills	3
Physical Education	33
Contact Time	**66**
EXAMINATIONS	14
Total hours	**80**
Total weeks	**40**

Having scrutinized the time tables, it was exciting to realise how the teachers followed the policy documents which specified that:

“Two hours per week is allocated to Life Orientation in both Senior phase and FET. One hour per week will be spent on Physical Education and the remaining hour will be split among the other four topics. This means that there are 72 hours available for the teaching of Life Orientation in senior phase and 80 hours available for the teaching of Life Orientation in FET. This excludes internal examination periods. The

content is grouped in section 3 of this document and is paced across the 40 weeks (80 hours) of the school year to ensure coverage of the curriculum. A fixed period must be dedicated to Physical Education per week and this period will be labelled Physical Education in the school timetable".

Teachers responded differently on the issues of time allocated to teach LO. There were those who were satisfied about the periods and there were those who were not satisfied about the periods of Life Orientation. Some argue that Life Orientation is a broad subject and it covers lot of things as such it must be given enough time like other subjects. It was interesting to note that there was a separate time table for extra lesson to cover up. For instance, some of the participants reported that:

Participant 3: "Life Orientation has two periods per week. The other period is for practical and the other period is for Theory. At times I fail to cover my plan. There is enough content while the time is not enough to deliver that content".

Participant 19: "LO has two periods per week and one hour each period. I don't have a problem with the number of periods as the chapters are not so much but if I failed to cover my plans, I cover it during extra lessons".

Participant 24: "There are many things that are not included in LO. Sometimes I fail to complete my plan of the day especially if I debated longer with the learners but we are fortunate in our school because we have extra lessons. I complete my work during extra lessons. It is not always possible that you complete your lesson, so you must have plan B because you are including the learners. In class learners want to share their ideas and a teacher must let them express their views because if he stops them, he will discourage them and they will not participate next time".

Participant 25: "LO has two periods per week. One for theory and one for practical. I think it must have 2 periods (2 hours) for theory because it has many things which guide the learner and one (1 hour) for practical".

Participant 26: "I am not satisfied about the time of teaching LO. They must consider the periods and add enough time. If I failed to cover the lesson, I use free periods to cover up".

Participant 7: "I have 2 periods in each class per week, one for theory and the other one for practical. The curriculum and the periods don't correlate while at times you have to go to the ground".

Participate 22 and 17 are content about the distribution of time considering the weight of the subject. They argue that the subjects do not weight the same as such the duration of each period must be guided by the weight of the subject.

Participant 22: "The periods are enough. The subjects have weighting and they don't weigh the same. Subjects like Economics, Accounting, Physical sciences weigh more than LO. The limited time that we have in school should be used for the subjects that are considered in the University or at workplace. LO is only meant to build a child and we don't only build the child at school, even the parents at home, the village because it says that it takes a village to raise a child and the Pastors build the child. The school add on what has already been done".

Participant 17: "I don't have a problem with the number of periods. If I fail to cover up the lesson, I teach them in the afternoon".

According to Life Orientation Policy document, the Grades 7, 8 and 9 Life Orientation curriculum focuses on similar areas of skills, knowledge and values and prepares learners to continue with this subject in Grades 10, 11 and 12.

Participant 23: "Life Orientation was referred as guidance in the past and it was not written. It was there only to guide learners. LO is just an auxiliary subject and it was not supposed to be written".

Participant 23 articulated that Guidance which helped to guide the learners was non examinable subject and it was replaced by LO. LO which also orientates learners about life should also be a non-examinable subject.

5.7 THEME 2: CULTURE AND RELIGIOUS BELIEF

All participants indicated that their culture restrict parents to discuss sexualities with their children. They further indicated that each nation has its own principle or politics concerning sexual-connected matters. They also stated that each culture has its unique attitude or ideas in regard to sexual issues. They think that different countries may practice or perceive sexuality matters differently. For example, Che (2005) stated the social and cultural effects on Sexuality Education in Chinese society, which not only prejudiced but may have also contributed to its effects. The relationship between beliefs and teaching practices is perceived as essential according to most investigations that were conducted on teachers' belief (Fives & Gill, 2015). There is a slight distrust that the stakeholders within the school can lead the way to fruitful cultures in which learning can take place adequately (Terrence & Kent, 2016). It is of particular interest to me to examine how and to what degree diverse cultural and religious beliefs may impact the teaching of Sexuality Education.

5.7.1 Sub Theme- Should they teach what they belief is ethical and omit behaviours considered unethical

Some participant reported that people enter the teaching career for different motives. The important thing is that teachers must respond to the learner's needs. Most teachers articulated that the teachers must forget about his/her belief or culture and deliver what will benefit the learners. In other words, the teacher must teach everything that is covered in the textbooks. Some teachers felt that the teacher must not omit what will connect their learners with sources of information and knowledge that allow them to explore ideas.

The micro and macro- systems of Bronfenbrenner's Bio-ecological model are key aspects that inspire the teaching of Sexuality Education. According to the participants, the sexual beliefs are rooted in micro-system (home influence). The participants belief that the teaching of Sexuality Education is influenced by the religious upbringing and the cultural aspects of Sexuality Education that are influenced by culture which include morals, such as decisions regarding appropriate what to teach and what should be forbidden, when to teach about sex, appropriate age of consent. The teachings of the Bible are the primary root for

determining how to live sexually responsible lives. For instance, some of the participants reported that:

Participant 17: "We must know where we are as generation. We must forget about other thing like culture and religion and consider the fact that we are building our nation. If we cannot talk about them at school, it will give us a challenge in future. We must also note that their parents don't talk about sex with their children at home. If another topic embarrasses me, I engage the learners and make it an open discussion".

Participant 4: "There are people who are deep into their culture. As pedi we have our own culture but we are not like others, we can freely talk to the learners about sexuality".

Participant 8: "If something is in the textbook, I will be compelled to teach it irrespective of culture and religion. I can't be bothered by religion or culture. I won't be embarrassed to teach or answer any question raised by the learners. Sexuality education is not only available in LO, Agriculture and Life sciences also include sex. The subject integration with each other, so if you are not comfortable to talk about sex in class, you will be in trouble".

Participant 4: "Pastors cannot believe in other types of sex as they believe in the bible and the bible is against gays and lesbians but if other types of sex are not considered, they won't enjoy life. Teacher must not omit important information because of belief. Teachers must not impose their religion in the school because ultimately the teacher will prefer the school to operate following the laws of the church. The teacher should accommodate every culture, religion or culture".

Participant 24: "We must forget about culture and beliefs. We must just teach these learners because LO means to orientate someone about life. I must not deviate from the content because of the culture or because I feel embarrassed. Every information is important and I must not skip certain information".

According to Participants 4 and 24 Christians perceive LGBT as sexual immorality based on their religious beliefs and this will however affect the teaching of Sexuality Education if the Christians can adhere to their religious beliefs.

Participant 12: "In our culture, they use to tell children that the babies are produced from an aeroplane, they don't tell them the real truth that the babies are from the female wombs after sexual intercourse. Teachers should not omit anything important".

Participant 13: "Life Orientation interacts with the bible especially when we teach Sexuality Education".

Participant 3: "Teacher should teach everything and not omit other topics. Teacher must teach learners so that they can know. Teachers should not feel embarrassed to talk about Sexuality Education".

Participant 19: "It depend on the age of learners that you are teaching. If the topic is in line with the age of the learners I am teaching, I will not have a problem of omitting any topic".

Participant 20: "I don't have a problem with any topic. I have a mentality that I am playing pastoral role. As a teacher you must relax in class with a hope that everything will be resolved. One teacher talked about a mother in a class, other learners started crying. It was because the learner doesn't have a mother and she wished if she was having a mother".

Participant 25: "We have been told that masturbation is going to be one of the topic of LO and when you teach you must also demonstrate. When the child looks at you and your religion, they can undermine you. In 2014 learners approached me. They wanted to know about masturbation. You cannot skip a topic but rather you must teach everything that is in a text book".

Some teachers think that teachers should work as a team to ensure availability of mental and physical wellness at school. When your colleague is going through a

difficult time, a thoughtful gift from his or her fellow teachers can mean a lot. Cooperation will advance the interests of public education and teaching. For instance, some of the participants reported that:

Participant 9: "I am comfortable to teach anything but I don't think it is a problem if a teacher can ask another teacher to teach or emphasise on another topic".

Participant 14: "It is possible to ask another teacher to teach another topic for me. If we say something is in the scope, we must teach everything. A teacher must not skip but teach children everything".

Participant 21: "The teacher must teach everything because the child will be assessed by everything that is in the textbooks".

Participant 10: "Most teachers teach everything. A learner must know other things must be put aside like religion or culture".

Participant 11 and 30 express that many people's backgrounds are very different and it can sometimes be hard to know how to respectfully accommodate them. They further articulate that some culture use slang terms for private parts with an attempt to avoid vulgarity. The use of the words like penis or vagina can cause cultural controversy to some people. The participant suggests that the teacher who is uneasy to teach sensitive topics, must get help from his/her colleagues.

Participant 11: "I teach LO and agriculture. They integrate with each other. Our culture is not the same and my culture does allow me to say everything openly. I don't have a problem when I talk about mate of animals but it is a little bit difficult when I have to talk about sex. You can approach a topic in a different way and not just to omit it".

Participant 30: "LO integrate with many subjects like Life sciences and Agriculture so the teacher who prepared to be a teacher and teach the learners must not be ashamed to deliver what is important and also what can help other learners. The teacher must outsource where possible".

5.7.2 Sub Theme- Attitude towards Sexuality Education

All teachers have positive attitudes towards teaching all components of Sexuality Education. Some teachers reported that the love of the subject increase with time while they are teaching the subject. Majority of the teachers view the teaching of Sexuality Education as the responsibility of the parents and the teachers in schools act as loco parentis so the best place to impact such knowledge is the school. Some of the participants reported that:

Participant 12: "I enjoy sexuality topics very much. In our culture, there is no way in which a parent can teach her child about sexuality. I enjoy telling them the consequences of engaging in sex especially for those who have started menstruating. In the past there was no one who was able to tell us these things and we ended up in mess".

Participant 12 enjoy sexuality topics and indicated that Cultural norms in the community do not allow elderly people to debate sex with the young people. The participant further indicated that the lack of knowledge pertaining to sexuality matters including menstruation impacts social standing. Sexuality Education will best provide young adults with the tools they need to become sexually healthy adults.

Participant 2: "It was difficult to teach Sexuality Education in the beginning but now I am used to it, I am no longer have any negative attitude against it. Some teachers are not comfortable to go deeper and tell learners about penetration teach sexuality education according to their belief. They ask assistance from their colleagues to teach sexuality topics".

Participant 2 articulate the consideration of ethical, moral or religious differences when teaching Sexuality Education. Some teachers are not able to provide quality Sexuality Education curriculum because of ethical, moral or religious differences instead they ask their colleagues to assist them.

Participant 4: "I enjoy teaching LO because it orientates learners about those things that they will meet in their Live. The name Orientation means to orientate. It should not be faced out. Peer pressure can change a child but if he/she has background of Life Orientation the child will end up developing bad manners".

Participant 4 data emphasise about the teaching of Life Orientation, which meant to holistically develop the learners. According to the data, it is a useful learning area which can enlighten learners for lifetime and its promises as there are many challenges. It will prepare the meaningful live for learners and living productive in a speedily fluctuating and society that is varying.

Participant 19: "Lo is not embarrassing me. I am not only teaching LO, I also teach other subjects. I suggest that they must not teach sexuality education in primary schools".

The data from Participant 19"s comments suggest that he is confident to teach proper Sexuality Education in school but it must not be taught in Primary School level.

Participant 18: "The community understand and appreciate the teaching of Sexuality Education".

The data from Participant 18 implies that the local community does not have dilemma about the teaching of Sexuality Education.

Some of the participants articulated that Child abuse has reached epidemic proportions while more cases go unreported. Most abused children are likely to lose ground academically, poor class attendance, poor concentration, academic failure, increased aggression, hanging around school before and after class and poor peer relationships. Teachers are able to report suspicions of child abuse to the police or child protective unit. For instance, some reported like these:

Participant 25: "I enjoy it because I am able to detect learners with challenges at home especially if you can be open to them. When they are free, they are able to tell you the things that bother them".

Participant 26: "Initially I was having negative attitude on this subject because it is undermined but I have started developing positive attitude on the subject".

Participant 21: "No problem with it. It will guide learners about life while other subjects will credit learners to the University".

Participant 22: "I will not have a problem when I teach learners about sex because I will be helping someone's child despite the culture and the tradition, I grew in".

Some teachers reported that children spent most of their time online and surely, they will be coming across sexuality explicit material more than usual. There's more risk with not telling them enough information about sexuality.

Participant 10: "Learners like sexuality education seriously because they have already started doing this thing".

Participant 11: "I don't have a problem with it but at times I find myself in a situation where I want to explain something but I lack a way to express myself".

Some Teachers reported that they are exposed to accusations of "brainwashing children" when teaching about Sexuality Education as there are parents who disagree with the philosophies that are being promoted. They are vulnerable to accusations that they are pursuing their own agenda.

Participant 17: "Some teachers believe that sexual education should not be taught in school but in mountain school. It is a taboo according to their belief".

Participant 28: "Old people don't want children to know about Sexuality but according to my views it is important to know about Sexuality in order to avoid mistakes committed by others in the past".

5.8 THEME 3: CHALLENGES OF SEXUALITY EDUCATION

5.8.1 Sub Theme- Obstacles encountered in your teaching of Sexuality Education

Teaching of Sexuality Education in Life Orientation is still a challenge because there are numerous aspects that need to be attended. Many teachers are under intense pressure to discuss comprehensive sexuality education and to answer questions raised by learners. Some teachers have been found to express fears that prevent them from openly discussing sexual matters with younger learners (Masinga, 2009). Some teachers articulated that teaching method or approach in which you deliver the lesson is essential when you teach learners about sex. Some participants reported that:

Participant 3: "Some learners are knowledgeable more than the teacher. They know what you do not know as a teacher. It seems they start doing these things at an early stage".

Participant 25: "I feel challenges when I have to go deeper, especially when the learners ask questions. Learners ask questions just to know the solution of something they have tried or if they want to try. I also find it difficult to talk negatively about gay or lesbian in a class because some learners are either gays or lesbians".

Participant 7: "It is testing your knowledge questions. They ask questions about real life information".

Participant 9: "There is lack of discipline in the class when the teach talk about sex".

Participant 15: "Some culture believes that sex should not be taught to learners".

Some participants articulated that although Life Orientation orientates learners about life but it is not university credited, it is unaccepted and excluded in the points system required for university entry. Participants indicated that the subject is very important

as it contribute positively to address the social issues our society faces but unmotivated the learners.

Participant 14: "It is not recognised in university".

Participant 21: "Learners are free to ask questions, so if we teach abstinence only, the learners will want to know the reason why they are supposed to abstain in other words they will be driving the teacher to where the teacher doesn't want to teach. The teacher will end up explaining the consequence of involvement in sex like the fact that they will be pregnant and become pregnant at an early stage".

Participant 22: "I never experience any problem and I consult my colleagues where I phase challenges".

Participant 17: "I depend on how you address it, some may think that you are joking and fail to take what you are saying seriously".

Participant 30: "You cannot be strict when you teach them about sex; rather you come to their level and are open so that they can ask questions where possible. They end up undermining you because you talked to them about sex".

Many participants articulated that Life Orientation curriculum has many valid and worthwhile topics which must be covered for a short period of time. For those who wholeheartedly celebrated LO, it seemed to be because the periods assigned to teach LO during the week were seen as free periods and an opportunity to relieve stress instead of learning.

Participant 18: "The time is not enough; we fail to finish the syllabus. The textbooks are so big but the time is 1 hour per week so we can't finish it".

Some teachers articulated that many learners perceived LO as a useless subject. It has since been criticised by parents, students, and education experts alike as an "auxiliary" subject that adds little value to a student's overall education in the classroom. Some teachers in the classrooms are discouraged by their learners'

apathy towards it. Some examples of negative verbal persuasion gleaned from the participants' responses are as follows:

Participant 20: "LO is not rated like other subject. It is undermined. Learners don't take it seriously". It is non-exam and it is not marked special in grade 12 like other subjects. Learners don't pass content in grade 12. They must also increase number of periods.

Participant 24: "LO is not given standard like other subject".

Participant 16: "Learners disregard it because it does not take them anywhere even if a learner can pass it with flying colour, it is not considered. They sometimes fail to do home works and they can also play during the lesson because it wastes their time. They like practical part of it which is called PET and they wear track suit".

Some participants assert that sexuality is largely moulded by the environment in which a person live while others argue that sexual orientation is not stagnant and natural, but is instead melted and changeable throughout the lifespan. Others think that sexuality is influenced by the culture for example a culture that consider the privileges of heteronormativity has a significant impact on the ways in which non-heterosexual people are able to develop and express their sexuality.

Participant 19: "Sometimes it is against the culture. There will be a challenge if you can talk negatively about teenage pregnancy while there is someone in the class who is having a child. The mother of the child can approach the teacher or the principal in school to complain".

Participant 28: "Some learners are very shy to talk about sex while there are those who laugh while we discuss about sex. There are those who misbehave especially those who know these things".

5.8.2 Sub Theme- Obstacles encountered from the department of education

Most participants complaint about support from the department of education. Some suggest that teachers should be trained because many teachers did not major in LO. There are those who complain about examination of Life Orientation while others think that it is not recognise by the Universities. They say that department of education don't consider the textbooks when they prepare test for the learners. Some examples of obstacles gleaned from the participants' responses are as follows:

Participant 12: "Life Orientation is not considered in most tertiary institutions. It does not have most points".

Participant 13: "Life Orientation does not have value. Universities do not consider it; it does not have points to help learners to be admitted".

Participant 2: "The department of education and some people undermine the subject even though it is very important as it alert young in lot of things. Life Orientation is not regarded in the scores. It is excluded".

Participant 4: "The department undermine it and they influence both teachers and learners to undermine it. You cannot even go to marking when you teach LO. The learners know that it is useless and it does not contribute towards their achievement".

Participants 7, 16 and 14 complaints about lot of paperwork and question paper setting which she thinks that it is not in line with the subject content. According to the participant Television setting which is a difficult aspect might have a negative effect on learners as they don't watch Television at their homes. The participant gave example of the Guptas which she thinks it is irrelevant. Furthermore, teachers have articulated their frustration with the Department of Education's lack of attention and commitment. as they fail to give appropriate support to the subject while it is also undermined. The response also showed that the learners view it as a useless subject.

Participant 7: I have a problem with those who set question papers. They don't use Television instead of text book to set question papers whereas our children don't watch Television. They set question papers about The Guptas which is irrelevant according to my opinion.

Participant 16: "There is too much paper work. They set exams about something that the teacher did not teach but with agriculture or other subject it is different. In Agriculture they set question paper about things that are in the text book but with LO they set question paper about the things from the media meanwhile the child does not have access to media at home and we also don't teach media. The child end up not performing well".

Participant 14: "It must be treated like any other subject because as teacher we work hard to educate the children".

Participant 10: "Sometimes the department want something that we are not familiar with them. They expect us to pronounce parts of our body in our vernacular and this give us challenge because it is unethical in our culture to pronounce sex in our mother tongue. I can't talk vagina or penis in my mother's language. Children end up telling their parents that I am using vulgar words".

Participant 10 articulated that the department of education wants teachers to pronounce some body parts in their mother tongue and the teachers becomes uncomfortable pronouncing private parts terms or the corresponding words if they speak a language other than English. The department expect children to learn the exact terms for private parts instead of nicknames. The participant further stated that culture tempt them to use euphemisms and cutesy language when talking to little children about their bodies.

Participant 30: "LO does not have guide like other subjects. We must not only focus on the textbook. Text books alone become bored. Exam must be avoided. At the end of the year, they must consider quarterly tasks. Question papers must correlate with syllabus".

Participant 30 articulated that LO lack Subject guides which contain useful information to support the subject. The participant further suggests that the subject LO should be non-examinable.

5.8.3 Sub Theme- Does Sexuality Education inspires learners to engage in sexual activity at a younger age?

Participant 13: "Sexuality Education in Life Orientation provides learners with enough information but the problem is that the learners want to practice what they have been taught. Many learners become pregnant even though they are taught about Sex. It is better if Sexuality Education is taught from grade 6. This can help to alleviate pregnancy rate and the spread of sexually transmitted diseases".

Participant 13 articulate that young people fell pregnant even though they are provided with honest, age-appropriate information and skills necessary for their health and overall well-being. The participant suggests that Sexuality Education should occur from Grade 6, with information appropriate to prevent unintended pregnancy and the spread of sexually transmitted infections.

Participant 19: "Contraceptives can encourage learners to practice sex because they will be knowing that by using contraceptives, there will be no consequences".

Participant 19 focuses on the timing of sexual initiation with the fears that contraceptive education encourages sexual activity among young people.

Participant 20: "It depends on the teacher on how he approaches the learners. You must not teach or present everything. You must give some topics to the learners to discuss it together. Your method of teaching can destroy or fix. If your methodology of teaching talks about sex as something sweet and enjoyable, everyone will be eager to test that sweetness".

Participant 20 view the classroom as a dynamic environment that must sometimes bring learners together to make meaningful interactions with each other to solve

problems that matter. The participant further suggest that an effective teacher must implement creative and innovative teaching approaches in order to meet learners' individual needs that will ultimately work best them.

Participant 24: "Is not true, I don't believe in learning and practicing. The teacher must emphasise on what the learner should do and what he must not do. He will take the proper decision. For example, you emphasise that condom will prevent STDs, pregnancy etc. If the benefits of condoms outweigh the disadvantages, learners will remain with the benefits".

Participant 24 articulated that teachers must emphasize the significance of the behaviour that is rewarded and also explain to learners the explicit abilities they must establish to produce the reward. The teacher must adjust their approach to suit the learning needs.

Participant 25: "Learners take advantages that they have been permitted to involve in sex. If I have daughters at home and start telling them that they must use condoms or take contraceptives, it is a way of encouraging them. I must just say abstain. If she goes around with condom, she can be tempted to use it".

Participant 9: "Sometimes it can encourage them but even if it can be phase out, they will still practice sex".

Participant 14: "It depends on the child not the approach of the teacher. We can tell them that abstinence is the best but when they watch media, they end up wanting to practice. Teaching is not only at school but everywhere including on the media. Media emphasise condom".

Most participants' belief that Information about sexuality can be delivered in schools, in community settings, homes, medical offices using evidence-based interventions and online. Only few participants argue that Sexuality Education should not take place in school as it has negative impact on the younger learners with the view that this education as it is supported by examples can encourage them to practice sex at an early age.

Participant 21: "According to my culture sexuality education must be taken out because it encourages sex at an early stage. Sex is secret. According to our culture we learn things while we are older; it influences children to involve in sex. Children are motivated to practice what the teacher told them; they want to see. But the way the teacher teach, may have impact especially when he gives examples".

Participant 22: "This one depends on the approach of the teacher. The way the teacher talks about the advantages and the disadvantages. The child should be taught about the good and the bad of something so that when he involves in sex, he will know the consequences. Wrong approach can negatively influence the learners".

Participant 28: "It depends on the person. Some can be in a relationship but abstain from sexual activity because of the lesson she received from the teacher".

Some teachers believe that teaching methods or approach play a vital role as there can be a barrier to sexual abstinence. According to the teachers, learners have varied and potentially conflicting about the meaning of the concept "abstinence". For some learners, abstinence means not engaging in any kind of sex activity while some view abstinence as a means of not engaging in vaginal sex while other sexual activities are allowed. Teacher believes that learners must understand abstinence from scientific standpoint, which is when a person intentionally refrained from sexual activity.

Participant 18: "It depends on the way you deliver the lesson. After teaching them about Sexuality I usually tell them that they must abstain because they are still school kids. I tell them that prevention is only for those who are sexually active so that you cannot have unintended pregnancy and sexually transmitted diseases. I also give them formula of ABS that you can abstain if not possible be faithful, if not possible condomise. It is step by step formula; you cannot abstain if you have 5 partners, be faithful to one partner".

Participant 5: "The lesson can make them to think more about sex and forget about other things. They end up being pregnant. They always want to experience".

Participants 6 and 4 articulated that TV influence sex behaviour among young people. They indicated that sexual content on social media is far more likely to promote sexual activity among young people. The participants emphasised Teaching approaches which are very important in impacting knowledge into the learners. If teaching is done positively, it will ultimately produce better results.

Participant 6: Silence means concern. When we don't teach them about something is like encouraging them to do it. The approach in teaching is very important. When I teach, I also warn them of those things that are dangerous to their lives. I teach them to acquire knowledge.

Participant 4: "The problem is television and social media, even if we fail to teach them about sex, they watch them at television or through social media. Teachers also warn the learners about the danger sexual intercourse. If you discipline your child at home, the challenge could be the peers outside home".

5.8.4 Sub Theme- Resources and materials

The researcher used work schedules to detect the usage of instructional materials in the classroom. It was motivating to notice that, while the teachers adhered to the established work schedules, they did it in a different way, some teachers in most schools were not using instructional materials in their classrooms. Work schedule included resources like posters, Magazines, Newspapers, Talk shows, TV programmes, Motivational Speakers, wall charts and textbooks.

Classrooms are required to have instructional materials which will support the internalisation of messages against risky-sexual behaviour in learners (Vanwesenbeeck et al., 2016). Formal Sexuality Education in schools that includes instruction materials can improve the health and well-being of the children. Instructional materials play a part in backing up the Sexuality Education program's objectives. Most teachers were very concerned about the lack of animate and inanimate resources that can be used to promote teachers" efficiency and improve learners" understanding. The Instructional materials have to be relevant to the topic that is discussed. The researcher discovered that LO is not supported in some

schools as compared to other subjects and this affect the quality of their teaching as they have to rely only on text books. Some of the teacher articulated their frustration, for example:

Participant 12: "We only use text books; we do not have instructional material".

Participant 2: "We rely on text books and general knowledge since they stole Television and music system".

Participant 6: "Even though we encourage them to abstain, there are those who are sexually active. We must introduce vibrators at school and any other teaching aids that will help to demonstrate protection".

Participant 20: "The school does not have enough instruction materials. There are charts for other subjects excluding charts for LO".

Participant 8: "I never use teaching aid but I can use them if they can be available".

Participant 9: "I use teaching aids rarely because they are not enough".

Participant 23: "I don't think it is necessary to use some resources to supplement Sexuality Education because sex is nature. You cannot teach someone about nature because he will learn or know without being taught. No one has ever taught someone on how to do sex. It is like Adam and Eve in the Bible; they were never taught. Our culture is against teaching about sexuality so if we use instructional materials, we will be encouraging them to practice sex at an early stage. Our culture does not allow parents to teach about sex. There must be a sexuality program where female teachers teach female learners and male teachers teach male learners. As a teacher I won't feel comfortable to use instructional materials in front of female learners".

There were teachers in some schools that were using visual presentations in their classroom, like charts and computer to support their lesson. The teacher may show images of the effects of unprotected sex to highlight his points rather than describing

them. These visual presentations will safe teaching time as the teacher will just show the images instead of talking and explaining for a long time. The learners can easily understand and they will develop interest.

Participant 25: "I have charts. If I teach about pregnancy or relationship for example, I put the pictures on the charts. Learners enjoy the subject because I discuss with them what they see on the charts. Instructional materials like charts makes the lesson lively".

Participant 19: "I use my own ones. I have videos on my laptop, so I connect it to the projector to show them different things of the curriculum".

Participant 30: "I use instructional materials which include charts".

Participant 13: "We have pamphlets pictures of the body and we put them on the wall so that everyone can view".

Participant 15: "Some learners know about pregnancy but not aware of the part where the baby is going to come out. They should know before being pregnant about delivery process".

Participant 14: "A gay is someone who is turning himself to be a woman; a lesbian is someone who is turning herself to be a man. Most of gay and lesbians have complete parts for example most of the lesbians have children, she has complete parts of womanhood and she don't lack anything. She turns into a lesbian because of some challenges in life that were not addressed and the same applies to a gay".

Participant 3: "We are not allowed to show them contraceptives like condoms. The children will see them in some places like clinics".

Participant 7: "It will be a problem to include other types of sexualities in the textbooks like gays and lesbians. We had a lesbian in our school who did not want to wear trousers. This is against our culture. If text book can include them then it will be a problem".

The researcher interviewed the participants about the representation of the types of sexualities. Most participants revealed that sexuality was not enough in all textbooks. Most textbooks consider heteronormativity. The National Curriculum is based on the idea of "social transformation; confirming that the educational inequalities of the past are alleviated," according to a Curriculum and Assessment Policy Statement (CAPS) (DBE 2011, 4). The majority of teachers alleged that Life Orientation textbooks show practically widespread normalisation of heterosexuality and the wide occurrence of heterosexist attitudes. The concept of heteronormativity has focused to the academic stabilization of heterosexuality in the program. Human rights should be encouraged in the classroom, and heteronormative attitudes should be confronted. The study which was conducted by Wilmot and Naido in 2014 discloses a low number of reports dedicated to sexuality in general, as well as the control of heterosexuality, mostly through the elimination of lesbian, gay, bisexual, and transgender (LGBT) sexes, but also through distinction, hierarchy, and homogenisation strategies.
Furthermore, most teachers were also concerns that there are gays and Lesbians in the school.

Participant 12: "The textbook that I use does not have the content of LGBT but it mentions stages. Learners should know about the stages like puberty, adolescent, menstruation".

Gender-based violence (GBV) is a shocking and widespread problem nationally occurring as a result of the normative role expectations associated with each gender. Some participants think that gender-based violence is mostly experienced by people who are seen as not compliant to their assigned gender roles, like lesbian, gay, bisexual, transgender and/or intersex people. They think that Sexuality Education can aid people understand their own gender including the gender of others. The act includes physical, sexual, and emotional abuse. Participants assume that knowledge can address the underlying, interlinked causes of GBV. It can help to prevent the widespread of it in the first place. For instance, some participants responded like that:

Participant 4: "Learners must know about homosexual because failure to know about other types of sex has negative impact. To avoid gender-based violence, learners must know about other type of sex like gays, lesbians etc. that they exist in the community and that they are people like us. If they meet them without knowledge, they will believe that they are unacceptable and they will ultimately mistreat them. Text book should not be stereotype".

Participant 19: "Leaners must know about other types of sex. Gays and Lesbians must feel at home and they must not be undermined. They will be sceptical when we are supposed to talk to them. They must not feel ashamed".

It constantly shows that heterosexuality is very universally accepted.

Some participants reported that LO textbooks address life in general. Information about Sexuality is inadequate and it consistently shows almost worldwide acceptance of heterosexuality. The participant postulated that some pictures about sexuality are also incomplete. For example:

It constantly shows that heterosexuality is very universally accepted.

Participant 30: "Lesbians and gays are there in the text books but the text book does not go deeper about it. Society grows and the learner must know about it".

Program is dependent upon curriculum and it means that aims, content and objectives are revealed in programme from curriculum. However, an important assumption is that such support materials should be accurate and update. If they contain errors, teachers with poor content knowledge may not be in a position to recognise mistakes, which are thus likely to be transmitted to pupils (Sanders & Makotsa, 2016). The radical revision of the South African school curriculum, progressively implemented by the newly elected government's education department between 1998 and 2008 (Sanders & Makotsa, 2016). Some participants complaint that the textbooks that they are using are inadequately prepared to implement new curriculum content which include LGBT. Most participants believe that a new sex and relationships curriculum should cover LGBT.

Participant 8: "Text books must include gays and lesbians. Learners must know about them. We are using old books so next time they must include them".

Participant 10: "Other types of sexuality like gays and lesbians are not included in the text books because they were approved by the government recently. They were not approved in the past. If it can be approved, they won't be any problem".

Participant 20: "Our education is inclusive, so inclusive means diverse. So, our education is diverse which means it must include all types of sex. LO textbooks must include all types of sex because South African constitution allows it".

Participant 24: "Other types of sex should be included in the textbooks because they are now legalised according to the constitution".

Participant 22: "Gays and Lesbians must be incorporated into the curriculum equally like heterosexual so that the learners can have thorough knowledge of being in a relationship because the constitution of South Africa allows that, so that when it happens that the child whom I teach here at School becomes a manager of another company, he will not criticise two men who will say that we are couple and married. He will be against the constitution of the country. They must be included and the children will decide".

Participant 26: "Other types of sexuality should be included because gays exist and excluding them is like feeling that they don't exist".

Some participant believe that LGBT is a sin because biblical authors assume it as a sin so including them in the textbooks is like promoting sin in our curriculum. Most participants who are Christianity rejected homosexuality since it was considered in the Bible to be abnormal and a sin: "Leviticus 18:22 do not lie with a man as one lies with a woman; that is detestable. (Leviticus 22: New Testament)." Participants who are Christians condemn LGBT because there are several scriptures in the bible that condemn it. Some participants believe that gays and Lesbians are caused by frustration of life as there are many lesbians who were pregnant so it shows that they are females. According to them, they must be corrected and stop dwelling in a sin.

Participant 25: "According to my opinion, gays and lesbians are sin and they should not be included in the text books".

Participant 13: "LGBT are new. They are not considered in the text books. The bible does not allow gays and Lesbians. The tradition also does not allow gays and Lesbians".

Participant 14: "A gay is someone who want to turn himself into a woman. He has all parts of a man. There are many lesbians who end up being pregnant. Some of them have been hurt by man and suggest to turn into a man".

Participant 18: "There is a section in spot on where they talk about types of rape. Corrective rape is where they rape a lesbian to correct her for being a lesbian. It also talks about the types contraceptives and the one suitable for them".

Some participants are against LGBT. They say that the curriculum should not promote LGBT but instead it must only emphasise heteronormativity which is legal worldwide. LGBT may face risk of being mistreated, tortured, and assaulted in other countries.

Participant 17: "I don't think textbooks should include other types of sexual practices like lesbian, gay, bisexual and transgender. Textbooks should include heterosexual only because LGBT are illegal in other countries like Cameroon".

- **Prescribed textbooks**

Textbooks are important vehicles in every classroom worldwide as they promote curricula. Furthermore, their curriculum content and construction are very important for the promotion of a specific vision of curriculum. The implementation of Sexuality Education in South Africa can be improved in different ways. The researcher gained a better understanding of the needs of the teacher and the nature of Sexuality Education in Life Orientation textbooks in the sampled schools. If the textbook does not provide learners with relevant sexual information, it may leave them vulnerable to sexual abuse, coercion, unwanted pregnancies and sexually transmitted diseases. The researcher examined the coverage of pregnancy and the types of contraceptives. Text, graphs, images, and diagrams on pregnancy and

contraceptives were considered as a portion of the content coverage and thematic analysis inquiry. He qualitatively scrutinizes how they are constructed and planned in the textbooks. These features will establish the effectiveness of Sexuality Education in Life Orientation. The prescribed textbooks were chosen on the basis of being used by the sampled schools. Three recently approved LO textbooks: Life Orientation TODAY for Grade 8 (which is so-called Textbook 1); Spot On Life Orientation for Grade 9 (which is so-called Textbook 2); and Life Orientation FOCUS for Grade 10 (which is so-called Textbook 3) were nominated for this study.

The textbooks selected are in line with Curriculum and Assessment Policy Statement which stipulated the following topics:

Table 5.6: Grades 8 to 9: Overview of the topics

Topic	**Grade 8**	**Grade 9**
Self-development within the world	• Concepts: self-concept formation and self-motivation • Concept: sexuality • Relationships and Friendships	• Goal-setting skills: personal lifestyle choices • Sexual behaviour and sexual health • Challenging situations: depression, grief, loss, trauma and crisis
Health, social and environmental responsibility	• Abuse of substances is exacerbated by social circumstances. • Concern of Environmental issues • Making health and safety: HIV and AIDS	• Notion: volunteerism • Anxieties about violence's impact on one's health and safety
The rights and responsibilities of constitution	• Nation building • Concept: Violations of the rights of human • Concept: gender equity	• Matters involving the rights and the responsibilities of citizens • Values of the Constitution • Helps of several

	• Concept: cultural diversity in South Africa • Involvements of organisations from numerous beliefs to societal growth	faiths in encouraging harmony • Ethics of sport
Physical Education	• Contribution of physical activities endorse fitness • Playing of targeted sports • Improve mobility skills program Participates in a recreational activity that takes place outside. • Matters of safety	• Your own physical well-being improves • Implement a strategic game plan For people • Perfects self and performance of peers in movement events • Perfects self act in an recreational tasks that take place outside • Matters of safety
World of work	• Different learning styles • Six career categories • Relationship between performance in school subjects and interests and abilities • Decision-making process	• Time-management skills • Reading and writing for different purposes • Options available after completing Grade 9 • Knowledge of the world of work • Career and subject choices • Study and career funding providers • Plan for own lifelong learning

Table 5.7: Grades 10 to 12: Overview of the topics

Topic	Grade 10
Development of the self in society	• Self-awareness, self-esteem and self-development • Power, power relations and gender roles • Value of participation in exercise programmes • Life roles: nature and responsibilities • Changes towards adulthood • Decision-making regarding sexuality • Recreation and emotional health
Social and environmental responsibility	• Contemporary social issues that impact negatively on local and global communities • Social skills and responsibilities to participate in civic life
Democracy and human rights	• Diversity, discrimination, human rights and violations • National and international instruments and conventions • Ethical traditions and/ or religious laws and indigenous belief systems of major religions • Biases and unfair practices in sport
Careers and career choices	• Subjects, career fields and study choices: decision making skills • Socio-economic factors • Diversity of jobs

	• Opportunities within career fields • Trends and demands in the job market • The need for lifelong Learning
Study skills	• Study skills and study methods • Process of assessment: internal and external • Annual study plan
Physical Education	• Physical fitness: programmes to promote well-being • Skills in playground and/ or community and/or indigenous games • Environmentally responsible outdoor recreational group or individual activities • Skills in traditional and/or non-traditional sport • Safety issues

- **Textbook 1**

In Textbook 1, the chapter on sexuality is only in Term 1 under the theme called “Self-development in society (Week 4-6), from page 14 to 18. Paragraphs and sentences that reference pregnancy were highlighted using an orange marker. Teen pregnancy has been the focus of Sexuality Education for the last 40 years (Mitchel, 2016). The concept of pregnancy is only mentioned on page 14 and 15.

"Having sexual intercourse without protecting oneself and one's partner from pregnancy and sexually transmitted disease (STDs) can have serious physical and emotional consequences. Feeling fear, anxiety or guilt about pregnancy or disease is common". (14)

Another reference about pregnancy is on page 15 on the table under the sub-heading of "How to say no if you want to" (15)

He: You cannot get pregnant the first time.	*She: Oh yes, I can. Many girls have fallen pregnant when having sex for the first time.*

The illustration above shows the pressure that can come from friends or girlfriends or boyfriends.

Grade 8 textbook does not mention contraceptives instead it just state that *"Delay sex until you are mature enough to deal with the consequences".* The textbook emphasise abstinence rather than comprehensive sexuality information. Learners are not informed about alternatives beside abstinence. They may be at risk to avoid pregnancies due to knowledge gaps and misconceptions on where to obtain contraceptive methods and how to use them.

- **Textbook 2**

The content on sexuality is on Module 2 of the textbook which is term 1. The module is called sexual behaviour and sexual health which is from page 21 to page 38 of the textbook. The content on pregnancy is discussed on page 23. Unfortunately, dependence on abstinence-only methods, which is not sufficient, remains dominant. The first paragraph emphasises about the negative consequences of teenage pregnancy

"Teenage pregnancy is a serious problem in South Africa. Statistics show that teenagers account for nearly 50 per cent of pregnancies".

It talks about the spread of teenage pregnancy in South Africa while the second paragraph put emphasise on the baby. The author addresses the challenge that the

young people can face like money to support the baby, caring for a baby and the social stigma that the girl may experience within the community.
In the last paragraph, the author explains about the side effects of the body after the birth of a baby
“The bodies of young girls are not yet ready for pregnancy. For example, if their pelvic bones are underdeveloped, they experience difficulties during childbirth” (23).
The last paragraph makes one comment about the disadvantage of abortion. Sexual transmitted infections, HIV and AIDS is discussed on the second page.

The text talks about abstinence as the only form of birth control that always prevents the spread of STIs and pregnancy. Contraceptives are discouraged for having side effects.
“While abstinence requires no money or visits to clinics, it is important to have support from friends, family and the community” (32).

- **Textbook 3**

In Textbook 3, the chapter on sexuality is only in Term 3 under the theme called “Development of the self in society (Week 1-5) which is from page 168 to 194. There is awareness of pregnancy in Unit 4 entitled Values and strategies to make sexuality and lifestyle choices. The emphasis is on abstinence for example:
“*To make the most of your life, delay sexual intercourse. If you wait before you are sexually active, you will prevent problems such as unwanted teenage pregnancy, STIs and distractions from your studies*”.
The textbook content has underrepresentation and inadequate coverage of contraceptives. Condom is only mentioned in on page 176 “*If you have thought carefully about having sexual intercourse and are in a long-term loving relationship with one partner who has no other sexual relationship, and you decided you are physically and emotionally ready for sexual intercourse, always use a condom in the correct way. This will prevent unwanted teenage pregnancy and sexually transmitted infections* (STIs)”.
A number of empirical studies on literature review have revealed the insufficiency of Sexuality Education in schools due to inconsistencies and absence of comprehensive content about sexualities.

Case study adapted from Genderations Issue 2, Caring School Communities, Department of Education on page 177 emphasised abstinence as a choice to avoid unwanted pregnancy and being exposed to sexually transmitted diseases, including HIV.

"*He says: Choosing to abstain has been the choice I've made. I'm motivated to do so by my religious beliefs. I'm also well aware of the many risks linked to sex.*" (177)

Abstinence is frequently mentioned in the content of the textbook as an alternative way to avoid pregnancy.
"*Abstinence means to abstain from Sexual intercourse or full penetration sex. It means you don't have sex at all".* (179)

Using content analysis, it was discovered that the majority of the prescribed LO textbook paid tiny consideration to other types of contraception with low coverage of pregnancy.

Analysis of LO in Grade 8-10 textbooks revealed that there is a content gap between what social justice and comprehensive sexuality posit. Young people should be given adequate and pertinent information and skills to help them make better judgments about their own sexual behavior and, as a result, limit their risky behavior. At least 10 million unintended pregnancies occur each year among adolescent girls aged 15–19 years in the developing world (Darroch, Woog, Bankole & Ashford, 2016).
Provision is needed from policy makers to improve the quality of Sexuality Education.

5.9 THEME 4: SEXUALITY EDUCATION POLICY AND DELIVERY

A statement of policy for instruction and learning in South African schools is the National Curriculum Statement Grades R–12. This National Curriculum Statement intends to give a more precise description of what will be taught and learned on a term-by-term basis (Department of Education, 2012a). It expands the prior curriculum while also building on it. This curriculum tries to make sure that learners pick up knowledge and skills and use them in ways that are relevant to their own lives (Department of Education, 2012a).

5.9.1 Sub Theme- Human rights

A wide range of human rights, including access to information right, are guaranteed by the Bill of Rights, which is a part of the Constitution of South Africa. South Africa acknowledges the free access to information (ATI) regime, which has been recognized as a core fundamental right of people in a free society (Arko-Cobbah & Olivier, 2016). In general, you do not have to enlighten why you are asking for the information or why you are interested in getting it, regardless of the type of information that is required. Learners have the right to thorough knowledge about sexual and reproductive health. For an individual, a marriage, or a family to be healthy and happy generally, as well as for societies and nations to flourish socially and economically, sexual health is essential.

Most teachers reported that LO meets human rights which form part of legal education across school curricula. Interpretation of the results revealed that good quality of teaching about sex will help the youth to guard their well-being and self-respect. Most participant felt that LO is based on human rights principles with the view that many issues that we face globally which can either be Political, social or economically are human rights concern.

Participant 19: "It meet human rights somewhere. There is awareness somewhere because there is where they talk about the right of people and the courts if they have violated your rights. LO also include rules and policy of workers".

Participant 24: "There is a section of the bill of rights. LO does not compromise the rights of everyone instead it educates. It does not temper with the bill of rights that are supplied in the constitution of the country".

Participant 14: "We have gender-based violence. The rights include care for children".

Participants articulated that the Children need special attention to reduce risks. They will not perform work or provide services that are inappropriate to them. Some participants believe that learners are experiencing social and personal challenges and they have to make a choice so the human right will equip them to make appropriate lifestyle choices in their relationships or sexuality.

Participant 10: "Children will know while she is still young that she has right. She will know that anyone is not allowed to touch where she is not comfortable. The rate of abuse will deteriorate. She will be able to report sexual abuse knowing that it is not accepted. Many children are victims of sexual abuse but this remains unknown while others divulge the information. There are those who divulge child abuse after a long time".

Participant 5: "They must know about their rights like right to education and right to privacy".

Participant 23: "Sexuality Education policy should correlate with the constitution of the country by considering LGBT and consider cultural differences. The textbooks should go deeper into details by including contraceptives. Sexuality Education should be a subject on its own where male teachers teach male learners and female teachers teach female learners. It is a little bit difficult to teach about sex to the opposite sex. It will also be difficult in a situation where my child is a learner in class and I have to teach them about sex. My culture forbids us to teach our children about sex especially the opposite sex".

Participant 23 data indicate that the curriculum policy should correlate with the Constitution of South African Act on the management of Sexuality Education in

schools. The participant based his argument on the content and contextual appropriateness of Sexuality Education. The participant further articulated that the cultural differences must also be considered.

5.9.2 Sub Theme- Evaluation of teachers

Schedule of observation

Name of the school: A
Name of teacher: Participant 2
Grade: 8
Subject: LO
Topic: Growth of the self in the world
Sub-topic: Cultural values that impact on sexuality

Performance standard: 1

Anticipation: The educator creates a pleasant learning atmosphere in which learners can actively participate and succeed in the learning process.

Question: Is the educator able to create conducive learning and teaching environment?

Measures	**Comments**
a) Space for learning	Learners were sited in rows and the teacher was able to see everyone's face at the same time.
b) Involvement of Learners	The teacher engaged the learner, she was having a method of winning the heart of the learners. She was able to debate with the learners, hear their views and come up with his own view to make consensus. Teachers must make learners to have interest in the subject.
c) Order	They were not going up and down during the lesson
d) Variety	They were all black learners from different cultural group.

Performance standard: 2

Anticipation: The educator possesses appropriate content knowledge which is demonstrated in the creation of meaningful learning experiences.

Question: Does the educator demonstrate adequate knowledge of the Learning Area or subject and does he/she use this knowledge effectively to create meaningful experiences for learners?

Criteria	**Comments**
a) Knowledge of the subject	The teacher seems to have a knowledge of the learning area but not free to go deeper.
b) Expertise	The teacher was confident and was able to motivate the learners to participate in class.
c) Setting of a goal	The teacher was able to assess his progress by asking questions before she can move on. The goal that she wanted to achieve was clearly written on the lesson plan
d) Participation in a program of studies	They used learner centred approach and the learners were able to bring their own understanding, knowledge and past experiences.

Performance standard: 3

Anticipation: The educator exhibits knowledge of how to organize, prepare, present, and manage learning programs.

Question: Is lesson planning clear, logical, and systematic, and do individual lessons appear to fit into a larger learning program?

Measures	**Comments**
a) Preparation	The teacher used lesson plan from the book as a guide to teach the learners. She did not draft her own lesson preparation.
b) Teaching	The teacher presented the lesson plan accurately even though he did not finish the

	lesson in one period because learners were asking many questions.
c) Capturing	The teacher makes use of college exercises for informal tasks. She records formal tasks in the mark sheet.
d) Learning Programs Administration	Life Orientation has two divisions. Time for theory and time for physical education task where learners go to ground

Performance standard: 4

Anticipation: The instructor shows that he or she is capable of monitoring and evaluating the progress and achievement of students.

Question: Is evaluation utilized to help teachers and students learn better?

Measures	**Comments**
a) Giving students feedback	The teacher was able to write corrections on the chalkboard.
b) Understanding of assessment methods	Four types of assessment methods namely: Diagnostic, Formative, Interim, and Summative where not applied accurately. The teacher seems to have inadequate understanding of assessment methods
c) Utilization of techniques	The teacher gave demonstration. She was able to engage the learners but she was not good in controlling order in the classroom.
d) keeping of records	The teacher has files to keep record of the learner's marks.

Comment: There were those lose focus when the teacher talks about sex. When the teacher talks about males, girls look at the males starting to laugh and in return when

the teacher talks about female contraceptives, the males started to look at the males and laugh.

The lesson was not supported by any instructional materials like projectors and printed material. The primary learning support materials for the teacher were textbooks and the chalkboard. There was also a textbook shortage in some classrooms, and owing to Covid 19 laws, the learners were not allowed to share what little the teacher had.

Schedule of observation

Name of school: C

Name of teacher: Participant 8

Grade: 8

Subject: LO

Topic: Growth of the self in the world

Sub-topic: Social pressures that impact on sexuality

Performance standard: 1

Anticipation: The teacher creates a pleasant learning atmosphere in which learners can actively participate and succeed in the learning process.

Question: Is the teacher able to create a conducive learning and teaching environment?

Measures	**Comments**
a) Space for learning	They applied social distancing of 1.5 meters sitting in rows.
b) Participation of Learners	The lesson was very interesting and the learners were able to participate well in class asking questions.
c) Order	There was no order as some were laughing while the teacher was explaining about the consequences of Sex without protection.
d) Variety	The class was dominated by pedis while there were few vendas and xhosas.

Performance standard: 2

Anticipation: The educator possesses appropriate content knowledge which is demonstrated in the creation of meaningful learning experiences.

Question: Does the educator demonstrate adequate knowledge of the Learning Area or subject and does he/she use this knowledge effectively to create meaningful experiences for learners?

Criteria	**Comments**
a) Knowledge of the subject	The teacher seems to have adequate knowledge of the subject.
b) Expertise	He was able to elaborate well.
c) Setting of a goal	The teacher wrote information on expectation on the chalkboard. This helps him to provide direction to the learners.
d) Participation in a program of studies	The teacher advent learner centred learning approaches to increase active involvement of learners.

Performance standard: 3

Anticipation: The educator exhibits knowledge of how to organize, prepare, present, and manage learning programs.

Question: Is lesson planning clear, logical, and systematic, and do individual lessons appear to fit into a larger learning program?

Measures	**Comments**
a) Arrangement	The teacher used lesson plan to present the lesson which was clear.
b) Teaching	The teacher was able to guide presentation although there were several questions raised by the learners.
c) Capturing	The teacher has mark sheet to record formal tasks.

d) Learning Programs administration	The class was filled up with laughter.

Performance standard: 4

Anticipation: The instructor shows that he or she is capable of monitoring and evaluating the progress and achievement of learners.

Question: Is evaluation utilized to help teachers and students learn better?

Measures	**Comments**
a) Corrections and feedback	The teacher was able to discuss feedback with learners
b) Knowledge of assessment techniques.	The teacher is well-versed in assessment methods.
c) The manner in which techniques are used.	There was no instructional materials. The teacher rely on the text book to teach the learners. He used sign language at times.
d) Keeping of records	The teacher has a big file where he keep mark sheets, lesson plans, policy document and other important documents.

Comment: The class consisted of 22 learners who were seated in a row in front of the chalkboard

The participant indicated that:

"I am able to identify my strength and weaknesses because I am eager to improve my lesson to make it lively. Where I counter problems, I consult my HOD". There is subject monitoring & support moderation tool. *Our files are monitored and moderated by the HOD. There is also pre-moderation and post moderation for the formal tasks".*

Schedule of observation

Name of the school: G

Name of teacher: Participant no 18

Grade: 9

Subject: LO

Topic: Growth of the self in the world

Sub-topic: Unwanted results of unhealthy sexual behaviour

Performance standard: 1

Anticipation: The teacher produces a pleasant atmosphere of learning in which students can actively participate and succeed in the learning process.

Question: Is the educator able to create a conducive learning and teaching environment?

Measures	**Comments**
a) Space for learners	Each learner accommodated one desk and there was enough space between the learners and the teachers in front.
b) Participation of Learners	Learners were eager to participate in class and provide intelligent perception.
c) Order	The teacher was able to use his eyes and facial expressions to manage his classroom.
d) Variety	Learners were from the same social and ethnic backgrounds and of different genders.

Performance standard: 2

Anticipation: The educator possesses appropriate content knowledge which is demonstrated in the creation of meaningful learning experiences.

Question: Does the educator demonstrate adequate knowledge of the Learning Area or subject and does he/she use this knowledge effectively to create meaningful experiences for learners?

Measures	**Comments**
a) Familiarity of the content	The teacher seems to have knowledge of the subject matter.
b) Proficiency	The teacher was skillful
c) Objective setting	Because the teacher was guided by the lesson

	plan. He speeds up to complete the task with the aim of achieving the set goal.
d) Contribution to a learning program	Attempts were made on the learning programs with the aim of benefitting learners.

Performance standard: 3

Anticipation: The educator exhibits knowledge of how to organize, prepare, present, and manage learning programs.

Question: Is lesson planning clear, logical, and systematic, and do individual lessons appear to fit into a larger learning program?

Measures	**Comments**
a) Arrangement	The lesson plan was well arranged.
b) Delivery	The teacher presented the lesson well.
c) Apprehending	The teacher has mark sheet to record marks
d) Management of Educational Programs	The learners with visual impairment were put on the front seats of the classroom.

Performance standard: 4

Anticipation: The instructor shows that he or she is capable of monitoring and evaluating the progress and achievement of students.

Question: Is evaluation utilized to help teachers and students learn better?

Measures	**Comments**
Learners' Feedback	The teacher gave corrections in the classroom for the previous classwork.
Information on assessment methodologies	The teacher new all 4 assessment techniques.
Usage of techniques	The teacher knew the learners and he was able to apply relevant techniques of the lesson.
Keeping records	The teacher has files to keep his mark sheets.

Comment: The teacher didn't know how to give a good presentation. This was obvious when the teacher was not comfortable to answer some questions raised by the learners. The teacher also failed to explain the main concepts to the learners. The teacher seems to be uncomfortable to answer most sensitive questions as he guards himself against criticism. Instead, the teacher directs the question back to the class to attempt to answer it before he can answer it. The learners were curious about the changes in their bodies.

Participant's remarks: "They keep on changing the subjects that we teach for example I can teach Life Orientation this year and next year they give it to someone else to teach it and after next year they give me back that Life Orientation. Subject like Life Orientation is taught by different teachers because they do not value it as compared to other subjects".

Schedule of Observation

Name of school: J

Name of teacher: Participant no 23

Grade: 9

Subject: LO

Topic: Growth of the self in the world

Sub-topic: Consequences and implications of pregnancies for teenage parents

Performance standard: 1

Anticipation: The educator creates a pleasant environment of learning where the learners are able to participate vigorously and prosper in the process of learning.

Question: Is the educator able to establish an environment that is conducive to learning and teaching?

Measures	**Comments**
a) Room for learning	To ensure the safety of learners, the teacher applied social distancing in class.
b) Collaboration of Learners	The teacher was not talking alone, she engaged learners by discussing with them.

c) Directive	There was no discipline in the class. Some learners were just commenting even if they were not recognised.
d) Cultural diversity	There was diversity in the class but the teacher being aware of the diversity of learners, she worked with learners to create a safe and collaborative learning environment.

Performance standard: 2

Anticipation: The educator possesses appropriate content knowledge which is demonstrated in the creation of meaningful learning experiences.

Question: Does the educator demonstrate adequate knowledge of the Learning Area or subject and does he/she use this knowledge effectively to create meaningful experiences for learners?

Measures	**Comments**
a) Knowledge of learning area	The teacher also used her experience to teach the learners.
b) Skills	The teacher enjoyed communicating her experience with the learners and she was confident.
c) Goal setting	The lesson plan clearly illustrated what the teacher wanted to achieve ultimately.
d) Involvement in learning programmes	The teacher planned the lesson well and the lesson was effective as the learners were participating.

Performance standard: 3

Anticipation: The educator demonstrates knowledge of how to plan, prepare, present, and manage learning programs.

Question: Is lesson planning clear, logical, and systematic, and do individual lessons appear to fit into a larger learning program?

Measures	Comments
a) Arrangements	The lesson was well planned.
b) Presentation	The teacher was confident to present the lesson.
c) Recording	The teacher was using spreadsheet on the computer to record the marks.
d) Management of Learning Programmes	The teacher was able to manage the learning programmes well. There are times when the learner go to the ground to play and there times when the teacher teach them.

Performance standard: 4

Anticipation: The teacher shows that he or she is capable of monitoring and evaluating the progress and achievement of students.

Question: Is assessment used in order to promote teaching and learning?

Measures	Comments
a) Learner's feedback	The teacher prefers to give home works because she complaint about time and she gives feedback in the form of corrections.
b) Knowledge of assessment techniques	The teacher has the knowledge of assessment techniques and she indicated that coronavirus (COVID-19) has changed how learners are educated around the world.
c) Application of techniques	The teacher indicated that she uses electronic devices to communicate with the learners.
d) Record keeping	The teacher has files where she keeps marks sheets.

Comment: The teacher presented the lesson accurately. 1-2 metre social distancing rule was observed in the class. He treated all learners equally. The teacher applied teacher-centred approach to teach the lesson. They were only using the prescribed textbook without any support teaching materials. The teacher obtained their teaching qualifications prior to the introduction of LO as a school subject in 1995. He started teaching guidance.

Comments from the participant:

"We prefer to give them home-works and provide them with the corrections when they come back. We have done PET only in the first quarter as we try to comply with Corona-virus rules".

Schedule of observation

Name of school: K

Name of teacher: Participant no 25

Grade: 10

Subject: LO

Topic: Growth of the self in the world

Sub-topic: Strategies to develop self-awareness, self-esteem and self-development

Performance standard: 1

Anticipation: The teacher creates a pleasant learning atmosphere in which students can actively participate and succeed in the learning process.

Enquiry: Is the educator able to create a conducive learning and teaching environment?

Measures	**Comments**
a) Space for learners	Learning space was 1.5 meter.
b) Learner Involvement	Both boys and girls were mixed up and this encouraged learner involvement.
c) Classroom control	There were no classroom rules in each class and this affect positive learning environment.
d) Diversity	There were Shonas, Tsongas and Pedis speaking people in the classroom

Performance standard: 2

Anticipation: The educator possesses appropriate content knowledge which is demonstrated in the creation of meaningful learning experiences.

Question: Does the educator demonstrate adequate knowledge of the Learning Area or subject and does he/she use this knowledge effectively to create meaningful experiences for learners?

Measures	Comments
a) Understanding of the subject	The teacher was able to connect new information to what the learners already know. He was excelling to create effective teaching and learning environments.
b) Expertise	The teacher was able to motivate and engage all learners although there were learners who continued to talk while the teacher was teaching.
c) Setting objectives	The teacher stipulated the goal in his lesson plan, he also wrote what he wanted the learners to achieve on the chalkboard, and ends with a lot of activities to actually do it.
d) Participation in learning programmes	The teacher was encouraging learner's full participation by being funny.

Performance standard: 3

Anticipation: The educator exhibits knowledge of how to organize, prepare, present, and manage learning programs.

Question: Is lesson planning clear, logical, and systematic, and do individual lessons appear to fit into a larger learning program?

Measures	Comments
a) Arrangements	The lesson plan was well planned and the teacher was following it as a guide. There was a time next to each activity indicate how

	much time it will take.
b) Presentation	The lesson was well presented
c) Recording	The teacher has mark sheet where he record only formal tasks.
d) Management of Learning Programmes	Learning Programmes was not well managed as the learners were disturbing smooth process.

Performance standard: 4

Anticipation: The teacher monitors and assesses the progress and accomplishment of the learners.

Question: Is evaluation utilized to help teachers and students learn better?

Measures	**Comments**
a) Learners' feedback	The teacher gave feedback in the form of corrections in their classwork books.
b) Knowledge of assessment techniques	The teacher seems not to have enough understanding of assessment methods.
c) The use of techniques	The teacher was able to break down the information and questions to simplify understanding and problem solving.
d) File management	The teacher has files to keep his records.

Comment: All learners were listening to the teacher and writing notes at the same time. The teacher gave them Homework at the end of the period.

Comments of the Participant:

"*We cannot say the learners are not disciplined or they are disciplined. It depends on the approach of the teacher*. *All formal tasks are moderated before the learners can write tests. There are Pre-moderation and Post-moderation*."

5.10 CONCLUSION

This chapter focused on data presentation and analysis gathered from the participants. Data was collected using qualitative approach, semi-structured, classroom observation and document analysis. The profile of the participants and background for the sample school was also provided in this chapter.

Ineffective implementation of Sexuality Education in the LO program was attributed to insufficient instructional resources, as well as a lack of skills and training among LO teachers. The qualitative analysis reveals inadequate information about sexualities in the prescribed textbooks which is guided by Policy document. Participant teachers seem to have limited teaching of Sexuality Education. The classroom observations also confirmed that the teaching of comprehension Sexuality Education was a challenge as there was no order in some classes. Furthermore, the data for each research question was presented and analysed separately. In chapter 6, the researcher will be discussing the findings.

CHAPTER 6
DISCUSSION OF FINDINGS

6.1. INTRODUCTION

The previous chapter showed how Presentation and Analysis of Data was sampled from 13 schools examining the problem using qualitative research methodology and design school-based teaching of Sexuality Education in public rural high schools in the Capricorn North District, Limpopo Province. Chapter six discusses the main findings from the research in relation to the literature review and other related information. For each data source, the findings for the research study are summarised to answer the research questions.

6.2. KEY FINDINGS

Because of the greater teenage pregnancies rate in the country, prevention is the best way through Sexuality Education is necessary. Despite the fact that many countries have introduced Sexuality Education (SE), the issue or subject lacks specific techniques for approaching, content, or depth of the subject (Astle, McAllister, Emanuels, Rogers, Toews & Yazedjian, 2020). Quality Sexuality teaching is significant in addressing the negative consequences of risky practices of sex which can endanger health of the young people. Sexuality of High-Quality Education is critical in addressing the harmful consequences of hazardous sexual practices, which can put young people's lives in jeopardy. The young people go through a phase of exploration and transformation that include engaging in sexual activity. This puts teenagers at risk of unintended or unplanned pregnancies, as well as sexually transmitted infections, all of which are likely to endanger their health. The reality remains that there are major challenges for sexual topics delivery in some Schools around Limpopo Province. This study suggests that, despite the obstacles encountered by high school teachers, they try to deliver SE based on rights.

The results of this study are thought to contribute to an improved consideration of the needs of Sexuality Education of the youth from several beliefs and backgrounds of different cultures.

Both schools share certain things in common such as their locations in relatively impoverished community and the predominance of black African learners. There are few differences in their locations that need to be noted. Others schools were located less than 5 km from the tar road while others schools were located more than 5 km from the tar road. The official age to start high school is 13 years. Twenty-nine (29) teachers teaching LO at public high school participated in the study and agreed to be interviewed. Some were observed while teaching Sexuality Education in their respective classes. The background characteristics of teachers were considered relevant to the study. These teachers shared their teaching experience in the subject, particularly how they teach the learners in a particular social setting that is in the context of diversity. The research aim of this study was to investigate the effectiveness of the type of lessons that are applied for adequate teaching and learning of Sexuality Education in impoverished public rural high school. The study was also conducted as a means to curb teenage pregnancies in the district. The researcher explored important aspects such as gender, about how such education should best be delivered, age, education level, culture and religion. Several individuals indicated unmet learning demands, hindering chances to advance factors that are protective to the holistic Sexuality Education.

The reason indicated by the participant for inadequate delivery of Sexuality Education include: (1) Not enough periods, (2) insufficient training of teachers, (3) lack of learning support materials, (4) lack of support from the department of education, (5) objections from the parents, (6) Omission of sexual reproductive health in the textbooks. This discussion is organised into four subsections (6.2.1 -6.2.4), which are discussed as follows:

6.2.1 Findings in relation to the first research question and the study's objective: To find out about training and teaching techniques of Sexuality Education.

One interesting and important finding was the In-service training of Sexuality Education', which affected the teaching of Sexuality Education in class. Insufficient training for teachers is certainly an issue distressing teachers' confidence in debating sensitive sexual matters. For instance, a review of what has worked in terms of Sexuality Education in four West African countries (Benin, Côte d'Ivoire, Senegal & Togo) shows that training, as well as support, plays a crucial role in ensuring that

teachers are successfully deploying their abilities to deliver Sexuality Education (Wangamati, 2020). Furthermore, recent studies (Maepa, 2017; Mbatha, 2016) indicate that in practice, teachers are still experiencing ongoing implementation challenges and are dissatisfied with the quality and quantity of professional development they receive from within their schools and from the Department of Basic Education (DBE). Inservice training will update teachers' skills and knowledge for improving teaching and learning which will help teachers to deal with the challenges. According to the findings, there is still a scarcity of training in Curriculum Development. This is really clear as some participants stated clearly that they were not trained to teach Sexuality Education, for example, participant 8, 12 and 20 while participants 10 and 14 indicated that they were trained once after a while. Because the outline of teacher development in schools differs, I therefore believe that teacher development opportunities must be delivered continuously irrespective of the experience of the teacher and specialities. Findings also show that those teachers who underwent training for Sexuality Education exhibit different attitudes to teaching (such as participatory, and shy approaches in some Schools).The lack of background knowledge often leads to misinformed teaching, causing teachers to draw on information which is not applicable to the needs of the learners (Swanepoel, et al. 2017). Despite extensive research on national curriculum reform, understanding the way in which South African teachers have been supported in adapting and adjusting to curriculum change remains limited (Govender, 2018). Teachers play an integral role within the schools, thus the support they receive from the department of education will effect change. Teachers can then apply the knowledge acquired in teaching and learning. Teachers can be able to handle sensitive topics on Comprehensive Sexuality Education well if they have been trained effectively (Ketting & Ivanova, 2018)). Cense (2019) The difficulty of young people's tactical bargaining necessitates a move in Sexuality Education to address the lived realities and genuine difficulties that young people from various backgrounds and affiliations face, in order to aid them launch agency over their sexual identities.

Some participants (schools 14, 16 and 18) complained about workload and the limited amount of time allocated to teach the subject. Participant 16 further complained that training will be a waste of time because LO is taken for granted and the DBE does not take the subject seriously.

Qualifications of teachers can be grouped into four categories as follows.

First, Well qualified LO teachers because they studied the subject as part of their training for three years at tertiary level.

Second, LO teachers who believed they had sufficient knowledge in the subject matter because they studied advanced certificate in Life Orientation.

Third, LO teachers who taught LO without LO qualifications. They teach it because their major subjects were faced out like Afrikaans and biblical studies.

Fouth, LO teachers who taught LO without qualifications. They teach it because they were teaching guidance before LO.

Results pertaining to age and sexuality in this study revealed that most learners were sexually active prior to high school level. The findings of this study on age and sexuality found that the majority of learners were sexually active prior to high school. It was observed that some learners at high school already had one or two children. This is consistent with studies in international literature, which indicated that sexual identity develops during adolescence (Humbulani, 2016). Health of children has improved in past few decades; this has increased an overall drop in the start age of puberty and menarche in the country in recent decades. The age at which puberty begins can now be predictable at ages 8 to 9 (Gluckman & Hanson, 2006). Most teachers preferred sexual topics introduced by Grades 4–5; however, few teachers think that most of the parents had insufficient and inaccurate information about the sexual development and the education of the child, that they preferred Comprehensive Sexuality Education to be introduced in high schools. The predominant aim of comprehensive Sexuality Education is, understandably, to protect young people from unintended pregnancy, abuse and exploitation. Parents and teachers view Comprehensive Sexuality Education as significant for young people but very inspiring subject. It will be better if Sexuality Education begin at an early age in order to properly prepare children and teenagers. Currently, they can be credited for their knowledge, experience and understanding. The participants in this study made it clear that talking deeply about sex to the minor child in certain cultures is still taboo. Many of them believe that certain comprehensive sexuality education should not be taught to learners younger that the age of 18 years, as it could bring about interest and lust. Despite socio-cultural, religious and legislative contexts that set boundaries on the discussion of comprehensive sexuality, reproductive health and masturbation amongst school aged

youth, there was confusions about the right time and the exact age group to teach Sexuality Education because their classes had learners of diverse age groups, religion and progressive stages. The teachers' belief that in order to prepare young people for reliable information, which prepares them for a safe, productive and fulfilling lifetime, there must be cooperation and trust between the household and the school teachers which will bring visible benefits.

Although the majority of our sample participants were supportive of Sexuality Education, there were disparities in the extent to which participants supported the approach of teaching Sexuality Education. In this study, Participants reported that the main teaching methods were face-to face and textbooks. This is inconsistent with a review of CSE education conducted in Eastern and Southern Africa where it was found that the main CSE teaching methods were teaching guides and face to face teaching which made learner-centred methodologies such as role play difficult to practice (United Nations Educational Scientific & Cultural Organization, 2017; Glover & Macleod, 2016). Videos, information pamphlets and models are not widely used in teaching SE as reported by the participants. Sexuality Education lesson will be better if it is delivered by the suitable teacher who will use the most effective teaching approach. It was established that most schools only concentrate on teaching the theory of sex. It was also reported that the schools rarely invited experts such as nurses to address different topics.

Research findings revealed that "the method or approach in which teachers disseminate information on Sexuality Education can have effect. The participant discouraged traditional learning approaches that it can make learners want to practice the real thing with the view that learner centred approach is better because there is discussion and this will allow for a better understanding of the lesson". This brings us to the question raised by Francis (2010): Is school an appropriate environment for Sexuality Education? Participants suggested that the school curriculum should be adjusted considering regional differences, religious values and youth interests.

The study also revealed that lack of education about management of menstruation has a negative impact on school attendance; this has been previously described in related studies among adolescents in low-resource countries (Oster & Thornton, 2011;

Tegegne & Sisay, 2014; Sumpter & Torondel, 2004). Psychological effects during the first encounter of menstruation were also reported, thus demonstrating the need for appropriate education of the young people about the bodily processes behind Sexuality Education, including the hormonal changes. The study shows that menstrual pain and discomfort are a concern for female learners, associated with feelings of tension and difficulty concentrating in the classroom. Female learner's access to accurate information can benefit their own lives. Developing prove recommends that an individual's private standards for care may show the outcome of received care on healthiness and welfare (Joseph, Afifi & Denes, 2016).The findings highlight those clarifications to sexual abuse can reduce distress and anxiety of the victims by providing information about what to expect, providing timely care and creating a child friendly environment for example Participant 25 articulated that there are children who are sexually abused at home, not knowing that they are abused so Sexuality Education will open their minds and make them to see things from new perspectives. Sexuality Education is needed to unpack the different experiences of marginalization that lead children to view or understand sexual abuse differently.

The debate of Sexuality Education is not new, questions are now emerging about the role of Comprehensive Sexuality Education in addressing the rise of teenage pregnancy. This study revealed preferences for Comprehensive Sexuality Education in schools to reduce the prevalence of teenage pregnancy in Capricorn South District. In order to bridge the prevailing information gap, the lesson received by learners should not only be comprehensive but accurate. Teachers are well informed about the benefits of comprehensive Sexuality Education for the young adults hence they are sceptical to teach everything. It allows learners to improve a better understanding of sexual and reproductive health and rights, as well as improve their decision-making, communication and risk-reduction skills, as well as positive and accountable attitudes to sexuality and affairs (WHO, 2017).

Thorough knowledge about sexual activities and risk, and safer sex methods, possible help children to shields the well-being, period, and capacities as potential inhabitants. Teachers prefer Sexuality Education to include topics related to both the enhancement of sexual health and the prevention of sexual health problems. Teacher‘s awareness status on issues of delivery of CSE is vital in ensuring the

equipping of knowledge to the learners in an appropriate manner. The challenges identified by teachers in providing CSE included cultural, religious factors, and most teachers who had not been trained. The study revealed uncertainty about parental attitudes as a barrier to the implementation of comprehensive Sexuality Education. Sexuality Education should be framed and taught from the perspective of the diversity of sexual cultures in society and should be responsive to the complexity of this diversity (Mukoro, 2017). From the findings it would appear that LO teachers are expected to be trained to counsel learners on the identified social problems (Pillay, 2012). Without adequate preparation in the form of training, teachers cannot effectively deliver CSE (Ogolla & Ondia, 2019). Further, in a study conducted in South Africa teachers reported that topics such as condom use and masturbation were taboos within their culture or according to their religious beliefs (De Reus, Hanass-Hancock, Henken & van Brakel, 2015; Francis, 2012). ABC approach which stands for Abstinence, being faithful and Condomise have been used by all teacher which has been deeply endorsed nationally. From the prescribed text books that were used, abstinence was dominating without consideration to any shape of sexual appearance.

The findings indicated inadequate curriculum for comprehensive Sexuality Education in secondary school prescribed textbooks. Content on contraception, sexual diversity or access to SRH services are omitted from a greater proportion of the country's curriculum. The curriculum provides upright method. The content investigation showed here divulges that the writing scrutinized are lacking for emerging learners' information and thoughtful of sexes. This indicates that despite the need for CSE, textbooks do not provide CSE curriculum. Hence this affects lack of readiness among teachers to provide CSE to the learners. There is a need to make the current curriculum appropriate for the learners which should include essential information for the reproductive health. One reality of rural livelihoods is that everyone knows everybody's business within the community (Wilson & Donnermeyer, 2006). Hence occupied and living within the same rural community creates additional challenges for the teachers because they have to ensure that when they arrive home at the end of the day, after teaching such controversial issues, they are still accepted as good members of the community.

6.2.2 Findings in relation to the second research question and the study's objective: To establish as to whether culture and religion influence the teaching of Sexuality Education.

Culture has also been highlighted as one of the challenges that hinder teaching and learning some themes in sexuality education optimally (Francis & Msibi, 2011). It is another factor that can prohibit the delivery of CSE. In most South African societies, holistic sexuality topics are seldom discussed in family settings. Open discussion about sexuality matters is considered a taboo in many cultures. Many parents never have conversations around these topics with their children. Teaching of sexuality has shifted from parents or elders in the community to teachers at school, and although the discussion has shifted, there are still some challenges from community members.

Only few participants validated teaching all of the topics that were offered to them as part of a comprehensive Sexuality Education curriculum. There were teachers who indicating some uncomfortable to embrace comprehensiveness in full. There were those who indicated lack of full support from the department of education to deliver a truly comprehensive Sexuality Education curriculum. Most teachers did not have a problem to teach all topics while there were those who endorsed challenges to teach other topics that were sexually sensitive in nature.

If teacher teach everything covered in the curriculum, young people will receive appropriate sexual health and wellbeing amenities which will enable them to live healthy lives. In addition, teachers are challenged by non-supportive school environments such as unfavourable timetables. Teachers complaint that the subject is taught after break time while learners are tired.

There have, of course, always been challenges within the discussion of religious belief to the prevailing view of the incompatibility of CSE. It is very difficult for the public school to do away with religious diversity in the public sphere. The trust that if religious philosophies are to be more extensively acknowledged as genuine in Sexuality Education, a drive for a religious episteme in Sexuality Education is necessary. The most recent models and theoretical perspectives competing for acknowledgement in the field of Sexuality Education should be offered together with religious viewpoints. Religious exemptions which operate to accommodate claims linked to religious

freedom shape Sexuality Education curriculum. Often, teachers struggle to teach Sexuality Education because they experience being squeezed between the triad of religion and community values. In this study, religious factors were also some of the barricades that shaped decision making among teachers. The incompatibility of CSE delivery with religious ideologies was also included among barriers. The barriers included incompatibility of CSE delivery with the religious ideals. For example, While the CSE framework obliged teachers to address many strategies to assist learners in learning how to engage in 'real sex,' religious values encouraged teachers to just focus on abstinence. Religious diversity in the public sphere is an empirical fact and public schools cannot ignore it (Sanjakdar, 2018).

In the Genesis 18 verse 20, God reveals to Abraham that Sodom and Gomorrah are to be destroyed for their grave sins. In this sense, it is important to bear in mind that different groups of people may understand this scripture differently. The vast majority of exegesis related to this Scripture as providing a typical example condemnation of homosexuality. This study delivers robust evidence that teachers do bring to school a diversity of views, thoughts, and visions for the Sexuality Education they would prefer to teach learners. Some of the participants in this study raised their concern that many churches do not allow sexuality topics like LGBT to be taught in schools as it is forbidden by the bible.

Some consider it a taboo among Sepedi people to discuss sexual topics. Some participants revealed that it was against their religious values to confer sexual problems openly. In many traditional African families, lesbianism is considered as 'bad' (Moyo & Okyere-Manu, 2016), a 'curse' or the 'devils work' that cannot be accepted (Bhana, 2015).

The finding indicated that some Pastors are not comfortable to permit delivery of CSE in school especially to minor children believing that the discussion of sexuality matter is wicked. According to the doctrines of some churches, other types of sexual diversity should not be taught to the children. Other types of sexual diversity should not be imparted to minors, according to some church doctrines.

Abstinence (-only) sex education, with its religious origins, advocate the complete refraining of all types of intimate genital contact outside of wedlock, including masturbation and oral sex.

Until around 2009, Sexuality Education was mainly focused on the issues of HIV infection, risk reduction, and abstinence (Ivanova, Rai, Michielsen & Dias, 2020). The socio-cultural factors are one of the main environmental factors that shape decision making among teachers. The incompatibility of successful CSE implementation with both culture and beliefs was one of these reasons. For example, outline of CSE expect teachers to debate sex and reproductive healthiness well-being, religious and cultural norms required teachers to concentrate on abstinence-only to avoid unwanted pregnancy and sexually transmitted diseases. Ideologists like Breaken and Cardinal (2008) belief that abstinence is the best effective preventative measure to prevent uninvited pregnancy and the spread of HIV among the youth.

The finding of this study reveals that abstinence-only programs will keep learners in the dark and not be able to protect their sexual health. The participant indicated that children watch everything in social media and we will be late if we delay to teach them about Comprehensive sexuality. The young people will engage in unsafe sex no matter how much we encourage them to abstain, so we are better off providing them with holistic information in order to stay safe.

The study also identified abstinence sex education as ethically problematic, as withholding important information needed to make informed choices.

When Comprehensive Sexuality Education becomes to be clearly included as part of the educational syllabus in public school, discussions of inequities related to teaching of sex in lesson and how to ease them are likely to follow. Morality cannot be ignored in Sexuality Education. People are not necessarily born with a capacity to act wickedly or autonomously. The potential benefits of Sexuality Education cannot be taught without initially exposing the fears and traditions that hinder the active promotion of quality program. Research findings revealed that, children have to know the facts of human reproduction, the danger of unprotected sexual intercourse and the precautionary measures that must be taken. The reality of our moral is that knowledgeable and informed young adults are more likely to avoid sexual relations until they are 18 years and are able to take the necessary protections against unintended pregnancy and sexually transmitted disease. Sexuality Education

programs are best taught from a moral perspective which encourages the accepted aspirations of this society while preserving individual liberty (Gordon, 1981). Moral development is a lifelong process which can also develop learners within school community. Many religions emphasise that sexual behaviour outside of marriage is immoral, I therefore emphasise that the moral scopes of sex must confidently be delivered in the classroom, and learners should understand the moral boundaries and the fact that they are not preventive. The young people are expected to develop sexual integrity of uncountable 'force and efficacy', even when they are still young (Winkler, 2014:184). Without a moral framework, the life of young people will become disorganized, which means that their choices become irrational. The right to a basic education in South Africa is one of the most significant constitutional rights which promotes economic and social well-being (Chürr, 2015). South African Constitution, Section 27(1) explicitly stipulates the right of everyone to healthcare. In reply to the disaster about sex, Human Rights Watch (2011) proposed that South African government should throwaway homophobic violence and to institute public education creativities to raise alertness of the philosophies of justice, equality and admiration, as rooted in the Equality Section of the Constitution.

Limpopo has a diverse culture and by extension, a multifaceted and diverse tradition of sexual cultures. Sexuality Education study in South Africa recognised the usage of culture to restore moral values, defend abstinence-only teachings and silence sexual issues (DePalma & Francis, 2014; Helleve et al., 2009). The majority of the teachers who participated in this study were of the view that they were comfortable in teaching certain aspects of Sexuality Education such as Consequences of sex, safe sex and menstruation, but they indicated that they found it difficult to pronounce sex and body parts in their vernacular "because of the way they were brought up". Wood (2008: 48) is of the opinion that we are all shaped by our culture and life experiences, and our behaviour is determined by what we are taught. In reality, practice remains to a large extent unchanged because teachers are still operating from their own sociocultural perspective (Beyers, 2011). Teachers are also human beings who are shaped by their culture and life experiences, and their teaching is determined by what they were taught. Many participants in this study mentioned that "a lot of knowledge they (learners) have about sex makes them want to practice the real thing". This brings us

to the question raised by Francis (2010): Is school an appropriate environment for sexuality education?

Teachers can be clashed about the types of communications that their learners prefer, and they can feel helpless to accepting more holistic techniques inside a school territory that prefers them to impart abstinence-only. The children find themselves surrounded by home, school and religion. The youngster is not in his/her situation by choice, but rather as a result of conditions (Ettekal & Mahoney, 2017; Lindon, 2012).

Children are affected by the mesosystem relationships created by the community in which they live.

6.2.3 Findings in relation to the third research question and the study's objective: To explore the challenges faced by Sexuality Education teachers.

Given that the LO teachers participating in this research study are not using instructional learning material to implementing Sexuality Education curricula, but rather a critical theory perspective, it deems important to reflect on the implications of this materials based on the literature. Studies by Themane and Mabasa (2002) have proved that the usage of instructional materials have a positive influence on learner's academic performances example. The study's findings discovered that LO teachers needed a variety of career-related tools to aid them expand their capabilities to give optimum teaching for the improvement of Sexuality Education knowledge among learners.

All of the teachers in this study recognised the importance of teaching Sexuality Education to reduce the high rate of teenage pregnancy and sexually transmitted diseases. Nonexistence of resources and support frequently undermines their skills to deliver effective Sexuality Education to learners. Schools were generally ill-equipped with the teaching materials needed for effective teaching of Sexuality Education. This finding is similar to prior studies (Panday et al., 2009; Shisana et al., 2014). The findings of the study discovered the necessity for a variety of instructional materials to assist teachers improve their capacity to teach proper education for encouraging Sexuality Education messages to learners. The provision of resources for internet access was also suggested by most LO teachers at the schools and projectors in this regard. Therefore, if the resources are lacking, the teachers may not be able to

enhance the teaching and the learners' interaction with the teaching material will be non-existent. Learners did not have the privilege of feeling or touching the materials because real objects were not available for use. It is not enough to see the materials according to the researchers. In addition to seeing or watching the teaching and learning materials the Learners must have access to use them. All these point to the fact the success of teaching and learning is likely to be influenced by the resources available to support the teaching and learning process and the direct ways in which these resources are managed by teachers and are utilised by learners (Yavuz & Güzel, 2020). The findings also revealed that the television and the computer were not available in most schools. The findings further revealed that newspapers were rarely available in some schools. Newspapers should be made available in all schools because from these newspapers they could connect their lesson to everyday life. The lack of resources in schools restrict teacher to deliver Sexuality Education appropriately. They can also hinder effective preparation of Sexuality Education. This implied that the teachers focussed only on the prescribed textbooks in their preparation and teaching which may obscure important information for effective teaching of Sexuality Education. In most schools the learners do not access the textbooks, involving the sphere of the teacher in all content presentation. Due to the lack of pictures on the textbooks, the study revealed that most of the teachers were obliged to draw whatever they wanted to illustrate on the chalkboard to support learning. This drawing was wasting time. The lesson in such schools is likely to be immaterial rather than genuine and practical. When the learners fail to use instructional material, they will not be able to make independent commitments to the curriculum, which can lead to better learning contributions. This is noteworthy because the support of teaching aids in learning and teaching will help learners learn easily and faster. Instructional materials used in the teaching process should have appropriate qualities for the level of the learners, being interesting, enlightening, helpful, moral values and being appropriate for lesson outcomes. One of the problems already discovered from the participant is a lack of instructional materials, including failure to invite health professionals, who may be in a better position to clarify certain aspects than LO teachers.

During classroom observations, some classes did not have wall art and learning support materials. Lack of these resources can impact a good conduct and

achievement. Research has also established that it is necessary to develop the school curriculum to make the school a happy place, that is, a place where learners can feel the joy of learning (Calp, 2020). Appropriate sitting per learner as well as ventilation and cleanliness are necessary for a comfortable environment in which to effectively teach Sexuality Education.

This study, noted that teachers are aware of instructional materials and have positive response toward them. These instructional materials can be implemented in Sexuality Education to ensure that the learners gain interest in their subjects and, hence, improving their academic performances and helping them to reduce the high rate of unintended pregnancy and STIs.

Teachers' personal beliefs and values challenge their directions and delivery to implement Comprehensive Sexuality Education programs adequately. For example, the topic about sexuality appears only in one chapter where heteronormativity and heterosexism firmly reinforce the illustration of sexes in the prescribed workbooks. The sexualities representation in the prescribed textbooks is mainly dominated by heterosexuality which is regarded as the only normal utterance of sexuality. Several techniques were used to detect the realisation of normalisation of heterosexuality. Firstly, LGBT sexualities information is not appearing in the textbooks studied., Secondly, the content's substantial emphasis on heterosexuality in topics concerning socializing, contraception, and marriage. LGBT learners are unfairly represented in the textbooks. Pointedly, people must accept that gender and assigned sex are not synonyms (Bussey, 2011; Garvey et al., 2019; Patton et al., 2016). Lastly, the emphasis on heterosexuality is dominating LGBT sexuality, which withstands heterosexism through techniques such as normalizing judgments and refusal. Textbooks that are available focus mostly on heterosexual physiology and offer a biomedical viewpoint (Honkasalo, 2018). There is a need for additional content, more consistent and explicit affirmation of LGBT identities.

South African constitution prohibits sexuality discrimination which according to educational officials must include the whole gamut of human gender and sexuality.

The emphasis on heterosexuality in the classroom must be extended.

LGBT learners deserve to learn in class that are inclusive of their involvements and that provide them with education essential to their safety and healthy life.

Francis (2019) studies disclose that the removal of counter-normative sexes and heterosexist expectations in syllabus content concerning dating, safe sex, marital and the household. South Africa is concerned about the preparation method to teach about gender and sexuality diversity (Johnson, 2014; Nzimande, 2015). In terms of creating and spreading normative values, the prescribed textbooks of LO display influential guiding role. The study of LO textbooks has resulted in the normalization of judgments regarding acceptable and unacceptable behaviour. Three teacher-training programs in South Africa reported the exclusion of LGBT content from the syllabus (Johnson, 2014). It is very challenging for teacher to deliver the lesson about variety of gender. The desire to discuss same sex relationships either in class or through programs in order to better enlighten the public about the LGBT sector and their activities was seen as a welcome development from both the sector and the heterosexual community (Abaver, Cishe, Twaise & Goon, 2014). The finding of LGBT revealed that LO teachers lack adequate content and didactic knowledge on variety of sexualities and this make it difficult to be covered in the syllabus. This is of particular concern in the South African context where sexual violence is a significant social and health problem. Given the problems encountered in this study, future teacher education programs should focus on providing LO instructors with the required skills and information to offer LGBT-inclusive Sexuality Education sessions. There has also been considerable controversy regarding the teaching of sexual and gender identity in sexual health education (e.g., Bialystok et al., 2020)

Notably, no teachers attributed school dropouts to teenage pregnancy, despite the fact that this study was conducted in the South African province with the highest prevalence of teenage pregnancy. It was noted that the level at which a learners became pregnant at school was not an independent factor; rather, it was dependent on factors such as weak family support, poor academic performance, childhood environment and low education value (Scottie & Awasu, 2011). Young adults who are pregnant have little knowledge of what to expect during pregnancy, it is vital for teachers to equip them with clear and comprehensive health education and create a suitable environment for them to ask questions or find clarity. In order to engage with the background challenges faced by LO teachers, it is crucial to change the technique

in which Sexuality Education curriculum is planned, developed and applied to teach it optimally.

6.2.4 Findings in relation to the forth research question and the study's objective: To evaluate the performance of Sexuality Education teachers in their classrooms.

The findings of the research evidenced that most teachers were intensely uncomfortable to answer some questions raised by the learners in class for example, participant 18 of school G was not comfortable to answer some of the questions raised by the learners instead he directed the questions back to the class to attempt to answer the question. It is not very simple, and is an art requiring a lot of skill (Gaur, 2015). The purpose of teaching is not merely dispensing information, but also to develop skills and attitude (Gaur, 2015).

Creating positive change in the classroom requires a teacher to purposefully combine numerous factors that will help to improve the quality of workforce. It is not everyone who can actually approach creating positive change in the classroom because it is often the most difficult to carry out. There are standards and expectations that govern learners' behaviour in the classroom. Bronfenbrenner's Eco-systemic Theory (Bronfenbrenner, 1979) presents a model for explaining the complex communications that arise among individual learners and their situation, enticing classroom climate and learning outcomes. An eco-systemic method, which stems from a social constructionist perspective, proposes that a dynamic, interactive progression occurs in which a young person's features, morals, and responses interact with factors in their environment, persuading both the individual and the eco-system surrounding him or her (Kelly, 2008). The way in which a teacher organizes their class, or how they control it, will yield positive or negative consequences for their learners. Climate within the classroom depends on the way in which the teacher organises their class. The researcher will argue that lack of training can affect this environment. The teacher is the one who will determine whether the classroom will be conducive for learning.

If teachers are trained continuously, they will be able to create positive classroom climates that provide a maximum effectiveness in instruction. The reason that the

teachers find themselves insufficient about Sexuality Education and think that talking about sexuality will attract their attention to this issue and their sexual behaviour will increase causes them to abstain from the Sexuality Education activities (Ünlüer, 2018). During classroom observation, participant no 2 lose control of the class as there was laughter in the class while she was busy teaching. The teacher was unable to create order in the classroom. Pre-service and In-service training programs should consider the individual attitudes, beliefs, and skills of teachers in the context of adequate and supportive school environments to sustain student interest in Sexuality Education programs (Ocran, 2021).

At the classroom level, the researcher observed how the delivery of SE chapter is enacted by teachers and learners. The impact of the cultural setting was observed during Sexuality Education lessons in the way that curriculum information was understood and debated. The study revealed discomfort of teachers when they discuss sensitive sexual matters and LGBT not being discussed other than in problematic terms. Both parties' embarrassment causes the teacher to deviate from the planned lesson and impart something else that may or may not be connected to CSE (Farieta, 2015; Mkumbo, 2012). As a result, it is essential for South African teachers to deal with these cultural matters and recognise that culture is a powerful macrosystem that influences human behavior (Gray & Macblain, 2015; Morrison, 2015). Nevertheless, the teachers who participated in this research study reported pushing forward, irrespective of these challenges, with the desire to equip their learners with the appropriate knowledge on sexuality.

Involvement of initiation rituals in South Africa were regarded as significant for training the youth about sexuality during their rite of passage to manhood. The rules of initiation schools prohibit them to disclose the initiation rites publicly. During classroom observations some learners in the class were not comfortable to discuss deeply about sexual issues. Some teachers view culture as an immutable obstacle that can silence them. Male circumcision is performed in initiation school as a mark of cultural identity.
The researcher in this study observed the influence of traditional initiation school during Sexuality Education teaching. Everyone who teaches in South Africa must be aware that this country is a multicultural society and therefore require meaningful assignation in intercultural discussions that may want to embrace voices that

have customarily been avoided from school spaces (De Palma & Francis, 2014). Teaching in a multicultural society like South Africa requires a series of skills, abilities, attitudes and aptitudes. For this purpose, the need for the teacher to master different culture is clearly relevant in the multicultural contexts of today's society. The places that recognize or faces a migratory transit of families are extremely important, a situation that leads teachers to research and seek alternatives to evolve and improve their level of adaptation with cultural and linguistic diversity. Communication between the child and the parent will improve if they talk about sexual matters (Rawson & Liamputtong, 2010).

Lacking any mandatory school-based Sexuality Education program amidst rising public health concerns related to sexual health (Andres et. al., 2021), our country faces an urgent need for supportable Sexuality Education model. Health approach is essential to develop an ecosystem of sex-positive support within schools. It will also empower young people in building a supportive environment for sexual health promotion. Knowledge plays an important role in facilitating people's access to healthcare (Teng, Zuo, Jummaat & Keng, 2015). Participants highlighted numerous significant contextual factors that explain the way in which sexual wellbeing can be helpful to make learners to be aware of their sexual health. Sexuality Education is wished to be of hight quality. It has been documented that Sexuality Education in most schools focuses on health approach and that Sexuality Education is not sufficiently and adequately addressed in the curricula. Several studies like the one by Ramírez-Villalobos, Monterubio-Flores, Gonzalez-Vazquez, Molina-Rodríguez, Ruelas-González & Alcalde-Rabanal, (2021) have shown that school training interventions that improve teachers' skills in sexual health maximize the effectiveness of interactions with their learners. The lack of data on teenage pregnancy trends among South African adolescents poses a serious public health threat, as the magnitude of the problem is relatively hidden for consideration into intervention programs that aim to reduce teenage pregnancy, and improve maternal and child health outcomes (Jonas, Crutzen, van den Borne, Sewpaul & Reddy, 2016).The participants observed that poor sexual health knowledge cause misconceptions considering the fact that proportion of young adults embarked on risky sexual behaviours which have posed huge problems to their health and wellbeing. Those who attempted an informal abortion using a self-abortion mixture were informed of the method by a friend who had successfully used

the mixture to induce an abortion (Harries, Daskilewicz, Bessenaar & Gerdts, 2021). Young adults have turned to untrustworthy sources such as their peers and social media to get solutions. This can compound misconceptions and apprehensions regarding the threat, cause, and treatment of STIs, as well as the efficacy of contraceptive choices and the need of condom use (Sheikhansari, Abraham, Denford & Eftekhar, 2021). These findings correspond to those of (Bostani Khalesi, Simbar & Azin, 2017). The participants reported that the topic of menstruation was often not discussed at home and they should obtain information from their teachers. Another similar study also reported lack of education on menstrual hygiene management and limited availability of hygiene products among female adolescents in humanitarian emergencies (Parker, Smith, Verdemato, Cooke, Webster & Carter, 2014).

6.4 CONCLUSION

Evidently, worrying trends in sexual wellbeing of teenagers are observed globally with increasing prevalence rates of teenage pregnancy in certain regions and STIs which urged scholars, practitioners, policy makers, parents and young people to examine the implementation and effectiveness of sex education targeted at youths (Leung, Shek, Leung & Shek, 2019). Training of teachers related to comprehensive Sexuality Education is still an issue which needs to be attended. Training of teachers will strengthen their knowledge and skills to transmit information to their learners in an adequate manner.

Differences in religion and culture, especially when taking into account the teaching of sexuality education in class, should not be marginalised, but should be considered and treated as of equal value. We must realise that we are not in a position to judge someone's belief or culture, but that we should work together as society to assist in curbing the high rate of teenage pregnancy in South Africa, as well as equipping young people with valuable knowledge and education. These cultural and religious differences were reported to limit the quality delivery of the CSE curriculum. In light of the findings presented, we recommend that schools develop advanced and innovative comprehensive sexuality education programs for the young people. For the successful implementation of CSE, there must be an enabling environment, which includes support and investment at the policy and community levels coupled with infrastructural

backing (Ahmed, Ahmad, Paff, Samkange-Zeeb & Brand, 2021). As of today, the curriculum readiness level for the successful implementation of CSE in South Africa was found to be low. There is an awful need to equip teachers with the necessary skills to enhance the effectiveness of Comprehensive Sexuality Education programs.

CHAPTER 7
LIMITATIONS, RECOMMENDATIONS AND CONCLUSION

7.1 INTRODUCTION

The last chapter of this study provides the limitations, recommendations and conclusions of this research. All of the study's chapters are summarized in the conclusion, the context of the research, the preliminary literature review of the study, research methodology and the data presentation and the Discussion of the findings. It also serves as an attempt to address both the general aim of this study which is: to investigate the status and adequate teaching of Sexuality Education in impoverished public rural high school, and the four specific objectives of the research:

(1) To find out about training and teaching of Sexuality Education.
(2) To establish as to whether culture and religion influence the teaching of Sexuality Education.
(3) To explore the challenges faced by Sexuality Education teachers.
(4) To evaluate the performance of Sexuality Education teachers in their classroom.

7.2 LIMITATIONS

The study does not intend to generalise to other samples as it is focused on developing a quality teaching of Sexuality Education in Limpopo province, South Africa. This empirical study has a number of limitations. Firstly, only studies published in English were considered, leading to the omission of studies published in other languages like Mandarin, Hindi or Spanish, which are the most spoken languages in many low- and lower-middle-income countries around the world.

Secondly, there are challenges inherent in research on sensitive topics that require thoughtful approach by the scientist for data collection methods, analysis, and interpretation (Arthur, Menon, Browning, Overcash & Wills, 2019). Some participants were uncomfortable to deliberate on sensitive questions posed by the researcher and also uncomfortable to disclose sensitive information. The researcher faced certain difficulties as a result of the sensitive nature of my topic. To overcome these challenges, the researcher had to interview them in a suitable room as the venue

plays an important role in making participants to feel relaxed. I also ensure that the venue is noise free and also that there is drinking water. The researcher also used tactics ensuring that the participants are relaxed and accommodated. The researcher selected participants with experience knowing that they will add value to my study. The most important thing was to ensure that there are no barriers in between.

Even though the study sample was large, it was drawn from one district, this making it difficult to generalise the results to other schools in South Africa and elsewhere, it is possible that data from multiple districts might yield different results.

There was no racial diversity in the study as all the participants were drawn from Capricorn North District that almost exclusively attracts learners from the impoverished communities in Limpopo Province. It is possible that learners drawn from different settings could respond differently to the set of questions that were posed.

Lack of instructional reading and teaching materials in schools was another gap which were essential to show slight issues and aid learners' comprehension.
Furthermore, the topics of Sexuality Education were only appearing in one chapter and they lack comprehensive information about sexual reproductive health.
In South Africa, teenage pregnancy is on the rise in South Africa, this implies that there are limitations when it comes to addressing sexual and reproductive health matters among younger generation. CSE is necessary to address this challenge, but as this research has revealed, it necessitates repackaging of both the content and delivery mode with the teachers and other stakeholders provision at district level (Zulu, Blystad, Haaland *et al., 2019*).

7.2.1 Religious factors

Teachers' perceptions, which are influenced by their religious beliefs, impact teaching methods and choice of topics. They are not open to answer questions raised by the learners. Due to embarrassment, the teachers fail to discuss more sensitive topics telling learners that they will learn these in details in Life Sciences and Agriculture as they integrate with Sexuality Education. Due to increase in religious diversity in Capricorn North district, it is imperative that the school stakeholders recognize the

religious beliefs roles in the world. These thoughtful needs basic religious literacy although the viewpoint of other religious beliefs can be respected. Christianity maintains that sexual intercourse within heterosexual marriage is intended for procreation and bonding (Gardner, 2002). This study recognized that Pastors are central to shape people's opinion on the acceptability of SE in Limpopo province. Pastors have influence to the extent to which young people can access CSE. It will therefore be difficult for learners to respect individual sexual differences if they do not learn about LGBT. According to Bronfenbrenner's theory (Essa, 2014; Morrison, 2015; Upton, 2011), religion is part of the macrosystem which control the exosystem, mesosystem, and microsystems.

7.3 RECOMMENDATIONS

The recommendations grounded on the study's objectives.

7.3.1 To find out about training and teaching techniques of Sexuality Education.

It is really essential for the Department of Education to train LO teachers to appropriately teach Sexuality Education in their local schools. Appropriate preparation of the teachers is supported by (Mahlangu, 2016) that preparing pre-service teachers to acquire classroom teaching competencies is one of the fundamental functions of education faculties. It is imperative to note that, the extent to which teachers have been trained in teaching Sexuality Education, their confidence in teaching sensitive topics and the availability of teaching materials vary. Taşpınar (2016:18) said, "a teacher first decides the strategy she/he will use then chooses the methods suitable for this". The technique should be selected after choosing the method. The learners are able to understand the lesson better and easily if the teacher can be able to apply the best teaching techniques. According to this study, the success of learners is associated with the techniques used by the teacher. Learner-centered approach model should be implemented were teachers and learners play an equally active role in the class during learning process.

7.3.2 To establish as to whether culture and religion influence the teaching of Sexuality Education.

The findings showed that there is a lack of teaching support materials in most schools. The Limpopo Department of Education should provide schools with enough funds to support education. The school management team and the School governing body must budget the money for teaching support materials.

A comprehensive sexuality education curriculum is recommended to better address all relationship types and equip students to make healthy decisions in the context of their relationships (Marshall, Hudson & Stigar, 2020). Department of Education should develop a standardized and comprehensive curriculum for Comprehensive Sexuality Education. The curriculum should rest with the district and not individual teachers. Because of the diversity of the school system, curriculum advisor must ensure that a centrally-Planned curriculum must become a necessity for continuity and quality. Individual teachers must carry out that curriculum, abide by any restrictions, and use teaching materials contrary to school policy.

7.3.3 To explore the challenges faced by Sexuality Education teachers.

Sexuality Education should be taught by well qualified and highly trained teachers who majored in Life Orientation or Psychology. Relevant stakeholders should take necessary actions to care and accomplish the career development needs of LO teachers to provide a favourable educational environment for learners. The department of Education should take into consideration their perceived attitudes, ages, gender, religion and culture during the planning of LO teachers.

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7.3.4 To evaluate the performance of Sexuality Education teachers in their classroom.

For the successful implementation of CSE, there must be an enabling atmosphere and settings, which includes support from the department of education and policy makers and community levels coupled with infrastructural backing. They must all work collaboratively on the content design of the subject, which should also be informed by

the research evidence base. Quality of CSE will be possible if all stakeholders are fully involved to ensure that the variety of issues and concerns are fully reflected within the CSE programme. Consideration of these issues is very important for the successful implementation of CSE.

Most teachers were of the view that they did not possess the necessary qualifications to confidently deliver CSE programmes in general and more specifically for the growth and development of the young people. Therefore, to address these needs it is necessary to provide in-service, pre-service education and training of teachers' initiatives that build their knowledge, skills and confidence. In light of the results presented, we recommend that the district develops innovative and attractive Comprehensive Sexuality education programs for the schools. It is vital that diverse stakeholders should cooperate to produce an atmosphere that allows both Teachers and Learners to freely talk about Comprehensive sexuality matter. Health care professionals like social workers and Nurses should co-facilitate Sexuality Education sessions with the school. Teachers must use both internal and external resources in to provide adequate educational environment for the lesson.

7.3.5 Recommendations to the Policy makers

Research with departmental officials is required to determine how policy makers view their involvement in treating teenagers' sexual behaviour.
Before the implementation of CSE policy, external stakeholders with an interest in teaching and learning should be involved.
The Department of Education should consider making a rule that Life Orientation should only be taught by specialist educators since this learning area involves learning life skills needed to prepare and equip learners for life.
Only qualified teachers should teach Life Orientation because it entails learning life skills necessary to prepare and equip learners for life. Learners will have adequate knowledge and not be misled by their peers. Learners will be able to choose a healthy lifestyle.

While schools must play a significant part in the battle against any sexual risk behavior that can lead to high pregnancy rate, Sexual transmitted infections and HIV/AIDS,

policy makers must not overlook the fact that the curriculum itself ought to offer instructions for delivering the program.

Sexuality Education content should be expanded in order to provide comprehensive Sexuality Education which includes accurate information about sexual reproductive health.

7.3.6 Recommendations for future studies

It is advised that a more thorough study which includes both learners and the curriculum advisors be conducted to shed further light on the subject. It is advised that future research directly examine the perceptions of the curriculum advisor and learners. The primary audience for teachers are learners. The curriculum advisors contribute to the creation of district planning that focuses on offering curriculum assistance to schools with the goal of providing learners with increasingly high-quality education. Their opinions and perception are very essential. More research and comparison are required to better understand how Sexuality Education is taught in different schools.

Research to explore issues related to LGBTQ and gender diversity must be taken into cognisance.

7.4 CONCLUSION

Sexuality Education presents a major dilemma for state-minority relations, reflecting a conflict between basic rights to education and religious freedom (Taragin-Zeller & Kasstan, 2021). Teachers are important stakeholders in determining the sexuality program related to young people, it is significant to study their attitudes and views. Sexuality education is not only important, but it is also a significant component in young people's perceptions of sexual activity, initiation, and decision-making. Some studies have shown that school training interventions that improve teachers' skills in sexual health maximize the effectiveness of interactions with their students (Ramírez-Villalobos et al., 2021). Given the importance of Sexuality Education in learners' lives and the debate over whether Comprehensive Sexuality Education is beneficial to young people's sexual and reproductive health, one overarching conclusion is that many aspects of Comprehensive Sexuality Education, if not all, likely play significant

roles in assisting younger people in creating and maintaining healthy sexual and reproductive lives. Preparing teachers to deliver Sexuality Education will help ensure that learners receive accurate and age–appropriate information that will help guide them through adolescence and enable them to make responsible decisions that impact their current and future sexual and reproductive health and overall, well–being (Nicole, 2015). This study has been inspired by the fact that Sexuality Education programme contributes to important positive knowledge and transformation of attitudes among young people. Youngster will be obliged take care of their sexual health and make informed choices about their sexual lives. Failure to equip this young people with sexual related problems, will lead to unplanned pregnancy and STDs. Training teachers in issues related to comprehensive Sexuality Education through participatory and reflexive methodology strengthens their knowledge and skills to transmit information to their students in an appropriate manner (Ramírez-Villalobos et al., 2021). Training of teachers should be lengthened in order to for them to have the essential information, skills, and understanding to implement Comprehensive Sexuality Education effectively. Teachers' training should be extended in order for them to have the essential information, skills, and understanding to implement Comprehensive Sexuality Education effectively.

The lack of defined policy guidelines for implementing Sexuality Education could be an obstruction to accomplishing the Comprehensive Sexuality Education goal. As a result, teachers might teach learners what they think is relevant in terms of Policy guideline.

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ANNEXURE A: A LETTER TO REQUEST PERMISSION TO CONDUCT RESEARCH

P. O. Box 1883
Seshego
0742
12 April 2020

The Head of Department
Department of Education
Private bag x 9489
Polokwane
0700

Dear Sir,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Doctoral student in the Department of Educational Psychology at the University of Zululand. My supervisor is Prof DR Nzima.

The proposed topic of my research is: The school-based teaching of Sexuality Education in public rural high schools in the Capricorn North District, Limpopo Province.

The objectives of this study are:
(1) To find out about training and teaching of Sexuality Education.
(2) To establish as to whether culture and religion influence the teaching of Sexuality Education.
(3) To explore the challenges faced by Sexuality Education teachers in their schools.
(4) To evaluate the performance of Sexuality Education teachers in their classroom.

I am hereby seeking your consent to conduct academic research in ten high schools in Vlakfontein circuit under Capricorn North district. I have attached to this letter:

(a) A copy of an ethical clearance certificate issued by the University

(b) A copy of the research instruments which I intend using in my research

Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

Mr Mamabolo PR
Contact details: 082 542 1617
Email address: patrickmamas@gmail.com

Prof Nzima DR
Contact details: 071 253 0458
Email address: NzimaD@unizulu.ac.za

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

Signature: 

Name: Mamabolo Patrick Ramahlape

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Private Bag X 9711
POLOKWANE
0700
Tel: 015 285 7410
Fax: 015 285 7499

CAPRICORN NORTH DISTRICT

CONFIDENTIAL

Ref: 2/2/2 Enq: Mphaphuli AJ Tel No.:015 285 7410 Date: 13 October 2020 Email:MphaphuliAJ@edu.limpopo.gov.za

To : **Mr Mamabolo PR**
P.O.Box 1883
Seshego
0742

CC: **University of Zululand**
Department of Educational Psychology

SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN HIGH SCHOOLS IN VLAKFONTEIN CIRCIUIT, CAPRCIRON NORTH DISTRICT.

Title: The school-based teaching of sexuality education in public rural high schools.

1. The above matter refers.
2. The Department wishes to inform you that your request to conduct a research has been approved.
3. The following conditions should be considered :

3.1 The research should not have any financial implication for Limpopo Department of Education.

3.2 Arrangements should be made with both the circuit offices and schools concerned.

3.3 The conduct of research should not in any way disrupt the academic programs in schools.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN HIGH SCHOOLS IN VLAKFONTEIN CIRCIUIT, CAPRCIRON NORTH DISTRICT.

3.4 The research should not be conducted during the time of examinations especially the fourth term.

3.5 During the study, research ethics should be practiced, in particular the principle of voluntary participation (the people involved should be respected).

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4. Furthermore you are expected to produce this letter at Circuit and Schools where you intend to conduct your research as evidence that you are permitted to conduct the research.

5. The Department appreciates the contribution that you wish to make and wish you success in your research.

LIMPOPO PROVINCE
DEPARTMENT OF EDUCATION
POLOKWANE DISTRICT OFFICE
DSM OFFICE
2020 -10- 13
PRIVATE BAG X9711
POLOKWANE, 0700
KGORETSE THUTO LIMPOPO PROVINCE

Best wishes

MR MOTHEMANE KD
DISTRICT DIRECTOR

DATE 13/10/2020

ANNEXURE B: LETTER TO THE CIRCUIT MANAGER

Enq: PR Mamabolo
Cell: 082 542 1617
Email: patrickmamas@gmail.com

P O Box 1883
Seshego
0742
16 October 2020

The Circuit Manager
Vlakfontein Circuit
Private Bag x02
Juno
0748

Dear Circuit Manager,

REQUEST TO CONDUCT A RESEARCH IN YOUR CIRCUIT

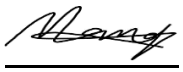
The above matter bears reference.

I hereby request to conduct a research project in your circuit on the topic:
The school-based teaching of Sexuality Education in public rural high schools in the Capricorn North District, Limpopo Province. The purpose of the study is to investigate the effectiveness of the type of lessons that are applied for adequate teaching and learning of Sexuality Education in impoverished public rural high school. I request to conduct interviews with 18 Life Orientation educators.

The participants will be assured of their anonymity and the name of the schools will not be revealed in the study. A permission to conduct this study in your circuit has been granted by the District Senior Management. A copy of permission is attached for your reference.

Hoping in anticipation of your positive response that my request will be considered favourably.

Yours Faithfully



PR Mamabolo

CC: Prof DR Nzima (University of Zululand)

ANNEXURE C: ETHICAL CLEARANCE

UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE
(Reg No: UZREC 171110-030)

RESEARCH & INNOVATION
Website: http://www.unizulu.ac.za
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6731
Fax: 035 902 6222
Email: LundallN@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	**UZREC 171110-030 PGD 2020/32**							
Project Title	**The school-based teaching of Sexuality Education in public rural high schools in the Capricorn North District, Limpopo Province**							
Principal Researcher/ Investigator	P.R Mamabolo							
Supervisor and Co-supervisor	Prof D.R Nzima							
Department	Educational Psychology							
Faculty	Education							
Type of Risk	Medium Risk – Data collection from people							
Nature of Project	Honours/4th Year		Master's		**Doctoral**	x	Departmental	

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

Special conditions:

(1) This certificate is valid for 1 year from the date of issue.
(2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-01 October 2021]
(3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
(4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.

Professor Mashupye R. Kgaphola
University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation

01 October 2020

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-30
01 [illegible] 2020
RESEARCH & INNOVATION OFFICE

ANNEXURE D: A LETTER TO REQUEST PERMISSION TO CONDUCT RESEARCH

P. O. Box 1883
Seshego
0742
28 April 2020

TO: PRINCIPALS

REQUEST TO CONDUCT A RESEARCH IN YOUR SCHOOL

I hereby request to conduct a research project in your circuit on the topic:
The school-based teaching of Sexuality Education in public rural high schools in the Capricorn North District, Limpopo Province.
The purpose of the study is to investigate the effectiveness of the type of lessons that are applied for adequate teaching and learning of Sexuality Education in impoverished public rural high schools. I request to conduct interviews with the teachers and observe them in their classrooms while teaching Sexuality Education. I will also peruse documents such as the Policy documents, work schedule, Pace setter and lesson plans.
The participants will be assured of their anonymity and the names of the schools will not be revealed in the study. A permission to conduct this study in your school has been granted by the Circuit Office Management and District Senior Management. A copy of permission is attached for your reference.

Yours Faithfully
.....

ANNEXURE E: EDITORIAL CERTIFICATE

University of Limpopo
School of Languages and Communication Studies
Department of Languages
Tel: (015) 268 2617
30 January 2022

Enq: Emsley MR (Ph.D)

0152682617

Dear Sir/Madam

EDITORIAL CERTIFICATE

Author: Mr Patrick Ramahlape Mamabolo
Document title: The school-based teaching of Sexuality Education in public rural high schools in the Capricorn North District, Limpopo Province.

This letter serves to certify that I have edited a doctoral thesis entitled 'The school-based teaching of Sexuality Education in public rural high schools in the Capricorn North District, Limpopo Province' by Mamabolo Patrick Ramahlape. This document was edited and proofread for proper English language, grammar, punctuation, spelling and overall style. Track changes have been used in editing to allow the client to view the changes suggested.

Kind regards.

Dr. MR Emsley (Ph.D: UL)
Senior Lecturer

ANNEXURE F: CONSENT LETTER TO THE PARTICIPANTS

PR Mamabolo
P O Box 1883
Cell: 082 5421 617
Seshego
0742

Email: patrickmamas@gmail.com

Date: .....

TO: Teachers

REQUEST FOR YOUR CONSENT TO PARTICIPATE IN THE RESEARCH STUDY

You are invited to participate in the study aimed at alleviating high pregnancy rate among young people. Your identity and data collected will be treated confidentially and will only be accessible to the researcher. If you insist on your name being disclosed, only the researcher will do so. The researcher will ensure that everything is confidentially and stored safely. The title of the study is “The school-based teaching of Sexuality Education in public rural high schools in the Capricorn North District, Limpopo Province”. The purpose of the study is to investigating the status and adequate teaching of Sexuality Education in impoverished public rural high school (Capricorn North District). What is expected of you as a participant: Personal interview, Classroom observations and document analysis will be conducted with you and there will be Voice recorder if you give consent. The final report of the study will be made available to all participants.

This is to confirm that I (name)…… hereby agree to participate in the study. I understand that I can withdraw from the study at any time and that identification in the study will be my own decision. I have read and fully understand the content of this consent letter and i hereby give my consent to participate in this study.

Signature of participant:……..
Signature of researcher:……..
Date: ……..

Thank you for participating in this study

ANNEXURE G: INTERVIEW INFORMATION SHEET

Purpose of the research: To investigate the status and adequate teaching of Sexuality Education in impoverished public rural high school.

You will be asked several questions. Some of them will be about attitude and personal experiences of LO teachers regarding their teaching of Sexuality Education in their school?
With your permission, I will tape record the interviews so I don't have to make so many notes. You will not be asked to state your name on the recording.

The interview will take approximately one hours.

Some of the questions may cause discomfort or embarrassment.

This is a chance for you to tell your story about your experiences concerning obstacles and challenges in teaching Sexuality Education in Life Orientation.

Your responses to interview questions will be kept confidential. At no will your actual identity be revealed. You will be assigned a random numerical code. Anyone who helps me transcribe responses will only know you by this code. The recording will be destroyed when my dissertation has been accepted. The transcript, without your name, will be kept until the research is complete.

The key code linking your name with your number will be kept in a locked file cabinet in a locked office, and no one else will have access to it. It will be destroyed after five years. The data you give me will be used for my study and may be used as the basis for articles or presentations in the future. I won’t use your name or information that would identify you in any publications or presentations.

Your participation in this study is completely voluntary, and you may refuse to

participate or withdraw from the study without penalty or loss of benefits to which you may otherwise be entitled. You will receive payment based on the proportion of the study you completed. You may withdraw by informing the experimenter that you no longer wish to participate (no questions will be asked). You may skip any question during the interview, but continue to participate in the rest of the study.

If you have questions or concerns about this research, please contact: [Mamabolo PR, Box 1883, 0825421617, and patrickmamas@gmail.com]. You may also contact the faculty member supervising this work: [D R Nzima, Professor, Private Bag x1001, KwaDlangezwa 3886, 035 902 6240, and NzimaD@unizulu.ac.za].

Whom to contact about your rights in this research, for questions, concerns, suggestions, or complaints that are not being addressed by the researcher, or research-related harm: University of Zululand Research Ethics Committee [UZREC], Research & Innovation Office: 035 902 6887 or the researchers Department/supervisor.

Interview discussion guide for teachers

1. How long have you been being teaching Life Orientation?

2. Did you receive any training to teach the Life Orientation? What type of training?

3. In your professional training were you taught the methods of teaching of Life Orientation in school? Support your answer.

4. Would you have liked to have received more training? If so, what type of training? Formal (professional) or Informal (in service training/continuous professional development)

5. Do you feel equipped to teach in the sexuality context?

6. Do you use learning support material to help learners to understand?

7. Do you feel that your personal value system has an impact on your delivery of the Sexuality Education curriculum?

8. Do teachers feel uncomfortable when the content of Sexuality Education conflicts with their cultural values and beliefs?

9. Do teachers' lesson guided by his own religious beliefs?

10. Should they teach what they consider ethical and omit behaviours considered unethical?

11. What obstacles or difficulties have you as a teacher encountered in your teaching of sexuality education lesson?

12. Does the Life Orientation curriculum meet the needs of human rights?

Thank you for your time.

ANNEXURE H: OBSERVATION SCHEDULE/CHECKLIST

1. **General**

School: _____

Date: _____

Name of educator: _____ Grade: _____

Learning area: _____

Duration: _____

Topic: _____

2. **Classroom Environment**

Performance standard: 1

Expectation: The educator creates a positive learning environment that enables the learners to participate actively and to achieve success in the learning process.

Question: Is the educator able to create a conducive learning and teaching environment?

Measures	Comments
a) Space for learners	
b) Learner Involvement	
c) Discipline	
d) Diversity	

Performance standard: 2

Expectation: The educator possesses appropriate content knowledge which is demonstrated in the creation of meaningful learning experiences.

Question: Does the educator demonstrate adequate knowledge of the Learning Area or subject and does he/she use this knowledge effectively to create meaningful experiences for learners?

Measures	Comments
a) Knowledge of learning area	
b) Skills	
c) Goal setting	
d) Involvement in learning programmes	

Performance standard: 3

Expectation: The educator demonstrates competence in planning preparation, presentation and management of learning programmes.

Question: Is lesson planning clear, logical and systematic and do individual lessons appear to fit into a larger learning programme?

Measures	Comments
a) Planning	
b) Presentation	
c) Recording	
d) Management of Learning Programmes	

Performance standard: 4

Expectation: The educator demonstrates competence in monitoring and assessing learner progress and achievement.

Question: Is evaluation utilized to help teachers and students learn better?

Measures	Comments
a) Giving student feedback	
b) Knowledge of assessment techniques	
c) Utilization of techniques	
d) Record keeping	

Comment:

_____

ANNEXURE I: DOCUMENT ANALYSIS GUIDE:

Aim: To identify the extent to which these documents are consistent with the departmental policy requirements on teacher evaluation

Prescribed textbooks: (inclusion of pregnancy, STD/STI, LGBT, sexual and reproductive health)

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Availability and usage of instructional materials

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Work schedules

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Consideration of curriculum and subject policies

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Analysis:

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