Teachers' self-efficacy in teaching comprehensive sexuality education to learners with visual impairment in special schools

by

Phumzile Lizzie Twala

Submitted in fulfilment of the requirements for the degree

MAGISTER EDUCATIONIS

(Learning Support, Guidance, and Counselling)

Department of Educational Psychology

Faculty of Education

UNIVERSITY OF PRETORIA

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Co-supervisor: Dr Lindokuhle Ubisi

May 2024

DECLARATION

I, Phumzile Lizzie Twala, student number 21706485, declare that this research submitted for the qualification of master's in education (Learner Support Guidance and Counselling) at the University of Pretoria is my own work. It has not been submitted before for any other degree or examination at this or any other institution.

All references I have used have been stated and acknowledged by means of complete references.

Signature: _____

Phumzile Lizzie Twala

Date: May 2024

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FACULTY OF EDUCATION
Ethics Committee

RESEARCH ETHICS COMMITTEE

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ETHICAL STATEMENT

The author, whose name appears on the dissertation's title page, has obtained the necessary research ethics approval for the work detailed above. The author affirms that she followed the ethical standards outlined in the University of Pretoria's code of ethics for researchers and policy regulations for responsible research.

Phumzile Lizzie Twala

May 2024

DEDICATION

I dedicate this research to:

- My late grandma, from whom I used to draw strength; she will always be my source of support.
- My children, who continuously reminded me that I could not afford to quit.
- My sister, your relentless support greatly affected my academic trajectory.

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ABSTRACT

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This research investigated teachers' self-efficacy in delivering comprehensive sexuality education (CSE) within the two specialised schools accommodating learners with visual impairment (LVI) in the Free State. These schools are geographically distant, under separate educational districts, serving over 353 learners from Grade R to Grade 12. The study is also an integral part of a broader initiative to develop a CSE curriculum specifically for LVI students. Teachers encounter unique challenges when teaching CSE, implying significant responsibilities and multifaceted functions within their classrooms; therefore, strategies to encourage teachers' self-efficacy in teaching LVI students are imperative. The study exploited interpretive epistemology and a social constructionist ontology, emphasising a collective perception of reality through shared meanings and contextual understanding across social and experimental contexts. Qualitative data were generated using Focus group discussions and interviews to explore the resources essential for LVI teachers in teaching CSE. A purposive sampling technique was employed to select participants with experience interacting with visually impaired learners in the Free State. The study included eight participants—four teachers from each of the

visually impaired learners' schools (n = 8: 4 teachers of the visually impaired learners per school). Inductive thematic analysis was applied to analyse the qualitative data collected. The study identified three emerging themes—collaboration and support, teachers' observations and ideas regarding CSE for LVI, teacher training and professional development. The results are expected to inform the Department of Higher Education and Basic Education, in collaboration with other universities, in developing a qualification suitable for training prospective LVI teachers within their curriculum courses.

Keywords: self-efficacy; comprehensive sexuality education (CSE); learners living with visual impairment (LVI); special schools; teacher training; curriculum; strategies

LIST OF ACRONYMS AND ABBREVIATION

DBE: Department of Basic Education

DoE: Department of Education

LO: Life Orientation

LS: Life skills

UN: United Nations

ISPs: Individualised support plans

WP6:   White Paper 6

FGDs: Focus group discussions

LVI: Learners with visual impairment

CSE: Comprehensive sexuality education

PL 1:   Post-Level 1 teacher

SBST: School-based support team

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CHAPTER 1: GENERAL ORIENTATION

1.1   INTRODUCTION

Despite the controversy surrounding the deployment of comprehension sexuality education (CSE), the Department of Basic Education (DBE, 2019) implemented scripted lessons on CSE for learners from Grades 4 to 12. CSE encompasses a broad curriculum, preparing learners to engage with concepts, such as HIV, sexual reproductive health, communication in relationships, consent, gender, sexuality diversity, and power (UNESCO, 2018). Teachers remain integral participants in ensuring learners receive the most age-appropriate, detailed, and comprehensive knowledge of teaching CSE (Ubisi, 2023). The DBE failed to provide explicit guidelines for teachers in schools accommodating learners with specific needs, including those learners with visual impairment (LVI) (Ubisi, 2020; Ubisi, 2021).

For learners in special needs schools, such as LVI, CSE needs to be tactile and demonstrative, especially with real-life models (Krupta & Esmail, 2010). This requires actual models of human genitalia and assistive devices for the information to be conveyed in a meaningful and responsive way to their needs (Krupta & Esmail, 2010). Therefore teachers need adequate preparation including knowledge, skills, and resources to provide effective instructions regarding CSE to LVI, including incorporating relevant teaching pedagogy and instructional technologies to meet the distinctive needs of the LVI (Kelly & Kapperman, 2012). More importantly, this requires teachers to be confident that they can teach CSE and be committed to creating an inclusive-friendly classroom setting. Teachers' self-efficacy is an integral part of delivering uncomfortable and religious/cultural conflicting topics, such as anal sex, homosexuality, or premarital sex. This study scrutinises six-to-twelve teachers' self-efficacy while teaching CSE to LVI.

1.2   RESEARCH PROBLEM

After deploying scripted lessons on CSE for learners from Grades 4 to 12 by the DBE in 2019 (DBE, 2019), efforts to capacitate LVI teachers with knowledge, skills, and resources (Kelly & Kapperman, 2012)—more so their self-efficacy. Concerning content topics taught at tertiary institutions, teachers might not be ready to teach CSE to LVI, as it was never part of their modules. Insufficient training and limited experience can frustrate teachers interacting with LVI (Kelly & Kapperman, 2012). Teachers encounter an enormous challenge of teaching CSE, effecting more significant responsibilities and roles they must plan in their classrooms. These offer insights into the beliefs of regular classroom teachers regarding the inclusion of LVI in special schools and information on teacher self-efficacy, inclusion, and professional development practices. They also include factors influencing the beliefs of LVI teachers regarding their ability to provide transitional services for LVI and measures of teacher self-efficacy.

Teaching LVI requires substantial self-efficacy. Teachers' attitudes, preparation, teaching experiences, academic status, and the quality of resources at their disposal are some variables that may affect their self-efficacy. Educational systems must consider the individual learning strengths and requirements of each learner, as acknowledged by inclusive education practices. To ensure teachers are sufficiently prepared to teach LVI, it is crucial to measure their self-efficacy. Investigating teachers' perspectives on inclusive education and their self-efficacy might assist in determining barriers that could prevent them from using inclusive teaching methods.The self-efficacy observations of LVI teachers in special schools can clarify how they assess their teaching capacity. The search results imply that investigating teacher self-efficacy in teaching CSE to LVI is an important research subject that can contribute to increasing the quality of education for these learners; therefore, strategies to enhance teachers' self-efficacy in teaching LVI are required.

1.3 RATIONALE OF THE STUDY

This study is an integral component of a broader project to create a CSE curriculum specifically designed for LVI. The curriculum development process extracts insights from observations by adults LVI, their parents, and teachers. Within this framework, the study specifically explored teachers' self-efficacy—assessing their requisite knowledge, skills, and available resources in delivering CSE within two specialised schools for LVI in the Free State. This research focuses on exploring teachers' self-efficacy within two specialized schools in the Free State that cater to blind and deaf learners exclusively - these are the only such institutions in this region separated across 280 km between different education districts. These schools accommodate more than three hundred and fifty three learners from Grade R to Grade twelve (Arnold, 2023) . The study used the American psychologist Albert Bandura's (1982) theory of self-efficacy to explore the perceived knowledge, abilities, and skills needed by teachers offering CSE within three schools for LVI.

As a researcher, I am aware that my own experiences and background can influence my perspective and approach to a study. In this case, I do not have personal experience working with learners with visual impairments (LVI). However, I am committed to ensuring that my research is informed by the needs and perspectives of this population. To address this limitation, I plan to engage with experts in the field of visual impairment regarding CSE to gain a deeper understanding of the specific needs and challenges faced by LVI. I will also consult relevant literature and research to inform my study and ensure that it is grounded in the best available evidence. Furthermore, my lack of direct experience in working with LVI may impact my ability to understand the nuances of their experiences and needs. To mitigate this, I will work closely with stakeholders, including teachers, educators, and advocates for LVI, to ensure that my research is responsive to their concerns and priorities. Ultimately, my goal is to conduct a study that is both rigorous

and inclusive, and that contributes to the development of more effective and supportive CSE programs for LVI teachers, including those with visual impairments.

For this study, self-efficacy to refer to an individual's reliance on their ability to succeed (Murders, 2017). This study aspired to contribute to recommendations for teacher education, training of special needs teachers in CSE, teaching and learning, using the improved instructional pedagogy for CSE about LVI, and educational theory in offering strategies to enhance teachers' confidence in providing CSE to LVI. Being a teacher myself, the extent of the study topic made me question how LVI teachers cope and how well they teach the curriculum content of CSE, considering the pillars of rationale. These pillars include social significance, policies, strategic interventions, theory, and teacher education.

1.3.1 Social significance

The investigation of teachers' self-efficacy in teaching CSE to LVI includes changing people's attitudes in the community, parents, and sighted peers, enabling LVI to engage in sexual activities. This elucidates the importance of inclusive education practices and teacher self-efficacy in promoting the well-being of LVI. By enhancing teachers' self-efficacy in teaching CSE to LVI, they can ensure these learners receive the support and education to navigate their sexuality in a safe and informed manner. This can contribute to changing attitudes towards LVI and promoting a more inclusive and accepting society. The social significance of investigating teachers' self-efficacy in teaching CSE to LVI remains in cultivating equity and inclusivity in education. By directing the challenges and barriers that teachers may encounter in teaching CSE to LVI, they can collaborate towards creating a more equitable and inclusive education system for all learners. This can contribute to promoting social justice and reducing inequalities in education.

1.3.2 Department of Basic Education policy framework

One potential policy recommendation based on the research article by Ubisi (2021) is to have accessible CSE materials from the DBE. The article emphasises the need for customised information and materials accommodating learners with disabilities, including visual impairments in CSE. This recommendation aligns with the broader goal of promoting inclusive education practices and ensuring "all learners should have the same opportunities and resources to access high-quality education" (Lewis, 2023). To implement this policy recommendation, the DBE could:

- Collaborate with experts in visual impairment and sexuality education to develop accessible CSE materials specifically designed for visually impaired learners. In designing these materials, it is essential to take into account the unique learning needs and preferences of individuals with low vision impairment (LVI). This includes offering alternative formats such as braille, large print, audio, and incorporating tactile elements (Macular Society, 2022)
- Ensure accessible CSE materials are widely available to teachers and learners in mainstream and specialised educational settings. This can be conducted through online platforms, resource centres, and partnerships with organisations supporting LVI.
- Provide training and support for teachers on how to use the accessible CSE materials in their classrooms effectively. This can include workshops, webinars, and ongoing professional development opportunities.
- Regularly assess the influence and effectiveness of the accessible CSE materials in meeting the needs of LVI. This can be conducted through feedback from teachers, learners, and parents and through academic performance indicators.

1.3.3 Strategic interventions

One potential strategic intervention is to involve parents in developing CSE materials and programmes. This can help create a collaborative approach considering the unique needs

of LVI and regulate the concerns of parents and caregivers. Parental involvement can include:

- Participating in developing CSE materials: Parents can provide input on the content, format, and accessibility of CSE materials, ensuring they are suitable for LVI.

- Attending workshops and training sessions: Parents can benefit from workshops and training sessions that provide information on supporting their visually impaired children in understanding and navigating CSE topics.

- Collaborating with teachers and school psychologists: Parents can cooperate closely with teachers and school psychologists to develop individualised support plans (ISPs) that approach the specific CSE needs of their VI children.

- Sharing resources and experiences: Parents can connect with other parents of LVI to share resources, experiences, and strategies for supporting their children's CSE education.

- Advocating for inclusive CSE practices: Parents can advocate to include LVI in CSE programmes and for developing accessible CSE materials at the school and district levels.

In addition to parental involvement, other strategic interventions can include:

- Preparing teachers: Providing professional development opportunities for teachers to learn about inclusive teaching strategies, accommodations, and modifications for visually impaired learners in CSE.

- Involving school psychologists: School psychologists can play a crucial role in supporting LVI in understanding and navigating CSE topics and directing social-emotional needs that may arise (Berger, 2015).

- Early childhood CSE: Introducing age-appropriate CSE topics and materials in early childhood education settings can help LVI develop a foundation of knowledge and skills in a supportive and inclusive environment.

1.3.4 Teacher education

Multiple approaches can be adopted to enhance the effectiveness of teacher training programmes in higher education, particularly for instructing CSE) to LVIs. The strategies include:

- Critical pedagogy: Incorporating essential principles of pedagogy in teacher education programmes can help student teachers develop a critical consciousness about the social, cultural, and political dimensions of CSE. This can include providing student teachers with a practice lesson on masturbation, which can help them understand the importance of soliciting sensitive topics in a supportive and inclusive manner.

- Early childhood CSE: Emphasising the importance of CSE at the early childhood foundation can help prepare future teachers to direct the unique needs of LVI in CSE. This can include providing student teachers with training and resources on developing age-appropriate CSE materials and activities for young learners.

- Education professionals and curriculum designers have a vital role in creating inclusive CSE resources tailored to the specific requirements of individuals with low vision impairments (LVIs). This involves integrating tactile components, offering alternative formats like braille or large print, and guaranteeing that the content is culturally respectful and all-encompassing (Macular Society, 2022).

- Educational sexual models: Using educational sexual models can help future teachers develop a more profound understanding of the physiological, psychological, and social aspects of sexuality. This can include providing student teachers with training on how

to use sexual models sensitively and inclusively and how to adapt them to the needs of LVI.

1.4 THEORETICAL FRAMEWORK

1.4.1 Self-efficacy theory

The research in question provides an overview of how educators teach LVI by using Albert Bandura's self-efficacy theory (1982) to analyse the results of the research findings (Nurlu, 2015). The current research is founded on Bandura's self-efficacy theory, which posits that individuals' beliefs regarding their ability to execute specific tasks or attain certain objectives can significantly influence their motivation and performance (Bandura, 1977; Padelsky, 2024). Specifically, this study investigates how educators can leverage this theory to enhance the educational achievements of their LVI in the context of CSE instruction. The research acknowledges that teachers with limited experience in delivering the CSE curriculum to LVI students may feel less competent in presenting the material effectively. Consequently, observing their peers can provide teachers with an opportunity to evaluate their teaching techniques against those of their colleagues, thereby potentially enhancing their self-efficacy beliefs. The study identifies several factors that may contribute to teachers' reduced confidence in teaching CSE to students with visual impairments, including inadequate training, limited resources, and a lack of familiarity with the specific needs and challenges of LVI students. These elements encompass:

- Comfortability: Teachers may lack confidence in teaching CSE to visually impaired learners owing to discomfort or lack of comfortability with the topic. Personal experiences, cultural, and religious beliefs, and social norms can influence this.
- Lack of training: Teachers may lack the confidence to teach CSE to LVI due to insufficient training and professional development opportunities (Grobler, 2023). This can include a lack of knowledge about inclusive teaching strategies, accommodations, and modifications for visually impaired learners in CSE.

- Sensitivity of the topic: Teachers may lack confidence in teaching CSE to visually impaired learners owing to the topic's sensitivity. This can include concerns about promoting sexual behaviour among students, losing moral authority as a professional educator, and difficulty in developing relationships with students.
- Lack of interest: Teachers may lack confidence in teaching CSE to LVI owing to a lack of interest or motivation in the topic. Beliefs, attitudes, and values about sex education can influence this.

Teachers should not be compelled to compromise their personal convictions while instructing CSE to LVI students; however, it is crucial to cultivate a conducive and accepting atmosphere, enabling educators to direct the requirements of all pupils, including those who are visually impaired, in a manner that honours their own principles and ethics. Considerations include:

- Parental involvement: Engaging parents in the CSE process can help bridge the divergence between home and school, ensuring that LVI receive consistent information. Parents can provide valuable insights into their child's needs, preferences, and cultural or religious considerations, which can inform the development of inclusive CSE materials and approaches.
- Professional development is crucial in providing teachers with the necessary training and opportunities to improve their skills. By directing these efforts towards addressing specific needs related to LVI, educators can increase their confidence and competencies when it comes to teaching CSE. This can include strategies for creating inclusive and accessible learning environments, adapting materials, and directing sensitive topics respectfully and age-appropriately.
- Respecting diverse beliefs: It is important to acknowledge and respect the diverse beliefs and values of teachers and students when teaching CSE. This can be conducted by promoting receptive and non-judgemental discussions, providing

accurate and evidence-based information, and creating a safe space for students to direct questions and express their thoughts and concerns.

- Collaboration with specialists: Working with school psychologists, counsellors, and other professionals can provide additional support for teachers in directing the unique needs of LVI in CSE. These specialists can offer guidance on how to navigate sensitive topics, provide individualised support for students, and direct concerns or challenges that may arise.

Considering these factors, it is possible to create a more inclusive and supportive environment for teachers and LVI when teaching CSE. This approach can help ensure that LVI receive the information and support for informed decisions about their sexual and reproductive health while respecting their own beliefs and values.

1.5 METHODOLOGICAL PARADIGM

1.5.1 Interpretive epistemology

The study followed an interpretive research philosophy to merge individual interests and to acquire a more profound understanding of how an individual lives their life (Cohen et al., 2018; Maree, 2016). This study maintained an interpretive epistemology and a social constructionist ontology, maintaining that we perceive reality intersubjectively based on meaning and understanding on social and experimental levels (Denzin & Lincoln, 2018; Maree, 2016). The essence of human life can only be understood from an internal perspective. Human actions cannot be fully observed or comprehended through external means alone (Maree, 2016; Cohen et al., 2018; Denzin & Lincoln, 2018; Ngwenya, 2023). To understand behaviour, it is essential to acquire an indirect understanding through the eyes of those involved in the activity. This requires observing the world as the actors experience it (Denzin & Lincoln, 2018).

1.6 RESEARCH QUESTIONS UNDER INVESTIGATION

The main research question explores:

• How prepared and assured do educators at special needs schools feel about delivering CSE to LVIs?

Sub-questions

The main research question is further investigated by the following sub-questions:

1. According to teachers in an LVI school, what do they need concerning the required knowledge, skills, and resources to teach CSE to LVI?
2. How can teacher self-efficacy be enhanced to influence CSE teaching to LVI positively?

1.7 RESEARCH AIM

This study investigated teachers' self-efficacy—perceived knowledge, skills, and resources—presenting CSE in special schools for LVI in the Free State.

1.8 DEFINITION OF KEY CONCEPTS

1.8.1 Self-efficacy

Albert Bandura, an American theorist, defined 'self-efficacy' in 1982 as an individual's confidence in their capacity to excel in a specific circumstance (Smith-Moyler, 2020; McKenzie-Goines, 2023). Self-efficacy is influential in shaping one's self-perception and determining the attainment of personal objectives (Burgers, 2023). This concept extends to an individual's competence in managing work-related responsibilities and overcoming challenges effectively. It is also crucial in influencing important academic outcomes and well-being in the work environment (Caprara et al., 2006). In this study, the term "self-

efficacy" refers to the confidence that a teacher has in their ability to effectively CSE to LVI in their classroom (Johnson, 2021; Mashaba, 2023).

1.8.2 COMPREHENSIVE SEXUALITY EDUCATION

Comprehensive sexuality education (CSE) encompasses an age-appropriate instructional approach that imparts scientifically accurate, practical, and impartial information about sexuality and relationships (DBE, 2019).

1.8.3 Learners living with visual impairment

Visual impairment encompasses a spectrum of vision loss—from partial to total absence of sight. Some individuals are entirely without vision, whereas others have a level of vision that is considered legally blind (Landsberg et al., 2019). In this study, LVI form a diverse group, encompassing individuals with a wide range of visual conditions, from complete blindness to mild visual impairments.

1.8.4 Special schools

Special schools, as defined by the Department of Education White Paper 6 (2001), are primary and high schools, whether private or public, that specialise in providing tailored educational support to students with specific and severe disabilities (Padayache, 2021; Mpaku-Papu, 2023). These institutions aim to offer personalised education to children with unique needs, focusing on delivering alternative educational support (Silomo, 2017; Padayache, 2021). The research in question centred on special schools that cater to students with LVI needs.

1.9   RESEARCH DESIGN AND METHODOLOGY

A qualitative methodological approach focuses on collecting data through open-ended and conversational communication (Ritchie & Lewis, 2003). This explanatory method attempts to explain 'how?' and 'why?' a distinct phenomenon or behaviour works as it

does distinctly (Denzin & Lincoln, 2018; Maree, 2016). The qualitative methodology focuses on people's thoughts, emotions, and actions (Denzin & Lincoln, 2018). This study employed a qualitative research approach to explore the perceived needs of teachers interacting with LVI. This aspect regards knowledge, skills, and resources for effectively delivering the CSE curriculum customised for LVI students. Qualitative research is particularly suitable because it enables researchers to explore participants' emotions and perspectives (Denzin & Lincoln, 2018).

The research employed a case study approach, which involves examining real-life cases within their natural context to gain a rich and detailed understanding of the subject matter (Cohen et al., 2018; Creswell & Poth, 2018). In this study, multiple cases were analysed to explore the needs of teachers of LVI in terms of knowledge, skills, and resources required to deliver the CSE curriculum to CSE (Hu, 2023; Manis, 2023). The researcher applied direct interpretation and generated a naturalistic generalization based on the findings (Leavy, 2014).

1.10   DATA COLLECTION

Qualitative data were generated from the focus group discussions (FGDs) (Howitt, 2016). Workshops were conducted individually for each school within the Free State. The discussions and interviews were conducted at a school venue close to each participant, ensuring the participants' convenience. The venues included the staffroom or boardroom of a special school in Free State. The discussion lasted three to four hours and occurred during breaks and in the afternoon to accommodate the teachers' schedules. The sessions were specifically arranged with LVI teachers to collect insights into their needs for knowledge, skills, and resources required to effectively teach the CSE curriculum to LVI students (Howitt, 2016) - questions about demographic and contextual information formed part of the discussion's introduction.

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The researcher conducted the discussions and interviews. The researcher assumed the function of the facilitator for the study as the understanding and interpreting of data facilitated through direct experience supports and adds depth to the analysis of raw data (Howitt, 2016). The researcher, therefore, has a thorough knowledge of the data, leading to a more informed analysis (Howitt, 2016). This thorough knowledge emanates from the facilitator's awareness of nonverbal aspects collected during the discussion and workshop processes, such as facial expressions and tone of voice (Howitt, 2016). This enabled a more holistic understanding of the data beyond the transcribed discussion, aiding in data immersion (Howitt, 2016). Each discussion and interview were documented using audio recording and transcribed verbatim (Howitt, 2016). The password-protected computer file was used to store, recover, read, and process data.

1.11   DELIMITATION: POPULATION AND SAMPLING

In this research, the selected educators from LVI met the necessary criteria and fulfilled the study's objectives. The participants were purposely chosen based on their relevant knowledge and attributes that enhanced the research, such as:

- Participants as LVI teachers in special schools in one identified South African province (Free State).
- Participants must be capable of communicating in English.
- Participants should voluntarily participate in the study, write and submit their informed consent.
- Six to ten LVI teachers must be able to attend three hours or more FGDs.
- LVI teachers must participate in an interview at school before or after school hours. Discussions were conducted in English. The sample criteria did not extend to include race and gender to widen potential sampling.

1.12   DATA ANALYSIS AND INTERPRETATION

This research employed an inductive thematic analysis approach to examine the qualitative data gathered (Moosa, 2023). Inductive thematic analysis involves methods for organizing information into significant themes or descriptive categories. It is a data analysis strategy aimed at generating detailed and comprehensive insights. The study followed the six phases of thematic analysis as outlined by Willig & Rogers (2017), which were not strictly sequential (Dippenaar, 2023). In Phase 1, the researcher immersed herself in the data by working in a quiet environment, listening repeatedly to audio recordings, and ensuring accurate transcription. Phase 2 involved data generation and coding, where data was dissected, ideas were identified, and information was categorized to uncover key areas of interest. Moving on to Phase 3, themes were constructed by developing initial versions based on the coded data (Pack, 2023). These codes were then organized into themes and subthemes to reveal the underlying meaning of the findings. Phase 4 focused on reviewing and refining potential themes to ensure clarity and coherence, avoiding overlap and consolidating or dividing them as needed.In Phase 5, themes were defined and named, while Phase 6 involved the production of the final report. The researcher aimed to present a clear and organized analysis, avoiding turning discussion questions into themes and instead summarizing and organizing the data. The goal was to interpret participant discussions, extract meaningful patterns, and derive insightful themes from the data.

1.13   ETHICAL CONSIDERATION

Before starting data collection, the researcher sought approval from the university's ethics committee. They obtained permission from appropriate bodies to carry out the study in chosen schools. Information letters were given to potential participants to clarify the study's objectives, the researcher's contact information, and the voluntary nature of participation. Prior to the research, participants were required to give written consent,

which also covered audio recording and the use of direct quotes in reporting findings. The informed consent document contained detailed information as follows:

- Participants may choose to ignore questions that make them feel uncomfortable
- Participants could discontinue the interview at any time and withdraw from participating before writing and consolidating the final report without adverse consequences

1.14   OUTLINE OF THE RESEARCH

The research study is organised into five chapters:

- Chapter 1: This chapter introduces the research topic and the study's objectives.
- Chapter 2: This chapter provides a comprehensive literature review on teachers' self-efficacy in teaching CSE to LVI. It covers the definition and importance of CSE, the policy framework supporting the development of a CSE curriculum, and the training of teachers for the CSE curriculum. This chapter also outlines the theoretical framework for exploring teachers' self-efficacy.
- Chapter 3: This chapter describes the research process in detail. It outlines the methodological approach, research questions, sampling technique, and sample and site selection criteria for data collection. It also explains the data analysis methods and the steps taken to ensure rigor and credibility, with a focus on the researcher's self-reflexivity in conducting the study. Additionally, this chapter discusses the ethical considerations involved in this field of study.
- Chapter 4: This chapter presents the results obtained from the thematic analysis.
- Chapter 5: This chapter discusses the results and compares the findings to previous literature. It also describes the limitations of the study and suggests future research directions.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The review of academic books, journals, articles, and policy documents aimed to understand the relationship between CSE and teachers' self-efficacy in teaching Life Skills for LVI in South African special schools (Padelsky, 2024). The literature review also explored the policy frameworks that support the implementation of CSE lessons in schools, including the Constitution of South Africa Act of 1996 and the Children's Act 38 of 2005, as well as the National Policy on Prevention and Management of Learner Pregnancy in Schools and the Integrated School Health Policy (Ubisi, 2020b; Ubisi, 2020c). These policies provide essential guidance for developing effective systems that ensure students receive quality education while being supported during pregnancy or health issues. The literature review examined various aspects of CSE, including the concept of visual impairment, teaching CSE within special needs education, the importance of teacher training and self-efficacy (Padelsky, 2024), teacher competencies to deliver the CSE curriculum, the effects of teachers' self-efficacy in special schools, and strategies to enhance teachers' self-efficacy. The review also briefly introduced the theory of Bandura, which is relevant to the study of teacher self-efficacy.

In addition, the literature review explored the challenges and opportunities of implementing CSE in different contexts, including the role of teacher discretion, local culture, and ownership of the curriculum (Zulu et al., 2019). The study found that the implementation of CSE in Zambia was largely dependent on an individual teacher's decisions on what, how, and when to teach, leading to arbitrary teaching of CSE and great disparities within and between schools (Zulu et al, 2019). Therefore, there is a need to take local culture into account in terms of the curriculum content and teaching approaches and to secure local ownership of the curriculum to successfully integrate and teach CSE (Zulu et al., 2019).

Furthermore, the literature review by Ubisi (2020b) highlighted the importance of providing CSE for lesbian, gay, bisexual, transgender, intersexed, queer, asexual, and other sexual identities (LGBTIQA+) for disabled youth, as well as the need for specialised instructional methods like real-life models of genitalia to make CSE more meaningful for LVI (Miedema et al., 2020; Ubisi, 2020d). A study by Ubisi (2020) highlights the lack of scripted lesson plans for learners with visual impairment and the need for CSE curricula to address sexuality diversity and combat compulsory heterosexuality and able-bodiedness. The study emphasizes the importance of accepting LGBTQ+ learners and considering cultural and religious differences when delivering CSE. Another study by Matlakala et al. 2021 explored the perceived self-efficacy of teachers in mainstream secondary schools in Lesotho when addressing the needs of learners with visual impairment . The findings suggest that teachers experienced a sense of low self-efficacy, which was attributed to inadequate training, support, resources, and a lack of inclusive education knowledge. This highlights the importance of equipping teachers in mainstream schools with the necessary knowledge and skills to enhance their self-efficacy in teaching learners with visual impairment. A study by Febtiningsih et al. (2021) identified specific challenges teachers face in teaching English writing to visually impaired students, which may parallel those in teaching CSE. These challenges include curriculum inappropriateness, lack of suitable learning media, and time constraints. While this study does not directly address visual impairment in the context of CSE, the findings suggest that teachers may face similar obstacles when delivering sexuality education to this population. Interestingly, a study by Castillo et al. (2019) suggests a general alignment between teachers' and students' perceptions of the importance of CSE, except in certain dimensions such as sexual health and violence. This could imply that teachers' self-efficacy in teaching CSE might be influenced by their perceptions of its importance. Furthermore, Adwan and Magharba (2016) point to the need for training in communication skills for teachers of visually impaired students, which could be critical for effective CSE delivery .

Overall, the literature review provided a comprehensive overview of the policy frameworks, theoretical perspectives, and practical challenges of implementing CSE in special schools, highlighting the importance of teacher self-efficacy, local culture, and ownership of the curriculum in ensuring the successful integration and teaching of CSE.

2.2   COMPREHENSIVE SEXUALITY EDUCATION

Comprehensive sexuality education (CSE) is a curriculum-based approach to teaching and learning about the various aspects of sexuality, including the cognitive, emotional, physical, and social dimensions. It aims to equip children and young people with the necessary knowledge, skills, attitudes, and values to make informed decisions about their sexuality and relationships, understand their rights, and develop respectful social and sexual relationships (UNESCO, 2017; WHO, 2018; Chavula et al., 2022). The CSE curriculum is implemented in schools from Grade 4 to Grade 12, providing age-appropriate, scientifically accurate, and unbiased information (UNESCO, 2017; WHO, 2018); Chavula et al., 2022).The CSE curriculum is rooted in the basic, universal right to sexual and reproductive health, as envisioned within the United Nations' Disability 2030 Charter and Sustainable Development Goals (SDGs) 3 and 4, which aim to ensure significant health and well-being for all people with disabilities, promote inclusive and equitable access to quality education, and provide access to proper healthcare for women and girls with disabilities (UNESCO, 2017; WHO, 2018; Chavula et al., 2022). Society often holds misconceptions about people with disabilities being sexually active, which highlights the need for anti-oppressive education to respect the rights of sexual minorities, including sexually active LVI (UNESCO, 2017; WHO, 2018; Chavula et al., 2022). Providing guidelines for teachers interacting with LVI enables them to receive age-appropriate information regarding their fundamental right to access sexual and reproductive health services (UNESCO, 2017; WHO, 2018; Chavula et al., 2022). Therefore, it is crucial to provide training for LVI teachers to effectively teach CSE and ensure they possess the necessary knowledge, skills, and resources required for the

curriculum (UNESCO, 2017; WHO, 2018; Chavula et al., 2022). The CSE curriculum covers a wide range of topics, including sexual and reproductive anatomy and physiology, puberty and menstruation, reproduction, contraception, pregnancy, and childbirth, as well as building the skills and attitudes that enable young people to treat others with respect, acceptance, tolerance, and empathy, regardless of their backgrounds or identities (UNESCO, 2017; WHO, 2018; Chavula et al., 2022). The curriculum also fosters the development of self-efficacy, enabling young people to reflect on information, make informed decisions, communicate effectively, and develop assertiveness rather than passivity or aggression (UNESCO, 2017; WHO, 2018; Chavula et al., 2022). Incorporating CSE into both primary and secondary school curricula is recommended based on evidence that programmes that embrace empowering methods and place young people and their priorities at the heart of programmes are more effective (Dr Witney & Dr Jones 2020). The CSE programmes in Eastern and Southern Africa (ESA) have faced challenges, and continued focus on the provision of CSE at local, regional, national, and global scales is necessary (Dr Witney & Dr Jones 2020). CSE programmes are often the most important source of information about sexuality for young people, and where CSE programmes are in place, the use of modern, reliable methods of contraception is more prevalent, and teenage fertility rates are lower (Ketting et al., 2021). However, sociocultural norms remain a major obstacle to the implementation of CSE, and programmes must be adapted to local norms and values to be successful (Ketting et al., 2021).

2.3   POLICY FRAMEWORK UNDERPINNING THE DEVELOPMENT OF A COMPREHENSION SEX EDUCATION CURRICULUM

According to Archer (2023) the South Africa Act of 1996, Bill of Rights, Sections 27 and 29, guarantees equal access to education and sexual and reproductive health services for all individuals (Archer, 2023; Roelf, 2024). It ensures a fair and just educational system free from discrimination, including against individuals with disabilities. Visual impairment

is viewed as a condition, and all students deserve quality education from well-trained teachers to enable lifelong learning, equal job opportunities, and full participation in society (Mncube et al., 2021). However, there are rising levels of frustration, anxiety, and distress among teachers and students, indicating a failure to uphold the rights of vulnerable learners by educational institutions. The Bachelor of Education programs in South Africa are criticised for inadequately addressing this critical issue. The Children's Act, No.38 of 2005, stresses the importance of providing healthcare information to children with disabilities (Mashaba, 2023). Efforts like the Curriculum policy and CSE aim to improve access to sexual and reproductive health information for young people. The National Policy focuses on implementing CSE to address learner pregnancies in schools. Despite the legal framework in place, children with disabilities often face exclusion from CSE programs in both mainstream and special schools ((Mavuso & Maharaj, 2015; Reus et al., 2015; Ubisi, 2020b). It is crucial for LVI to have equal access to CSE, necessitating curriculum adjustments to ensure meaningful understanding and application of the information (Baxley & Zendell, 2001).

2.4   VISUAL IMPAIRMENT

The term "visual impairment" refers to a spectrum of vision loss, which can vary from mild to complete blindness (Manis, 2023). Some individuals may be classified as legally blind, while others may have partial vision loss (Landsberg et al., 2019). In this research, learners with visual impairments included a diverse group, ranging from total blindness to mild visual impairment.

2.4.1   Categorisation of visible impairment

Visual impairment can be attributed to various specific scientific causes, and the severity of visual impairment can differ significantly among students (Salisburg, 2008). Therefore, educators must understand the unique implications of a learner's visual impairment to provide appropriate accommodations and support to meet their needs.

2.4.1.1   Partial sight

According to Langberg et al. (2019) and Salisburg (2008), the term 'in part sighted' is used widely to describe LVI, whose paintings are commonly through print. A diverse group of learners falls within this category, ranging from those with minor visible impairments to individuals who straddle the boundary between print and braille. Their visual conditions may deteriorate further over time. The practical implications of partial sight can be categorised into several broad areas, some of which may also apply to specific learners (Salisburg, 2008).

2.4.1.2   Poor acuity

According to Langberg, Kruger, and Swart (2019), visual acuity is the readability or sharpness of the general image—both distance and close to imaginative and prescient can be affected; however, the visual abilities of learners no longer remain uniform. Some students can perceive print up close, but they struggle to see the whiteboard. Conversely, others find it easier to discern distant objects than those up close (Langberg et al., 2019; Salisburg, 2008).

2.4.1.3   Central vision loss

Central imaginative and prescient loss influences the potential to come across high-quality detail (Langberg et al., 2019; Salisburg, 2008). Learners with severe visual impairment often encounter challenges in reading, writing, and close observation tasks.

2.4.1.4   Peripheral vision loss

Peripheral imaginative and prescient loss can create an alternative influence on critical imaginative and prescient loss, resulting in a round tunnel-like discipline of imagination and prescient (Langberg, 2019). Learners may encounter difficulties in navigating their surroundings and locating objects. While some LVI can read and write proficiently,

scanning tasks may be challenging. Those with peripheral vision loss may be able to discern larger details, but they often require modified learning materials to reduce their reliance on fine visual details (Salisburg, 2008).

2.4.1.5   Interrupted vision

According to Salisburg (2008), students may experience irregular patches of deficient vision, perceiving visual information in disjointed fragments. Severe interruptions in vision can render certain visual tasks extremely challenging or even impossible.

2.4.1.6   Low-contrast sensitivity

Salisburg (2008) remarks that some visible situations generate problems differentiating an item from its background. For those learners, readability and comparison can be more significant than size. Lighting and coloration schemes are to be substantial.

2.4.1.7   Adaptability to light

Many visible situations generate learners experiencing problems adapting to versions in mild. Some learners can also locate vibrant, mild painful (photophobia) or find it tough to alter to alternate in light situations (Langberg, 2019; Salisburg, 2008).

2.4.1.8   Impaired ocular mobility

Certain visual difficulties arise because of challenges in controlling the eye's muscle functions (Langberg, 2019; Salisburg, 2008). For instance, nystagmus involves continuous involuntary eye movements, often from side to side, which can hinder focus. Some learners may struggle to simultaneously focus both eyes on the same object, while others find it challenging to shift their attention between objects and distances.

2.4.1.9   Colour loss

Coloration loss often exacerbates and magnifies visible impairments (Salisburg, 2008).

2.4.1.10 Blindness

The phrase 'educationally blind' is frequently applied to learners unable to read text and must rely on their other senses to acquire knowledge. For most learners, this entails using brail to access information (Langberg, 2019); however, do not assume that such learners have no effective vision; most braille users retain some vision, which can be useful in various situations. It is critical to distinguish between learners with some vision and those who have been blind since birth. Visual memory will influence their ability to grasp things (Salisburg, 2008).

2.5 TRAINING OF TEACHERS FOR THE COMPREHENSION OF THE SEX EDUCATION CURRICULUM

In South Africa, there was previously no teacher qualification focused on visual impairment studies (Priory Education Services, 2024); (Richard Cloudesley School, 2024). However, a postgraduate diploma/qualification in visual impairment studies has recently been introduced at the University of Pretoria (UP) (Manis et al., 2021; (Manis, 2023; UP, 2023). This qualification aims to equip teachers with the skills and knowledge to implement the principles of inclusive education in various educational settings, including teaching CSE to LVI (Manis et al., 2021; UP, 2023; Richard Cloudesley School, 2024). Teachers may work in two types of special needs schools: private or special public schools, each with unique infrastructure and budgets (Priory Education Services, 2024). Underprivileged public special schools often lack resources to provide adequate training for teachers, which can lead to feelings of incompetence and low self-esteem among teachers when delivering CSE to learners with visual impairments (Priory Education Services, 2024). This subject can be challenging due to its controversial nature and the need for specialised knowledge to address the specific needs of visually impaired learners (Priory Education Services, 2024). As a result, both learners and teachers may feel uncomfortable discussing CSE topics (Priory Education Services, 2024).

Comprehension sexuality education (CSE) implicitly had abled-bodied learners in mind—a phenomenon called compulsory abled-bodiedness (Kafer, 2003; Mc Ruer, 2006; Ubisi, 2020b). Learners with disabilities are not believed to need sexuality education (ableism). They are not acknowledged as having sexual feelings, needs, and desires (Ubisi, 2020b). The other study highlighted the importance of teacher training and support in implementing sexuality education effectively, as it can improve teachers' knowledge, perceived importance, self-efficacy, and comfort in teaching sensitive content (Mthembu & Govender, 2021).

Provided South Africa's inequalities when providing quality education to its learners (Donahue & Bornman, 2014; Engelbrecht, 2006; Krupta & Esmail, 2010), some schools may not have advanced braille, audiotape, enlargement types of equipment to deploy CSE accessibly, especially regarding LVI; therefore, teachers in special needs schools often encounter challenges in adapting the curriculum, believing they can do this if they do not have the knowledge, skills, and resources to teach CSE to LVI. LVI possess similar psychosexual interests, needs, and development to their sighted peers (Ubisi, 2020d). For instance, LVI can identify with a range of sexual orientations, including lesbian, gay, bisexual, transgender, and other non-binary sexual identities (LGBT+). Consequently, this necessitates the training of educators in matters of gender and sexual diversity to attend to inquiries presented by students adequately. Teachers need to possess the self-assurance needed to guide discussions on these topics.

2.6   SELF-EFFICACY OF TEACHERS IN SPECIAL SCHOOL SETTINGS

Several researchers highlight the significance of self-efficacy and attitude in effectively implementing inclusive education practices (Kai et al., 2021). Teachers' strong convictions, unwavering dedication, enthusiasm, positivity, self-confidence, and passion for both the profession and special needs students are crucial for the successful execution of CSE for LVI (Bhana et al., 2019). Muller (2023) and Oliver (2023) and Perez-Arias (2023) connect teachers' self-efficacy to their ability to teach and support visually impaired

students within the CSE curriculum in South African special schools. Poulou, Reddy, and Dudek (2018) argue that teachers' self-efficacy directly impacts their classroom effectiveness. Consequently, Barni, Russo, and Danioni (2018) propose that teachers' beliefs about their self-efficacy influence their instructional practices, classroom management, support for LVI students, and promotion of creativity in teaching and learning. A 2023 study by Springer validated the Teacher Sexuality Education Questionnaire (TSE-Q) to assess the impact of comprehensive sexuality education (CSE) on educators teaching learners with disabilities in South Africa (Baxen et al., 2023). The study found that the TSE-Q is an effective tool to evaluate the effectiveness of CSE and monitor changes in educators' knowledge, skills, attitudes, self-confidence, and preparedness to teach CSE to young people with disabilities. This research provides valuable insights into the assessment of teacher self-efficacy in delivering comprehensive sexuality education to learners with disabilities.

This perception can affect how teachers utilize their knowledge, skills, and resources to teach CSE to LVI students (Chambati, 2023). Therefore, teachers working with LVI students must cultivate a strong sense of self-efficacy to enhance their teaching practices and improve student performance in assessment tasks. Teachers' self-efficacy plays a crucial role in pedagogical approaches within special education settings. Effective teachers are characterized by their advanced instructional abilities in explaining concepts, asking questions, and providing feedback to LVI. Conversely, teachers with low self-efficacy may struggle with behavior management and classroom control when working with LVI students. Kai et al. (2021) suggest that teachers lacking self-efficacy exhibit confusion and sadness, leading to a lack of trust from students.

According to Poulou et al. (2018), teachers with low self-efficacy often lack a solid understanding of special education practices and duties, which can result in reluctance to engage effectively with disabled students in mainstream classrooms. Teachers may find visually impaired students challenging due to perceived deficits, resulting in a lack of

effort to support them. Conversely, teachers with a strong sense of self-efficacy are more inclined to implement educational strategies effectively and feel competent in meeting the needs of visually impaired students in teaching sex education (Franklin & Mc Laren, 2015). Barni et al. (2018) affirm that teachers' self-efficacy is a key predictor of their willingness to adopt inclusive practices. Teachers' openness to adapting the curriculum to accommodate visually impaired students can significantly impact learning outcomes. Similarly, Kai et al. (2021) suggest that a positive attitude towards disability is associated with higher academic achievement among students. However, teachers with low self-efficacy may doubt their ability to successfully implement inclusive education, leading to hesitancy in their efforts (Perez-Arias, 2023).

2.7 TEACHER COMPETENCES TO DELIVER THE COMPREHENSION OF THE SEX EDUCATION CURRICULUM

Teachers' teaching methodologies should reflect competencies—particularly when educating learners with visual impairments—to guarantee providing high-calibre instructions. Poulou et al. (2018) characterise these competencies as the knowledge and abilities needed to execute a specific task. Kelly and Kapperman (2012) contend that educators must attain proficiency in imparting education on sex and sexuality to students with low vision (LVI); however, teachers continue to encounter challenges in employing assistive technologies essential for supporting the instruction of sex education. Having the necessary skills for teaching LVI will aid teachers in recognising the strengths and limitations within their pedagogical approach.

Francis and DePalma (2015) assert that possessing capabilities is a critical juncture for successful training. Educators with requisite capabilities within the CSE syllabus still encounter formidable challenges in applying them owing to a lack of adequate support and proper skills. Kapperman and Kelly (2013) highlight the importance of providing adequate support to teachers to enhance their motivation and effectiveness. They emphasize that without such support, teachers may struggle to make progress.

Therefore, promoting professional development and training during both pre-service and in-service stages can help educators enhance their skills, knowledge, and resources for teaching LVI. It is essential for teachers to undergo training and acquire a diverse range of expertise to positively impact the education of LVI. The review by Engelbrecht and Hay (2019) offers guidance on effective teaching approaches and accommodations for learners with visual impairment, which can be integrated into the delivery of comprehensive sexuality education.

2.8 SIGNIFICANT EFFECTS OF TEACHERS' SELF-EFFICACY IN SPECIAL SCHOOLS

2.8.1 School and classroom environment

The school and classroom environment play a crucial role in learners' development and their ability to express themselves innovatively. The Education White Paper 6 of 2001 highlighted the findings of investigations conducted prior to 1994, emphasizing the significance of an emotionally stable school environment for learners' growth (Education, 2001; Burgers, 2023).Despite efforts to integrate individuals with disabilities into the community, some students with disabilities continue to face challenges in the school environment, as it fails to accommodate their specific requirements. Erbay and Omeroglu (2011) emphasize that instructional resources, infrastructure, and specialized centers are of paramount importance in determining the impact of socioeconomic factors on educational attainment and creating equal opportunities for all learners. Establishing a well-organized school environment is crucial. This includes ensuring that the buildings and playgrounds are safe and suitable for all students. Additionally, having skilled teachers and appropriate materials for LVI is essential. These factors significantly influence how students perceive their own success in academic pursuits.

2.8.2   Social environment

The physical environment of a school includes its buildings, classroom dimensions, playgrounds, and furnishings. Franklin and McLaren (2015) describe the psychosocial environment as nurturing students' cognitive, personal, and social growth. Schools should be accessible and welcoming, facilitating the movement of LVI using canes, guide dogs, and other assistive devices. While Salisbury (2008) contends that classroom size does not influence educational outcomes, Barni et al. (2018) claim that the physical attributes of classrooms do influence the effectiveness of teaching and learning.

It is essential for the educational experience of LVIs that they are instructed in expansive, well-structured classrooms. Such an environment is crucial for facilitating unimpeded access to educational resources and ensuring freedom of movement without difficulty. Salisbury (2008) suggests that provided the lack of visual stimuli for these learners, academic institutions should adapt by enhancing the use and intensity of alternative sensory channels, such as tactile and auditory means, to accommodate the student's needs, by that cultivating their development and learning.

Sefotho et al. (2020) advocate for educators of visually impaired students to implement physical modifications within and outside the classroom. This includes maintaining clear and navigable pathways, substituting visual indicators with tactile ones, and educating students about environmental landmarks. The objective of the school environment should be to present it as an unrestrictive and safe space, employing resources effectively to facilitate efficient learning for these students.

2.8.3   Teachers

Educational institutions rely on a diverse workforce to achieve their goals. Nel et al. (2011) highlight that human resources in schools encompass teachers and other staff members who play crucial roles in the educational process. Barni, Russo, and Danioni (2018) define a teacher as an individual responsible for educating others across various educational

levels, both formally and informally. Mncube et al. (2021) emphasize that factors like teachers' tenure, participation in training, and educational background impact students' academic success.

It is essential for educators to develop skills in teaching and engaging with visually impaired learners to ensure their inclusion in the educational environment. Teachers hold significant authority in educational settings due to their ability to impart knowledge to students. Sefotho et al. (2020) stress the importance of well-qualified teachers who possess subject knowledge, effective communication skills, pedagogical expertise, and the ability to adapt teaching methods to meet individual student needs. Salisburg (2008) suggests that teachers working with visually impaired students should understand their unique strengths, including their heightened senses, to enhance the learning experience.

Competent teachers are pivotal in creating an equitable learning environment for all students. Inadequate knowledge and skills among teachers in educating visually impaired students can hinder their academic progress. Barni et al. (2018) underscore the crucial role of teachers as primary influencers in students' development, given the significant time spent together in school. Sefotho et al. (2020) highlight that teachers' experiences and attitudes impact not only students but also colleagues and the broader community. To support visually impaired learners effectively, teachers must receive comprehensive training to serve as knowledgeable educators and as providers of specialised support services for students with special needs.

2.9   STRATEGIES IN ENHANCING TEACHERS' SELF-EFFICACY

2.9.1   Teacher training-development initiatives

Magnano et al. (2017) proposed a capacity-building program to enhance teachers' self-efficacy, involving counselors to assist teachers in managing stress, workplace issues, and promoting emotional intelligence. Providing teachers with this support could enable them to share these skills with visually impaired students. Nel et al. (2011) emphasised

that capacity-building initiatives like in-service training can enhance teachers' skills and effectiveness. Programs such as counseling services, teacher training, and professional development workshops can boost teachers' confidence by equipping them with innovative teaching methods to support visually impaired students.

2.9.2   Workplace conditions

The work environment can be a determining factor in achieving effective work-based outcomes. According to Caprara et al. (2011), improving teachers' working conditions, such as providing adequate teaching-learning facilities and instituting welfare programs, can improve their self-efficacy. Ongoing programs aimed at enhancing teachers' professionalism and increasing their work effectiveness can be initiated in special school settings to stimulate their desire to support visually impaired learners. Self-efficacy is a personal resource factor that can protect teachers from work stress; therefore, improving their workspaces can uplift and inspire them to operate effectively to benefit all learners (Caprara et al., 2011).

Other researchers identified job satisfaction as another factor influencing teachers' self-efficacy (Bardi & Schwartz, 2003), owing to working environments where individuals spend the most time interacting with the environment and others. According to Barni et al. (2018), job satisfaction has become conflictual in several countries because of changes and challenges teachers encounter in the educational environments. For example, the deployment of CSE in South Africa demands teachers to implement the curriculum while assuming new responsibilities. They have to apply the knowledge, skills, and resources required to teach visually impaired learners; however, this can be avoided by providing relevant resources that will increase teachers' effectiveness and self-efficacy (Barni et al., 2018).

2.9.3   Compensation

Adequate compensation can positively influence teachers' self-efficacy and job performance. Research suggests that improved financial incentives and salary increases for more qualified teachers can motivate them to perform their duties more effectively (Caprara et al., 2003). This aligns with the broader understanding that adequate compensation can positively influence job satisfaction and performance across various professions. Additionally, if teachers are adequately compensated, they become more productive at work, especially those whose motivation to teach productively is linked to more money. Special education teachers or specialists engaging with visually impaired learners should be compensated better to motivate them, as their work requires more time and attention for learners to make significant progress at school. This can cultivate a positive attitude among teachers towards working with visually impaired students, encouraging them to be innovative and creative (Caprara et al., 2003). Increasing compensation for teachers interacting with LVI can benefit their work performance, which in turn influences their self-efficacy and contributes to higher academic achievement for students.

2.9.4   Democratic leadership

Winn et al. (2021) highlighted that the leadership style plays a significant role in motivating teachers to perform effectively. The way administrators supervise teachers influences how teachers perceive their capabilities in carrying out their duties. Roth et al. (2007) emphasized that involving teachers in decision-making and other school activities boosts their motivation by making them feel heard and fostering their self-efficacy. By engaging teachers in leadership roles and encouraging their participation in school-recommended activities, principals can nurture a genuine sense of ownership among teachers, recognising them as key stakeholders in their schools.

2.10 BANDURA'S SELF-EFFICACY THEORY

The study utilised Bandura's (1982) theory of self-efficacy as a framework to interpret the findings. Bandura's theory posits that self-efficacy refers to an individual's belief in their capability to successfully perform a specific task. Understanding the concept of self-efficacy is crucial when teaching CSE to LVI (Padelsky, 2024).

The following are some notable features of Bandura's theory of self-efficacy that pertain to CSE instruction (Smith-Wellington, 2023):

- Definition of Self-Efficacy: Self-efficacy is the sense of confidence a teacher has in their ability to effectively cultivate learning among learners. In the context of CSE, it refers to a teacher's confidence in their capacity to provide sensitive and factual knowledge about sexual and reproductive health.

- Difficulties in Teaching CSE to LVI: Teachers tasked with instructing students in computer science confront several difficulties, particularly when assisting LVI. These difficulties include recognising contextual realities, modifying teaching strategies, and comprehending the specific requirements of LVI.

- Elements affecting CSE Self-efficacy:

  Cognitive circumstances: Teachers' self-efficacy is influenced by their proficiency with CSE material, their comprehension of a range of problems, and their awareness of contextual circumstances.

  Behavioural Factors: Learner growth can be aided or hindered by didactic teaching styles and prescriptive strategies.

  Environmental Factors: The sociocultural setting, the school atmosphere, and the resources that are accessible all have an impact.

- Professional development and achieving goals: Ongoing professional development is beneficial for teachers teaching CSE.

  Increasing self-efficacy can result in higher learner engagement and sexuality education delivery.

The theory of teacher self-efficacy is based on Bandura's social cognitive theory, which identifies four primary sources that influence an individual's self-efficacy beliefs (Alsharari, 2020):

1. **Performance Accomplishments**: An individual's past successes and failures in performing a task can shape their beliefs about their capabilities.

2. **Vicarious Experiences**: Observing others successfully performing a task can increase an individual's belief in their own ability to accomplish the same task.

3. **Social Persuasion**: Encouragement and feedback from others can positively or negatively impact an individual's self-efficacy.

4. **Emotional and Physiological States**: An individual's emotional and physiological reactions to a task can influence their self-efficacy beliefs.

These four sources of self-efficacy are represented in Figure 2.1, which was developed from Bandura's social cognitive theory (Alsharari, 2020).
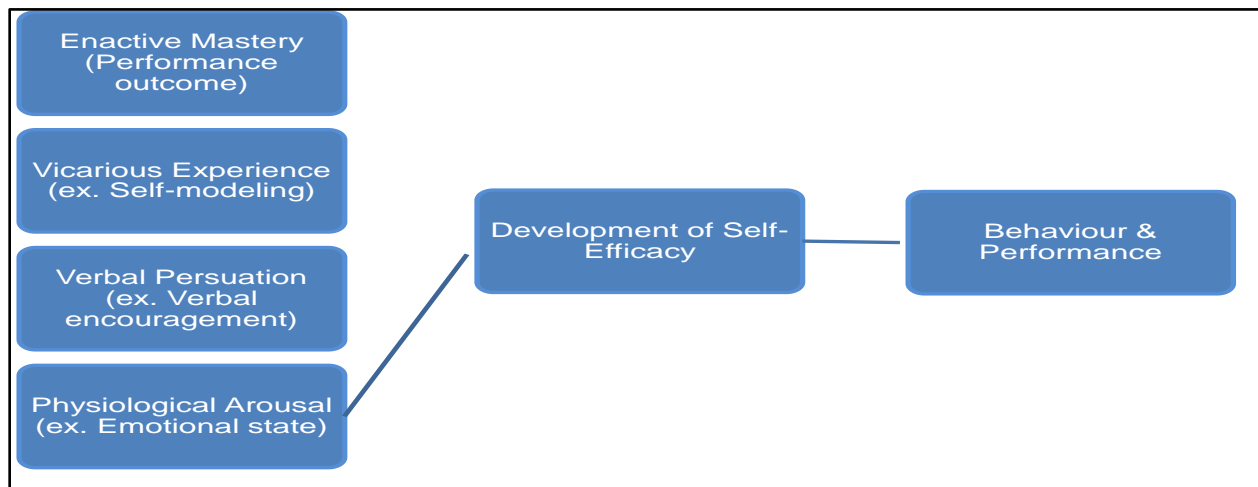
Figure 2.1:   Self-efficacy sources (Bandura, 1977)

2.10.1 Self-efficacy sources

Albert Bandura's self-efficacy theory, which was developed from his social cognitive theory, posits that an individual's task performance is impacted by their self-efficacy beliefs (Barnett, 2014; Bandura, 2017; Lopez-Garrido, 2023). Successful performances boost an individual's confidence, while consistent disappointments decrease it (Mathisen & Bronnick, 2009). Self-efficacy refers to an individual's belief in their ability and confidence to manage and perform the behaviors required to produce specific skills (Mathisen & Bronnick, 2009; Barnett, 2014).Bandura emphasizes the importance of self-efficacy beliefs because they are central to human functioning (Bandura, 2017). Therefore, it is crucial for individuals, such as teachers, to acquire not only the necessary skills and knowledge, but also the self-efficacy beliefs that enable them to effectively conduct their tasks (Bandura, 2017; Lopez-Garrido, 2023).

According to social cognitive theory, an individual's experience can influence their ability to perform a task. This includes both mastery experience, where the individual successfully completes the task, and actual task performance. When a teacher meets the educational needs of learners with visual impairments and engages them in the instructional process, it can allow them to interact with the content. However, Bandura emphasizes that failure to complete a task can also make an individual question their belief in their own ability to succeed.

Second, Bandura (1982) remarks that a person's self-efficacy could be developed by watching others perform and comparing them to oneself. Teachers can observe other, more knowledgeable people to master activities and enhance self-efficacy. Observing others fail, regardless of how hard they try, usually lowers an individual's estimation of their ability (Bandura, 1995). Repeating activities, irrespective of success or failure, can help teachers reflect on what they can do better than what they observed to improve their teaching practices.

Bandura (1982) affirms that self-efficacy is influenced by the degree of encouragement or discouragement an individual receives about their abilities or performance. Teachers are believed to be able to assist learners based on their behavior, influenced by their emotional state, especially in challenging circumstances (Barni et al., 2018). The effectiveness of teaching visually impaired students can be demonstrated by how teachers interact with them, irrespective of their emotional condition.

According to Bandura's social cognitive theory, people's self-efficacy beliefs are influenced by several key sources (American Psychological Association, 2009; Artino, 2012; Graham, 2022). These include their emotional arousal and physiological states, such as the sensations they experience from their bodies during performance (Graham, 2022). Additionally, verbal persuasion from others, such as encouragement, can enhance a person's confidence (American Psychological Association, 2009; Graham, 2022). Bandura also identified mastery experiences and vicarious experiences as two other important sources of self-efficacy (Artino, 2012; Graham, 2022). These diverse modes of influence can increase and strengthen an individual's self-perception of efficacy (Graham, 2022). In the context of teaching comprehensive sexuality education (CSE) to learners with visual impairments (LVI), teachers' self-efficacy may be influenced by factors such as their experience and training in delivering the curriculum (Eckard, 2023). Teachers who lack guidelines or specialized training from the Department of Basic Education may feel less confident in their ability to effectively teach the CSE content to LVI (Eckard, 2023). However, observing other teachers deliver the curriculum could help these teachers develop their self-efficacy through vicarious experiences (Eckard, 2023). Additionally, a lack of knowledge, skills, and resources to teach CSE to LVI may negatively impact teachers' self-efficacy and their ability to teach the curriculum with confidence (Artino, 2012; Eckard, 2023; & Molekoa, 2024).

2.11 CONCLUSION

The literature review describes CSE while providing the policy framework supporting the deployment of CSE lessons in schools, such as the National Policy (e.g. Constitution of South Africa Act of 1996 and Children's Act 38 of 2005) and curriculum policy (e.g. the National Policy on the Prevention and Management of Learner Pregnancy in Schools and the Integrated School Health Policy) to support the rollout.

The literature review provides an overview of the policy framework supporting the implementation of comprehensive sexuality education (CSE) lessons in schools. This includes policies such as the Constitution of South Africa Act of 1996, the Children's Act 38 of 2005, the National Policy on the Prevention and Management of Learner Pregnancy in Schools, and the Integrated School Health Policy (Hague et al, 2018; Le Mat et al, 2020; NCBI, 2023a; NCBI, 2023b). The review also explores the concept of visual impairment and the teaching of CSE within special needs education. It examines the importance of teacher training and self-efficacy in delivering the CSE curriculum effectively, particularly in special school settings (Hague et al., 2018; Le Mat et al., 2020; NCBI, 2023a; NCBI, 2023b). The review highlights the significant effects of teachers' self-efficacy on their ability to provide meaningful CSE lessons to learners with visual impairments, and discusses strategies for enhancing teachers' self-efficacy (Hague, et.al, 2018; Le Mat, et.al, 2020; NCBI, 2023a; NCBI, 2023b). Overall, the literature review emphasizes the crucial role of teachers' self-efficacy in ensuring the successful implementation of CSE programs, especially in the context of special needs education (Hague, et.al, 2018; Le Mat, et.al, 2020; NCBI, 2023a; NCBI, 2023b).

The review also explored the concept of visual impairment; teaching of CSE within special needs education and CSE and the importance of teacher training and self-efficacy; the self-efficacy of teachers in special school setting; teacher competencies to deliver the CSE curriculum; significant effects of teachers' self-efficacy in special schools; strategies

in enhancing teachers' self-efficacy; and the theoretical framework. Within this literature review, teachers' self-efficacy is profound to provide meaningful lessons of CSE to LVI.

CHAPTER 3: RESEARCH DESIGN, METHODOLOGY, AND METHODS

3.1. INTRODUCTION

The primary aim of this study was to investigate the self-efficacy of teachers who provide CSE to LVI in special schools in the Free State province. The study attempted to establish whether the necessary knowledge and skills are implemented and well supported within the special school setting. It was also intriguing to determine whether there are adequate resources to sustain and support LVI teachers in enhancing their self-efficacy. The literature review confirms a lack of guidance for those teaching the CSE curriculum to LVI, which could indicate that LVI are denied age-appropriate information about their fundamental right to information about their sexual and reproductive health services, potentially influencing the effectiveness of teaching and learning in special schools (Barni et al., 2019).

This chapter presents the research design, methodologies, and methods implemented to guide the research questions. While the focus is on the research questions, it encapsulates the rationale behind the chosen research design, the comprehension of this design, and the reasons for its selection as the methodological framework. The chapter also elaborates on the sampling strategy employed. The methodology section outlines the processes involved in data collection and analysis, and their relevance to the study (Mokgolodi, 2023). The data gathered underwent a thorough examination, where comparable responses were categorized, and non-aligned data and interpretations were excluded. The focus is on the selection of the sample and the formulation of the research questions. In conclusion, the chapter addresses the credibility, ethical considerations, and limitations pertinent to this research.

3.2 RESEARCH QUESTIONS

The main research question explores:

• How prepared and assured do educators at special needs schools feel about delivering CSE to LVIs?

The main research question is further investigated by the following sub-questions:

1. According to teachers in an LVI school, what do they need concerning the required knowledge, skills, and resources to teach CSE to LVI?

2. How can teacher self-efficacy be enhanced to influence CSE teaching to LVI positively?

3.3 RESEARCH PARADIGM

The study followed an interpretive research philosophy to merge individual interests while acquiring a more profound understanding of how an individual lives their life (Cohen et al., 2018; Maree, 2016). This study maintained an interpretive epistemology and a social constructionist ontology, sustaining that reality is perceived intersubjectively based on meaning and understanding on social and experimental levels (Denzin & Lincoln, 2018; Maree, 2016). The understanding of human life can only come from within (Ngwenya, 2023). External reality cannot observe human actions (Cohen et al., 2018; Denzin & Lincoln, 2018; Maree, 2016). To understand behaviour, we need to achieve vicarious understanding. We need to observe the world through the actors' eyes performing the action (Denzin & Lincoln, 2018).

An interpretive epistemology acknowledges the complexity of the world and emphasizes that our understanding of reality is shaped by social constructs like language, consciousness, and shared meanings (Leavy, 2014). Employing the interpretive

paradigm in this research aims to comprehend the self-efficacy necessary, including knowledge, skills, and resources, for teaching CSE to LVI.

Interpretivism has advantages and challenges. The interpretivist approach produces flexible data and directs certain aspects, such as beliefs, experiences, and motivations (Denzin & Lincoln, 2018). It aims to understand social reality and provide in-depth and valuable results throughout data collection (Denzin & Lincoln, 2018).

The interpretive approach has limitations in generating broadly applicable theories, as the data collected from participants may not be entirely objective or accurate (Cohen et al., 2018). The information provided by participants can be incomplete, misleading, or inaccurate (Oliver, 2023). Individuals might perceive things differently. What one person believes might differ from the perspectives of others (Cohen et al., 2018). These potential challenges may be overcome by adopting the pluralism methodology (using varied methods in the same study to maximise validity and reliability) to realise its full potential (Denzin & Lincoln, 2018). The researcher must ensure that interviews are checked for rigour and truthfulness to avoid incomplete and inaccurate information.

The interpretivist method analysed teachers' self-efficacy in teaching CSE to LVI. It entailed investigating teachers' subjective experiences and observations of this environment. This approach emphasises the necessity of understanding the individual's observation and the social and cultural context where the experiences occurred. When teaching CSE to LVI, an interpretivist approach had to include:

- Investigating teachers' attitudes, beliefs, and opinions about their capacity to teach LVI in this topic.
- Being aware of the difficulties and challenges teachers can encounter in this setting, such as the requirement for specialised materials and methods.
- Examining how the presence of LVI affects the general dynamics of the classroom and the teachers' self-efficacy (Dempster, 2023).

- Analysing how social and cultural elements, such as perspectives on sexuality and disability, influence teachers' sense of self-efficacy.
- Examining the experiences and opinions of the educators regarding their methods and the efficiency of their lesson plans.

By using an interpretivist approach, as a researcher, I have obtained a more profound understanding of the complexity of teaching CSE to LVI and developing approaches to support and empower teachers in this setting. The interpretivist technique, which includes FGDs and interviews, effectively investigated teachers' self-efficacy in teaching CSE to LVI. I have delved into the subjective experiences, beliefs, and issues that teachers encounter in this environment by engaging them in talks and interviews. FGDs helped teachers explore their perspectives and experiences teaching CSE to LVI. FGDs enabled participatory discussions that could reveal common beliefs and concerns among teachers. Through interviews, I gained a deeper understanding of teachers' self-efficacy beliefs, their personal experiences, challenges, and teaching strategies for LVI. By employing qualitative research methods within an interpretivist framework, I have uncovered nuanced aspects of teachers' self-efficacy in teaching CSE to LVI students. This approach delved into the social, cultural, and personal factors that impact teachers' confidence and effectiveness in this educational setting.

The researcher's explanation of the theoretical frameworks used in the study provides helpful context, but could be further elaborated with more specific examples to illustrate how these concepts were applied (Smith, 2022). An interpretive epistemology focuses on understanding the subjective, socially constructed meanings that people ascribe to their experiences (Creswell & Poth, 2018). In this study, this approach allowed the researchers to conduct in-depth interviews with teachers to explore their personal perspectives, beliefs and feelings about teaching learners with visual impairment (Jones, 2020). The researchers then analyzed the interview data to identify common themes and patterns in how teachers make sense of and respond to the challenges they face (Saldana, 2021).

Additionally, the researchers situated the teachers' experiences within the broader social, cultural and institutional context of inclusive education policies and practices (Merriam & Tisdell, 2016). By adopting an interpretive lens, the researchers were able to gain rich, contextualized insights into the complex, nuanced factors shaping teachers' self-efficacy beliefs (Creswell, 2013).

A social constructionist ontology views reality as collectively produced through shared meanings and social interactions (Berger & Luckmann, 1966). In this study, this approach enabled the researchers to examine how teachers' self-efficacy is shaped by their interactions with students, colleagues, school leaders and education authorities (Bandura, 1997). The researchers also explored how cultural norms, institutional policies and resource availability within the education system influence teachers' sense of capability and confidence (Tschannen-Moran & Woolfolk Hoy, 2001). By applying a social constructionist lens, the researcher was able to understand self-efficacy as a socially negotiated construct, rather than an inherent individual trait (Pajares, 1996). This allowed the researchers to move beyond simplistic, decontextualised notions of self-efficacy and instead analyze it as a complex, dynamic phenomenon embedded within broader social and organizational dynamics (Bandura, 2001).

3.4   METHODOLOGICAL APPROACH

Brynard and Brynard (2014) describe research design as a fundamental framework for carrying out research. According to Creswell and Creswell (2018), research design is outlined as a plan and methodology for research (Murimba, 2023). Consequently, the study utilised a qualitative methodological approach to gather data and analyse the research outcomes. This qualitative method delves into teachers' self-efficacy, focusing on their perceived knowledge, skills, and resources in providing CSE to LVI.

A qualitative methodological approach focuses on collecting data through open-ended and conversational communication (Ritchie & Lewis, 2003). This explanatory method attempts to explain 'how?' and 'why?' a distinct phenomenon works (Denzin & Lincoln, 2018; Maree, 2016). The qualitative methodology focuses on people's thoughts, feelings, and actions (Denzin & Lincoln, 2018).

For this study, a qualitative methodology approach was used to understand what teachers LVI alleged they needed concerning knowledge, skills, and resources to teach the CSE curriculum to LVI; therefore, the qualitative research approach is suitable as it allows researchers to capture participants' emotions and views (Denzin & Lincoln, 2018). The study relied on a methodology of qualitative research to investigate teachers' self-efficacy in teaching CSE to LVI (Arnold, 2023). This technique enables a thorough knowledge of the subjective experiences and perspectives of teachers in this environment. In-depth interviews with teachers revealed their ideas, attitudes, and experiences teaching CSE to LVI. Organising focus group conversations among teachers enabled a collaborative study of their thoughts and experiences, showing shared attitudes and concerns.

3.5   RESEARCH DESIGN: MULTIPLE CASE STUDY

The choice of research design is crucial to ensure that it is well-suited to addressing the specific research questions (Mahomed, 2023). Consequently, the researcher must carefully examine the research objective, which is to investigate the self-efficacy (perceived knowledge, skills, and resources) of teachers providing comprehensive sexuality education (CSE) to learners with visual impairments (LVI) in special schools. The research design was selected to enable the researcher to gain a comprehensive understanding of the needs of LVI teachers in order to improve their self-efficacy. Accordingly, a case study research design was employed to examine the self-efficacy of teachers in delivering CSE curriculum to LVI in two specialised schools in the Free State province (Creswell & Poth, 2018).

Merriam (2002), Cohen et al. (2018) and Mahomed (2023) defined a case study as a detailed analysis of a specific person, organisation, institution, or community in a real-world setting. It is a qualitative study focusing on the unit of analysis rather than the concern under examination (Merriam, 2002). When creating a case study, it is critical to read and analyse the situation properly, emphasising crucial facts and identifying fundamental concerns. Remedies or changes should be presented depending on the analysis results. Case studies thoroughly understand a specific topic by diving into its complexity and nuances. They are useful in various domains, including psychology, medicine, and social sciences, because they can provide precise insight into specific circumstances.

In this research, a multiple case study approach was utilised to gain a comprehensive insight from LVI teachers regarding their requirements in terms of knowledge, skills, and resources for teaching the CSE curriculum to LVI. The study employed direct interpretation and formed a naturalistic generalization based on the findings (Leavy, 2014).

3.5.1   Strength of the case study

In a case study, the researcher can employ various research methods, establish rapport with the participants, and collect valuable information. A case study provides detailed information. Its findings are simple to understand because researchers use everyday language, allowing the findings to be understood by a wide range of people (Cohen et al., 2018). A case study thoroughly examines the circumstances, experiences, and perspectives of teachers in this educational situation. Case studies are 'realistic' (Cohen et al., 2018), practical, and engaging for the researcher and the participant. A single researcher can conduct a case study. By focusing on a particular case, the case study approach can create rich data that can be evaluated to find patterns and themes about teachers' self-efficacy in this educational context.

3.5.2 Weaknesses of the case study

The findings of a case study may not be generalised. Consequently, a case study may be considered inadequate. Its conclusions cannot be generalised because it is difficult to find similar cases; its conclusions may not apply to other situations or settings. Researchers interpret the same data inversely, implying that the researcher's emotions may affect the case study. It is limited to the specific example under consideration; it may not reflect the entire spectrum of teachers' experiences and perceptions in this educational context. Case studies take time to complete. The possibility exists of observer bias, and they are also resistant to cross-checking (Cohen et al., 2018). The case study approach is sensitive to validity challenges, including bias in researchers, bias in selection, and the validity of constructs; they are difficult to imitate.

3.6 CONTEXT OF THE STUDY

The Free State province is situated in the central region of South Africa. It shares borders with several other provinces, including the Northern Cape, Eastern Cape, North West, Mpumalanga, KwaZulu-Natal, and Gauteng, as well as the country of Lesotho (Stats SA, 2022). The province is divided into five districts: Lejweleputwa, Xhariep, Fezile Dabi, Motheo and Thabo Mofutsanyana (Stats SA, 2022) . Motheo and Thabo Mofutsanyana are the only two districts accommodating LVI.
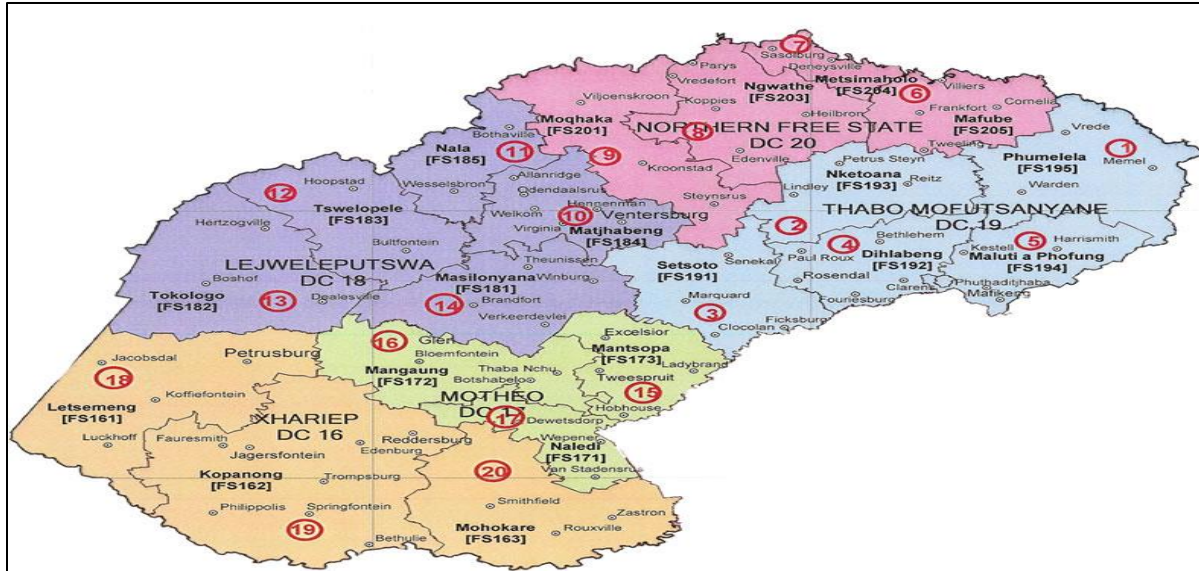
Figure 3.1:   Free State map indicating the five districts

The Free State Province in South Africa is home to two schools that cater to LVI – School A and School B (Manis, 2023a). To develop effective interventions and support services for this vulnerable population, it is crucial for policymakers, educators, and researchers to have a comprehensive understanding of the context within these schools (Pillay, 2023).

The School A is located in Phuthaditjhaba, which is part of the Thabo Mofutsanyana district. The school was established in 1974. School B is situated in Thaba Nchu, which is part of the Motheo district. According to the latest data from Statistics South Africa, the population of the Free State province was over 2.9 million people as of 2023 (Statistics SA, 2023). The population of the Motheo district was recorded as 728,260 in the 2001 census, but is estimated to have grown to approximately 790,000 as of 2021 (Monticelli, 2021). The population of the Thabo Mofutsanyana district is 736,238 people (Statistics SA, 2023).The combined population of the Motheo and Thabo Mofutsanyana districts is approximately 1.6 million, which accounts for over 52% of the total population of the Free State province (Statistics SA, 2023).

School B located in the Free State province, caters to a diverse student population of 150 LVI. The student body is composed of 60% male and 40% female students. Approximately 70% of the learners at School B receive financial assistance in the form of bursaries or scholarships, indicating that a majority of the students come from low-income families. The age range of the learners at the school spans from six to 18 years old, with a smaller proportion of adult learners participating in vocational training programs.The student body at School B is ethnically diverse, comprising students of Black, White, Coloured, and Indian origins.

School A is another educational institution in the Free State province that caters to LVI. This school has a total enrollment of 120 students, with 45% being female and 55% being male (Manis, 2023b). Similar to School B, School A serves a predominantly low-income student population, with 65% of its learners coming from families with limited financial resources (Manis, 2023b). The age distribution of the students at School A is also comparable, with most falling within the range of six to eighteen years old.The learner body at School A is diverse, representing a range of ethnic backgrounds (Manis, 2023b).

3.7   SAMPLING

McMillan and Schumacher (2013) describe a population as a group of elements, whether individuals, objects, or events, that share specific characteristics and are the focus of a research study. This collection of elements serves as the foundation for the research investigation. The population for this study included teachers of LVI in special schools across the Free State. The large number of such schools identified during the study period was seven to 10 teachers; this represents the study population.

According to Slavin (2017), a sample is described as a subset of individuals selected from a larger population to which research findings are believed to be applicable. This research utilised purposive sampling, a technique outlined by Ritchie & Lewis (2003) and Cohen et al. (2018). Purposive sampling involves selecting participants based on specific criteria

or objectives, resulting in a homogeneous group with shared characteristics and experiences related to the research focus (Ritchie & Lewis, 2003; Cohen et al., 2018).

A purposeful sampling approach was utilized to select two specialized schools catering to visually impaired students in the Free State region for inclusion in the study. This selection process involved choosing schools within close proximity to the researcher, situated in the Free State province. The sample size represented approximately 8% to 10% of all special schools for visually impaired students in South Africa. The study involved interviewing eight teachers and conducting Focus Group Discussions (FGDs) in these two selected schools using purposive sampling techniques.The primary objective of these interactions was to gather insights from the teachers regarding the knowledge, skills, and resources necessary for effectively teaching Comprehensive Sexuality Education (CSE) to learners with visual impairments (LVI) in order to enhance their self-efficacy. Additionally, the teachers were actively engaged in discussions concerning the implementation strategies as subject educators and influencers of the curriculum with regards to CSE within their respective school environments.To facilitate participation, invitations were extended via email to special schools in the Free State, accompanied by information sheets detailing the study's purpose and procedures. The Deputy Principals of both schools played a crucial role in overseeing the thorough execution of the research activities.

3.8   SAMPLE AND SITE

Sampling is typically conducted with a specific purpose in mind (Ritchie & Lewis, 2003; Cohen et al., 2018). In this study, the participants were selected based on their ability to contribute to the research objectives (McCordBrock, 2023). The participants were purposefully chosen based on their knowledge and characteristics, including the following criteria:

- Participants were LVI teachers in two special schools located in the Free State province of South Africa.

- Participants were able to communicate in English (van der Merwe, 2023).

- Participants voluntarily agreed to take part in the study and provided informed consent (van der Merwe, 2023).

- (i) 6-10 LVI teachers must be able to attend three hours or more FGDs

- (ii) Teachers of LVI must participate in an interview at school before or after school hours

Discussions were conducted in English. The sample criteria did not extend to include race and gender to widen potential sampling.

Table 3.1: Participants' demographics

Province	Participants	Age	Level of education	Years of experience teaching LS/LO	Rank	Grades
FS						
School A	Teacher 1	31-40	BA, PGCE, PGDIP	5yrs	PL1	10-12
	Teacher 2	41-50	PTD (SP), ABET, BEd Hons, ACE	15yrs	PL1	4-6
	Teacher 3	31-40	BEd Hons	5yrs	PL1	7-12
	Teacher 4	31-40	Higher Qualification	5yrs	PL1	4-5
School B	Teacher 1	41-50	UDES, ACE	9yrs	PL1	10-12
	Teacher 2	20-30	PGCE	3yrs	PL1	7-12

Province	Participants	Age	Level of education	Years of experience teaching LS/LO	Rank	Grades
	Teacher 3	31-40	BEd Bachelors	5yrs	PL1	4-6
	Teacher 4	31-40	BEd Hons	6yrs	PL1	5-6

Key table

- PL 1: Post-Level 1 Educator
- FS: Free State
- BA: Bachelor of Arts degree
- PGDIP: Postgraduate Diploma
- BEd Hons: Bachelor of Education
- PTD (SP): Primary Teaching Diploma
- ACE: Advanced Certificate in Education
- UDES: Undergraduate Diploma in Education
- PGCE: Postgraduate Certificate in Education

Regarding their teaching staff composition, both institutions combine experienced and novice teachers, each with varying levels of preparation and proficiency in teaching LVI. In terms of their teaching staff composition, both School A and School B employ a mix of seasoned and new teachers, each with different levels of readiness and skill in instructing students with LVI. The instructors at these schools have a range of experience in teaching students with visual impairments and come from varied backgrounds (Manis, 2023b).

Table 3.2: Frequency and percentage of teachers' ages

Age	Frequency	Per cent
20 – 30	01	12.5
31 – 40	05	62.5
41 – 50	2	25
51 -60	0	0
Total	**08**	**100%**

Table 3.2 emphasises participants' ages, indicating that the highest number of participants were between 31 and 40 (62.5%), and the least number of the participants were between the ages of 20 and 30 (12.5%).

Table 3.3: Frequency and percentage of teachers' qualifications

Qualification	Frequency	Per cent
Diploma/BEd	02	25%
Post-Graduation Qualifications	06	75%
Total	**08**	**100%**

Table 3.3 emphasises the qualifications of the participants, which indicates that most participants possess post-graduation qualifications (75%) and 25% an Education Diploma or BEd degree.

Table 3.4: Frequency and percentage of teachers' experience

Experience	Frequency	Per cent
0-5	05	62.5%
6-10	02	25%
11-15	01	12.5%
Total	**08**	**100%**

Table 3.4 emphasises the frequency and percentage of participants' experiences. Most participants (62.5%) had experience between 0 to 5 years, while 12.5% had experience between 11 to 15 years.

Table 3.5:   Frequency and percentage of teachers' ranks (positions)

Rank	Frequency	Per cent
Post-Level 1	08	100%
Post-Level 2-4	0	-
Total	**08**	**100%**

Table 3.5 emphasises the position in rank of the participants, which indicates that 100% majority are Post-level 1 educators.

The participants were scheduled for individual interviews and focus group discussions at a convenient date and time. An interview guide was utilised to facilitate the discussions. The informed consent form was thoroughly explained to the potential participants in a language they could easily comprehend.The selected teachers represented both primary and secondary school levels. Fortunately, all educational phases were represented by volunteers who agreed to take part in the study.

3.9   DATA COLLECTION

Creswell and Creswell (2018) talk about different data collection techniques. These include an individual's personal account of experiences, introspective experiences, interviews with individuals, observations made by the researcher or team members present during research activities & events as well as written documents such as transcripts; photographs taken to document important moments in time for analysis purposes later on while also including historical information where relevant. I contacted one school distant from my vicinity through email, WhatsApp messenger and telephone

to secure an appointment from potential participants. I met these potential participants on the day of the study and invited them to participate. I explained the purpose and aim of the study, ensuring that they are informed of the details of the study. I also provided them with the participant information sheet before data collection. Once the participants agreed to participate, I negotiated a time and convenient venue to meet and conduct the discussion and interview with the members of the school management teams of both LVI schools.

Qualitative data was generated from the FGDs and interviews (Howitt, 2016). Discussions were conducted per school in the province per education district identified. The discussions were conducted at a public venue close to each participant, ensuring participants' convenience. The staffroom and the boardroom were used as convenient venues for the participants of these two special schools for the Blind in Free State. Interviews were conducted in the afternoon to respect teachers' tuition time.

3.9.1 Focus group discussions

The researcher selected focus group discussions as a data collection method to facilitate open dialogue on the research objectives. Creswell (2012) suggests that in qualitative research, assembling a group of individuals with similar characteristics can lead to valuable insights during discussions. The study employed a focus group to review draft schedules, aiming to streamline the process while benefiting from group input (see Appendices A and B for details).

The focus group schedule provided a structured framework for the participants' discussion sessions (Mhlongo, 2017). The focus groups consisted of four teachers each. Each round or session lasted for one hour and 30 minutes. According to Mhlongo (2017), a group size of 6-12 participants is optimal as it saves time and allows the researcher to gather substantial information efficiently. The researcher conducted the first group of four participants for data collection on August 3, 2023, and the final group of another four on

September 28, 2023. The locations were well-suited for the LVI teachers and the researcher as they were quiet and facilitated effective conversation. All participants were asked comparable questions, and the researcher took field notes throughout the data collection process for recording and reflection (Gomez, 2016). In a less controlled and more flexible environment, a group can communicate their observations and discuss issues in greater depth (Liamputtong, 2011).

FGDs offer valuable benefits, advancing the exchange of ideas and experiences among participants. These advantages include:

- Diverse perspectives: Teachers can share varied perspectives, enhancing learners' understanding of CSE challenges and solutions (Denzin & Lincoln, 2018).
- Dynamic exchanges: Participants engage in lively discussions and participatory debates. The group dynamic encourages spontaneous responses, revealing nuances that may not surface in one-on-one interviews.
- Time efficiency: FGDs are more time-efficient than individual interviews. Multiple teachers contribute data simultaneously, creating a collaborative learning environment.
- Cultural exploration: FGDs allow for the exploration of cultural norms, shared experiences, and conventions critical for successful CSE (Denzin & Lincoln, 2018).

FGDs have their drawbacks. These include:

- Power dynamics: Interactions and group dynamics can sometimes silence certain voices while elevating others.
- Personality influence: Strong personalities within the group may distort discussions and affect the outcomes.
- Social desirability bias can influence participants to offer responses that align with social norms or avoid potential repercussions. This phenomenon is especially

significant in discussions involving sensitive subjects like sexuality education (Smith, 2018).

- Limited generalisation: Although FGDs offer comprehensive insights, their results may not apply universally to all situations. Context-specific findings may not fully represent all teachers' perspectives.

- Moderator influence: The moderator significantly shapes the FGD. Skilful moderation is essential for balanced conversations.

- Logistical challenges: Planning FGDs involves logistics, such as location setup, scheduling, and managing group dynamics. Ensuring participation of visually impaired teachers may require additional modifications (Howitt, 2016).

3.9.2   Interviews

Interviews were utilized to gather information from teacher participants (Muller, 2023). According to Creswell (2015), semi-structured interviews involve predetermined questions developed to initiate engagement with the participants and include opportunities to ask probing questions based on the participants' responses. Probing questions are typically questions pursuing clarification from participants, additional information about what they have said, or new lines of engagement based on their responses. Each participant interviewed in this study comments with a brief introduction to the study, confirmation that the participant understood the research and their role and rights to participate, and whether they will proceed with the interviews.

The participants were asked if the interview could be recorded once more. Following the completion of the introductory phase of the interview, the researcher used predetermined questions to initiate the interview process, and based on what they said, they were directed questions to acquire a more profound understanding of the teaching experiences or to pursue clarity through examples, of what they meant. The interviews lasted 20 to 30 minutes. The interviews were conducted to bridge the divergences in the study. This data collection method enabled the researcher to elicit participant reflection on some

observations made during the interview process. The face-to-face interviews with participants were one-time events (Gomez, 2016).

I ensured all relevant procedures were followed when interviewing teachers on their self-efficacy in teaching CSE to LVI. I had to choose the teachers I wanted to interview based on the study question and available resources. A structured interview guide was developed with open-ended questions to investigate teachers' self-efficacy attitudes, experiences, and obstacles in this educational context. Teachers were chosen from both schools based on their comprehensive feedback during group discussions. Individual interviews were organised with the participating teachers, ensuring a comfortable and confidential environment for the interviews. Interview recordings were transcribed, and qualitative data analysis approaches were employed to discover patterns and themes about teachers' self-efficacy in this educational setting.

Semi-structured interviews yield valuable insights into educating LVI about CSE. When choosing this approach, researchers must weigh its benefits against drawbacks and consider study objectives:

- Blend of methods: Semi-structured interviews combine structured and unstructured elements. Researchers follow a broad framework while allowing spontaneous exploration. This flexibility enables a more profound understanding of participants' perspectives and emotions.
- Open-ended questions: Participants scrutinise their experiences using open-ended questions. Researchers uncover rich and complex information about CSE methods, challenges, and perspectives.
- Participant voices: Semi-structured interviews prioritise participant perspectives. Teachers share distinct insights, providing essential context and understanding of CSE intricacies for LVI.

- Comprehensive exploration: Researchers can examine beliefs, motives, and emotions—an all-encompassing strategy for thorough subject comprehension (Howitt, 2016).

Semi-structured interviews have several drawbacks:

- Time-consuming: Conducting semi-structured interviews can be time intensive. Scheduling, transcribing recordings, and meticulous data analysis all contribute to this challenge. Balancing time constraints, especially in large-scale studies, can be problematic.
- Interviewer bias: Despite the method's flexibility, interviewers' biases can inadvertently influence outcomes. Their question selection, tone, and follow-up prompts may influence participants' responses. Researchers must remain aware of their own biases.
- Complex data analysis: While semi-structured interviews yield rich data, interpreting open-ended responses presents difficulties. Researchers need expertise and rigour to code and categorise diverse narratives effectively.
- Limited generalisability: Insights from semi-structured interviews may not universally apply. Each participant's unique background and experiences make extrapolating findings to larger populations challenging (Leavy, 2014).

The researcher conducted all the FGDs and interviews. The researcher should assume the function of the facilitator for the study as the understanding and interpreting of data facilitated through direct experience supports and adds depth to the analysis of raw data (Howitt, 2016). The researcher, therefore, has thorough knowledge of the data, which leads to a more informed analysis (Howitt, 2016). This thorough knowledge of data emanates from the facilitator's awareness of nonverbal aspects collected during the discussion processes, such as facial expression and tone of voice while discussing certain issues (Howitt, 2016). Engaging in the process of transcription can help the

researcher develop a more comprehensive understanding of the data, going beyond the mere written transcript and facilitating deeper immersion in the research material (Howitt, 2016). Each Discussion was documented using audio recording and transcribed verbatim to capture all participants' responses (Howitt, 2016). The password-protected computer file was used to store, recover, read, and process data.

3.10   DATA ANALYSIS

Qualitative data analysis involves dissecting data to interpret participant responses and then synthesising it to create a summary (Creswell, 2015). During and after collecting data, a researcher must understand the information supplied by study participants. This study analysed data by drawing interpretations to it, summarising and explaining it in words to respond to the research questions on teaching CSE curriculum to LVI (Creswell, 2015).

his study employed an inductive thematic analysis approach to examine the qualitative data collected (Moosa, 2023). Inductive thematic analysis involves various methods for organizing the information into several meaningful themes or descriptive categories (Howitt, 2016). It is better conceived as a strategy for analysing data to produce rich, detailed data (Howitt, 2016). This study followed the six phases of the analytic process involved in thematic analysis without sequential order (Willig & Rogers, 2017); therefore, the researcher observed the phases delineated in Figure 3.2 by Clarke and Braun (2017) when analysing the data.

Phase 1: Familiarising with Data

Phase 2: Generate Coding

Phase 3:Constructing Themes

Phase: Reviewing Potential Themes

Phase 5: Defining and naming Themes

Phase 6: Producing the Report
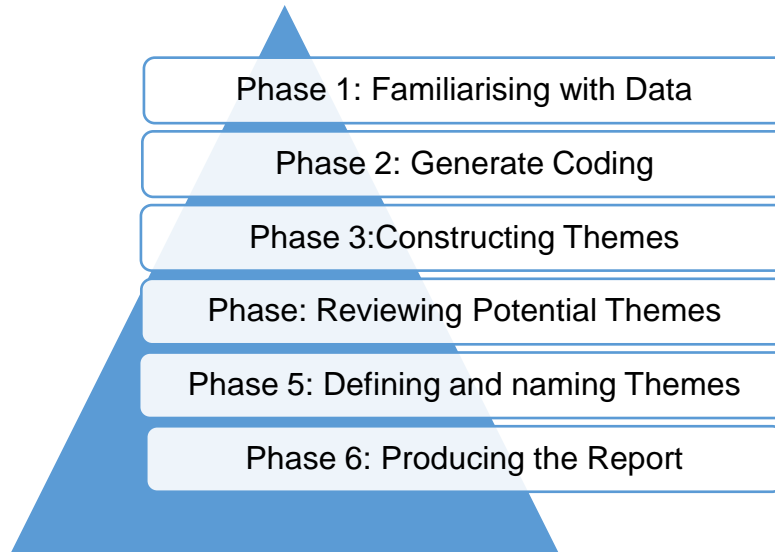
Figure 3.2:   Phases of thematic analysis (Ayob, 2024)

The research process involved several key phases (Willig & Rogers, 2017). Phase 1 focused on familiarising the researcher with the data. The data collected from the interviews with teachers should be transcribed verbatim, ensuring that the original words and phrases are preserved. This step helps in maintaining the integrity of the data and allows for accurate coding and analysis. This involved the researcher working quietly in their office, repeatedly listening to the audio-recorded discussions and ensuring accuracy when transcribing the data (Willig & Rogers, 2017). In Phase 2, The researcher should start by reading through the transcripts multiple times to gain a deeper understanding of the data. Initial codes are then applied to the data by identifying key words, phrases, and sentences that capture the essence of the participants' experiences. These codes should be descriptive and concise, focusing on the main ideas and themes. The researcher generated data by dissecting the information, identifying ideas and patterns, and extracting and categorising the data to discover areas of interest (Willig & Rogers, 2017). Phase 3 involved the researcher developing draft versions of themes, grouping codes into themes and subthemes to uncover the meaning of the findings. The initial codes are then organised into a coding framework. This framework serves as a guide for further

coding and analysis. The framework should include categories and subcategories that capture the main themes and sub-themes (Willig & Rogers, 2017). During Phase 4, the researcher should then apply the coding framework to the data, assigning codes to specific sections or paragraphs of the transcripts. This process involves repeatedly reading and re-reading the data, refining the codes, and ensuring that they accurately capture the themes and patterns. The researcher refined the themes, ensuring they did not overlap, joining them into a single theme, or separating them into subthemes if they overlapped (Willig & Rogers, 2017). Phase 5 involved the researcher defining and naming the themes. The researcher should identify the main themes and sub-themes that emerge from the data. These themes should be descriptive and meaningful, capturing the essence of the participants' experiences, and Phase 6 the identified themes should be validated by returning to the data and ensuring that they accurately reflect the participants' experiences (Willig & Rogers, 2017). The researcher had to avoid using discussion questions as themes and instead focus on summarising and organizing the data (Willig & Rogers, 2017). The researcher attempted to understand what the participants discussed and then attached meaning within the patterns and extracted themes. These subsequent themes emerged from an inductive thematic analysis of teachers' self-efficacy in teaching CSE to LVI:

- The literature highlights the importance of providing appropriate teacher training and professional development opportunities to enhance educators' self-efficacy in teaching CSE to LVI (Sharma et al., 2018; Yadav et al., 2021). This includes inclusive educations practices, specialised training, and cultural and religious considerations (Sharma et al., 2018; Yadav et al., 2021).

- Teachers' observations and ideas regarding sex education can affect their self-efficacy in teaching CSE to LVI. This includes their observations on the relevance and effectiveness of inclusive education and their cultural and religious beliefs and attitudes towards sensitive themes.

- Collaboration and support: Working with professionals, such as school psychologists and early childhood educators, and incorporating parents and the community can help teachers develop and execute suitable CSE strategies for LVI, increasing their self-efficacy.

The themes indicate that increasing teachers' self-efficacy in teaching CSE to LVI requires a multifaceted approach that involves training, support, collaboration, and directing cultural and religious concerns.

Inductive thematic analysis is a powerful tool for uncovering themes and patterns in data. However, it is not without its limitations. One significant limitation is subjectivity, where the researcher's interpretation and analysis of the data can be influenced by personal biases, potentially leading to biased results. Additionally, the quality of the data collected can significantly impact the accuracy and reliability of the analysis. Poor data quality can result in inaccurate or incomplete themes, which can undermine the validity of the findings. Another limitation is the time-consuming nature of the process. Inductive thematic analysis requires extensive reading and re-reading of the data, which can be a laborious and time-intensive task. Furthermore, the process is resource-intensive, requiring significant time, expertise, and software for coding and analysis.

To address these limitations, it is essential for researchers to take several steps. First, ensuring data quality is crucial. This includes collecting clear and concise transcripts that are free from errors and inconsistencies. Second, using multiple researchers for the analysis can help reduce subjectivity and increase the reliability of the results. This collaborative approach can provide a more comprehensive and balanced view of the data. Utilising software tools for coding and analysis can also streamline the process and improve efficiency. These tools can automate tasks such as coding and data organization, freeing up the researcher to focus on higher-level analysis and interpretation. Finally, documenting the entire process, including the coding framework, initial codes, and theme identification, is vital. This helps ensure transparency and reproducibility, allowing other

researchers to replicate the study and verify the findings. By acknowledging and addressing these limitations, researchers can increase the validity and reliability of their findings, ultimately contributing to more robust and meaningful research outcomes.

3.11 TRUSTWORTHINESS

The credibility of a researcher's discoveries is characterized as 'believability' (Creswell & Poth, 2018), a critical aspect in qualitative research. McMillan & Schumacher (2013) outline four key criteria for trustworthiness in qualitative research:

- Credibility
- Dependability
- Confirmability
- Transferability

As highlighted by Creswell and Creswell (2018), establishing trustworthiness is essential for the credibility of findings and interpretations. The manner in which data is gathered and analysed significantly influences this, as emphasized by Howitt (2016).

3.11.1 Credibility

Credibility in qualitative research is achieved through the use of specific procedures to verify the accuracy of the findings (Creswell & Creswell, 2018). One such procedure is "member checking", which involves testing the data with the relevant human data sources to determine its credibility (McMillan & Schumacher, 2013). When qualitative researchers refer to research validity, they mean that the research findings are plausible, credible, trustworthy, and defensible (Cohen et al., 2018). The study employed various quality control procedures to ensure that the qualitative data was of high caliber:

- The researcher participated in numerous online training sessions organised by the UP.

- Interviews and focus group discussions (FGDs) were conducted.

- A high-quality voice recorder was used to transcribe every word accurately.

- Confidentiality was maintained between the interview participants and the interviewer.

- Participants were given sufficient time to complete each interview without feeling stressed, to obtain honest responses and generate high-quality data.

- According to Denzin and Lincoln (2018), the effectiveness of information gathered during an interview with teachers is predominantly influenced by the interviewer. Therefore, it was essential for the researcher to conduct high-quality interviews to achieve successful outcomes.

- The researcher devoted sufficient time to recording and transcribing the semi-structured interviews, which enabled them to acquire a profound grasp of self-efficacy and hypothetical constructs in this study.

- Thorough and diligent examination of the semi-structured interviews using a systematic approach:
  - Verbatim transcriptions of audio-recorded interviews will be produced in the language preferred by the interviewee, either English or another official South African language, to maintain authenticity.
  - Any other language transcriptions were translated accurately by a professional translator
  - The recordings and transcriptions were double-checked by the researcher for obvious mistakes
  - Data engagement and encoding
  - The researcher stayed open-minded by combining and assimilating the data, while remaining watchful for any unexpected or atypical trends.

3.11.2 Dependability

Ensuring dependability in qualitative research necessitates consistency in the approach employed by researchers across various projects, as highlighted by Leavy (2014). Research indicates that utilizing semi-structured interviews yields comparable and consistent qualitative data, as noted by Creswell and Creswell (2018). To guarantee the reliability of semi-structured interviews in the qualitative component, specific measures were implemented:

- Verification of transcriptions of recorded interviews to rectify any transcription errors.
- Diligent application of principles to maintain trustworthiness and prevent any deviation or alteration in code definition or meaning during the coding process.

3.11.3 Confirmability

Confirmability, synonymous with neutrality or objectivity, is ensured through methodology, as emphasized by Denzin and Lincoln (2018). Creswell and Creswell (2018) advocate for clear, transparent methods that are open to public scrutiny and replicability to uphold objectivity. Adhering to these principles in the study effectively mitigated the researcher's biases.

3.11.4 Transferability

Transferability refers to the applicability of qualitative research findings in different contexts, as described by Willig and Rogers (2017). In this study, transferability was achieved by providing a comprehensive description of both the sample and the context, following the approach outlined by Willig and Rogers (2017). The study participants were selected from South African special schools within a specific province to enhance transferability.

3.12 REFLEXIVITY

Through reflexivity, I scrutinized myself during the course of my research to acknowledge and diminish any biases. Before and after conducting interviews, I reflected on my experiences in order to keep track of potential bias by noting it down in field notes. To avoid leading participants towards a certain response, I carefully reviewed all questions beforehand. Throughout the data collection process, documentation was crucial as it allowed me to both observe participant actions while also contextualizing their responses more accurately for analysis later on.

Despite the prevalence of my research topic on CSE for LVI in special schools, I found it difficult to grasp the expectations and approach for crafting a comprehensive literature review. When I thought about the study, I became frustrated. The thought of quitting at such an early stage crossed my mind. I kept in touch with my supervisor and attempted to determine better ways to tackle the study topic. As I delved deeper into research textbooks, articles and journals while attending training sessions, my confidence in the subject grew stronger. Although citing and referencing proved to be a challenge that sapped me of energy. Balancing both work and study wasn't effortless; nevertheless, as an unwavering learner determined to succeed, I acted on feedback from supervisors and critical readers for necessary modifications. Remarkably enough, all assignments were approved leading up to the presentation of my proposal with anticipation.

Creswell and Poth (2018) suggest that qualitative research involves interpretation because researchers actively engage with participants throughout the research process. As a former school-based teacher, departmental head for life skills as well as the school-based support team (SBST), my previous experience helped me stay committed to achieving my personal goal (Moleloa, 2024). I focused on completing research while considering various factors such as how my expertise, education, and interactions with other teachers could impact the study. Throughout this process, I made sure to actively listen without interrupting others' perspectives. My ultimate objective was enhancing CSE

curriculum LVI teachers' self-efficacy levels by leveraging these insights from all sources available in order for us together to achieve our aim successfully (Creswell & Creswell, 2018).

As you enter the school grounds, you can sense and observe that the atmosphere is unique for exceptional learners. "drive slowly" says the writing on the wall. "We have blind and deaf students". The department should increase remuneration for these teachers; their efforts will not go unrecognised. Teachers are skilled at curriculum adaptation and think that not everything can be touched; they use audio/voices to educate and are significant at improvising for their LVI. I became captivated with braille. The demonstration provided by one deputy principal at a school proved to be highly fascinating as they showcased the art of reading and writing in braille.

Teaching CSE can be a challenging and emotionally complex task for teachers. They may experience discomfort, shyness, or embarrassment when directing sensitive topics, especially if their personal or cultural beliefs consider these topics taboo. Teachers may encounter difficulties adapting materials and instructional strategies to meet the needs of LVI, which can affect their confidence and effectiveness in teaching CSE.

The extent of support furnished by school administrators, psychologists and parents can vary. Principals hold a pivotal position in forging an environment that is supportive and welcoming for educators, whilst psychologists within the precinct are instrumental in proffering supplementary direction and assistance to address exclusive necessities of LVI in CSE.

Parental involvement can also be beneficial in bridging the divergence between home and school, ensuring that learners receive consistent information. Here, parental involvement is lacking for obvious reasons: some live distant from schools, while others live in neighbouring provinces. Teaching CSE to LVI is a reflective and transformative experience for teachers. It challenges their beliefs, values, and instructional practices,

prompting them to reconsider their approaches and pursue professional development opportunities to enhance their competencies in CSE teaching.

3.13 ETHICAL CONSIDERATION

3.13.1 Approval

The Faculty of Health Sciences Research Ethics Committee at the University of Pretoria, under the reference number EDU009/21 UBISI 21-01, authorized the study to ensure adherence to ethical standards.

3.13.2 Informed consent

Prior to engaging in the semi-structured interviews and focus groups, teachers consented after being fully informed. Participation information letters were provided to the potential participants as an explanation for the study; this thoroughly explained the purpose and what was expected during the study. Participation in this study was voluntary. Participants were briefly informed while summarising the research and its purpose. The were informed on what was expected during the study. Privacy and confidentiality are fundamental human rights. Everything was processed in a strictly professional and confidential manner.

This included an audio record and direct quotations in reporting the findings. The informed consent sheet provided the following information:

- Participants may choose not to answer any question that made them feel uncomfortable
- Participants could discontinue the interview at any time and withdraw from participating before the writing and consolidation of the final report without adverse consequences
- Only the researcher and her supervisor can observe the interview transcripts

- Participant information that could not link them by name was excluded in the research report, therefore, confidentiality was ensured

- Participants will receive a written copy of their interview and can access the results of the study after the thesis has been examined.

The interviews and recordings were conducted without disclosing any personal information about the participants. The transcribed data was stored in a password-protected file on the researcher's laptop, which only they could access. If any confidential matters arose during the interview sessions, the researcher ensured the participants' anonymity and privacy at all times.

3.14   CONCLUSION

In this section, a detailed overview of the qualitative design and methodology utilised in this research is presented. It discusses the strategies for gathering data and analysing it to uncover significant discoveries and themes relevant to the study's subject. Furthermore, it addresses ethical considerations and concerns about reliability by reflecting critically on these aspects. Consequently, Chapter 4 focuses on the outcomes and themes discovered during the data analysis phase, directly connecting them to the research.

CHAPTER 4: RESULTS AND DISCUSSIONS

4.1 INTRODUCTION

This section outlines the research approach and methods used to guide the investigation. The study employed a well-structured research design and paradigm to systematically collect and analyse data. This included the selection of appropriate research strategies and styles for data gathering, as well as procedures used to generate primary information. The study utilised focus group discussions and interviews to collect data from relevant participants. The gathered information was then carefully analysed using thematic observation and coding to identify key themes and sub-themes aligned with the assessment criteria. The chapter also acknowledges any limitations encountered during the study's execution and discusses the ethical considerations that arose throughout the research process. Chapter 4 presents the findings that emerged from the data analysis. These results are illustrated using the themes and sub-themes identified through the rigorous examination of the collected information.

The chapter begins by introducing the key themes and sub-themes that will be explored in depth. The analysis draws on extensive transcript excerpts, literature references, and a theoretical framework to support the central arguments. The focus group discussions and teacher interviews reveal that self-efficacy is a dynamic and multifaceted concept. The data is presented under the emerging themes and sub-themes, which are directly aligned with the research question, aims, and objectives of the study. Three main themes emerged from the participants' perspectives on self-efficacy in teaching CSE to LVI:

1. Collaboration and support

2. Teachers' observations and ideas towards CSE

3. Teacher training and professional development in CSE for LVI

Chapter 3 delineates the data collection methods, which involved FGDs and semi-structured interviews with participants at their school. These interactions occurred in the teacher's classroom or staff room, typically during preparation periods, breaks, or after school hours. All participants were teachers responsible for teaching Life Orientation and Life Skills in Grade 4 to Grade 12, with CSE on the curriculum. The interview questions aligned with the focus group discussion schedule. Probing questions were used to extract specific, detailed data while acquiring more profound insights into participants' responses, enhancing the understanding of the topic under discussion.

4.2 DEMOGRAPHIC PROFILE OF PARTICIPANTS AND SCHOOLS (FOCUS GROUP DISCUSSIONS AND INTERVIEWS CONDUCTED)

Table 4.1. presents the demographic details of eight teachers involved in the study from two schools catering to LVI in Free State. This information includes their age, educational background, years of teaching experience, and position. The participants are categorised based on the schools they belong to, denoted by letters A and B.

Table 4.1: Participants' demographics

Demographic element	No of teacher participants	No of conducted dicussions	No of conducted interviews
Special schools	4 school A	4 School A	2 school A
	4 school B	4 school B	2 school B
Age			
20-30	1 B	1 B	1B
31-40	2 B & 3 A	2 B & 3 A	1A
41-50	1 A & 1 B	1 A & 1 B	1 A & 1 B
Qualifications			
Post-qualification degree	3 A & 3 B	3 A & 3 B	2 A & 2 B

Demographic element	No of teacher participants	No of conducted dicussions	No of conducted interviews
Junior degree	1 A & 1 B	1 A & 1 B	
Years in experience			
0-5	3 A & 2 B	3 A & 2 B	1 A & 1 B
6-10	1 A & 1 B	1 A & 1 B	1 B
11-15	1 B	1 B	1 A
Rank Post-Level 1 teacher	04 A & 04 B	04 A & 04 B	02 A & 2 B

These participants had three to 15 years of experience teaching LS and Life Orientation. The teaching of CSE to LVI is something else. They felt that though they were prepared and trained in LO and LS, with CSE, they had to start all over again; they encountered systemic barriers in delivering effective instructions. Their lack of confidence made it difficult for them to address LVI's specific needs and create appropriate activities. Even though they recognized the importance of establishing a safe learning atmosphere and ensuring that talking about sensitive CSE topics wouldn't make LVI uncomfortable, they weren't confident in their ability to do so effectively.

4.2.1 Teacher A1

Teacher A1, currently a Life Orientation teacher, brings five years of experience in teaching this subject to further education and training for LVI. Throughout her teaching career, she has also taught other subjects. She strongly felt that:

> "Teaching CSE to LVI is a taboo – it is against our belief system. For it to be part of the curriculum we have to teach it. Non-involvement of parents proves it to be true."

4.2.2 Teacher A2

Teacher A2 is an energetic female teacher who has been teaching in the intermediate phase for 15 years. She has a passion for inclusive education and special needs. She pursued further studies in special needs, earning her Advanced Certificate in Education and Bachelor of Education Honours. Her sentiments are as follows:

> "Teaching a mainstream curriculum, we are compelled to use all available assistive devices."

4.2.3 Teacher A3

Teacher A3, a young woman with over five years of teaching experience, currently instructs Life Orientation to Grade 7 to Grade12, LVI. Her insights include:

> "LVI finds these CSE topics more interesting to their liking. We work on curriculum adaptation- though our LVI cannot see what they are taught, but as they are told they quite really get the picture."

4.2.4 Teacher A4

Teacher A4, also a young woman with five years of teaching experience, currently instructs Grade 4 and Grade 5 LVI. Her statement is as follows:

> "I came here clueless on LVI. I have learnt to be descriptive in my teaching lessons to get to my LVI learners. It was very challenging. With CSE is quite difficult because I have to sometimes describe genitals. But at least they do have them – part of their bodies."

4.2.5 Teacher B1

Teacher B1, a knowledgeable woman, has been teaching Afrikaans and currently instructs Life Orientation to Grade 10 to Grade 12 students for nine years. Her perspective is as follows:

"I have taught Afrikaans for years and I love it. I was forced to teach LO and zero passion
for it. I focus more on my major than LO."

4.2.6 Teacher B2

Teacher B2, a dedicated young woman, has been teaching Grade 7 to Grade12 for three
years. Her perspective is as follows:

"In most cases LO teachers are treated as spare-wheel. Any teacher with few periods
will have this subject added to their workload."

4.2.7 Teacher A3

Teacher A3, a passionate lady with five years of teaching experience, has also majored
in the subject of Life Orientation (LO). Her perspective is as follows:

"I understand that the worlds of an LVI is dark with no visuals. I have to be more
descriptive to meet their needs. In very good and have knowledge, but no resources
available for CSE."

4.2.8 Teacher B4

Teacher B4, with eight years of teaching experience and a PGCE qualification, shared
the following perspective:

"When Subject Advisors invite us to workshops, whoever attend do not escalate the
information to relevant teachers. It is unfair that the SMT would take people who are not
even responsible for the subject to attend without giving us any feedback."

4.3   EMERGING THEMES FROM COLLECTED AND ANALYSED DATA

From the analysis of data, three themes emerged that were interconnected and intricate.

- Theme1: Collaboration and support
- Theme 2: Teachers' observations and ideas towards CSE

- Theme 3: Teacher training and professional development in CSE to LVI

Table 4.2 illustrate the emerging themes and sub-themes.

Table 4.2: Themes and sub-themes

Theme 1: Collaboration and support teaching CSE to LVI	Theme 2: Teachers' observations and ideas towards CSE to LVI	Theme 3: Teacher training and profesional development in CSE to LVI
Subtheme 1.1: Sufficient support from various stakeholders in CSE to LVI	Subtheme 2.1: Positive observations and ideas	Subtheme 3.1: Comprehensive sexuality education skills and knowledge for teachers
Subtheme 1.2: Lack of support from various stakeholders in CSE to LVI	Subtheme 2.2: Negative observations and ideas	Subtheme 3.2: Effective instructional learning resources for comprehensive sexuality education

4.4 PRESENTATION OF THEMES AND SUB-THEMES

To acquaint oneself with the data during the data collection phase, the process involved reading and revisiting written transcripts, FGDs, and interview data.

4.4.1 Theme 1: Collaboration and support in CSE to LVI

This theme observed diverse stakeholders as participants in ensuring the implementation of CSE to LVI. This theme denotes the value the stakeholders signify, which aligns providing the CSE curriculum to LVI to enhance teachers' self-efficacy. The sub-themes emphasised the function of DBE, subject specialists, and parents as support systems for teachers. It observed the values stakeholders applied in special schools in implementing

the CSE curriculum to LVI to enhance teachers' self-efficacy. Theme 1 examined how the stakeholders ensured that teachers' self-efficacy was enhanced. The table below outlines Theme 1 and its associated sub-themes, as well as the inclusion and exclusion criteria for each.

Table 4.3: Theme 1, Sub-themes, and Criteria for Inclusion and Exclusion

Theme 1: Collaboration and support in CSE to LVI		
Sub-themes	**Inclusion criteria**	**Exclusion criteria**
Subtheme 1.1: Sufficient support from various stakeholders in to LVI	Any CSE information provision and the involvement of various stakeholders	No CSE information provided and involvement of various stakeholders
Subtheme 1.2: Lack of support from various stakeholders in to LVI		

4.4.1.1   Subtheme 1.1: Sufficient support from various stakeholders in CSE to LVI

When asked what role DBE, LO/ skills subject advisers and parents play in ensuring the implementation of CSE to LVI in enhancing their self-efficacy, teachers responded that scripted lesson plans for CSE were provided; however, they only accommodate visual learners. Start-up workshops and subject adviser visits are offered to support teachers; however, the emphasis remains on broader aspects of the subject itself.

Participants demonstrated the involvement of DBE and subject advisers in assisting LVI teachers. In their responses, participants emphasised:

Teacher Participant A1: School governing body must inform parents during parents meeting to advocate CSE for our learners.

Teacher Participant B1: Because of the support from all stakeholders, such as Social Workers, nurse Occupational Therapist and adopted cop, we were able to gain access and attend to the need of our visual-impaired learners.

Teacher Participant A4: Our subject advisers are now truly involved, more transparent, and willing to assist us. If there are particular workshops and training, we are frequently included and made a part of the process.

Teacher Participant B3: I can say that the positive relationships we have with the our motivate us to go above and beyond to find the best methods to assist them in CSE.

4.4.1.2 Subtheme 1.2: Lack of support from various stakeholders in CSE to LVI

In contrast to the respondents mentioned earlier, teachers expressed disappointment with various stakeholders for lack of support provided to LVI teachers in teaching CSE. According to these teachers, their competence in teaching CSE to LVI students is insufficient due to a lack of essential skills and knowledge. Instead, they rely solely on their teaching qualifications and past experiences when directing curriculum content relevant to LVI learners. Unfortunately, most of these educators received their training in mainstream education, and the level of support from the DBE and subject advisers remains inadequate.

The parents of LVI students often live at a distance from the school. Some LVI students enrolled in these schools come from other provinces, specifically placed there because of their special needs. Consequently, parental involvement is limited, influencing the educational experience for these learners.

Teacher Participant B2: Most parents stay far from our school.

Teacher Participant B4: Parents do not want to come to part when discussing sex education to visually impaired learners. I believe parents should be honest and straightforward.

Teacher Participant A3: I believe that visually impaired learners, should receive appropriate sexual health education, that explicitly addresses the requirements of their needs.

Teacher Participant A2: Parents must play an important role in teaching their children about gender differences and appropriate sexual behaviour in their culture.

4.4.1.3   Discussion of Theme 1: Support from various stakeholders in CSE for LVI

All stakeholders have a responsibility to ensure that teachers receive gradual and appropriate support in teaching CSE to LVI students. Some LVI individuals may rely on a parent, guardian, or caretaker for assistance with daily tasks, such as bathing. These moments present an opportunity for parents to provide sex education. Parental involvement is crucial when delivering CSE to LVI learners. Parents should actively participate in the planning and execution of CSE programmes and play an essential role in teaching their children about gender differences and healthy sexual behaviour.

4.4.2   Theme 2: Teachers' observations and ideas towards CSE for LVI

This theme observed teachers' perspectives towards CSE for LVI. Table 4.4 demonstrates Theme 2's criteria for inclusion and exclusion.

Table 4.4:   Theme 2, Sub-themes, and Criteria for Inclusion and Exclusion

Theme 2: Teachers' observations and ideas towards for LVI		
Sub-themes	**Inclusion criteria**	**Exclusion criteria**
Subtheme 2.1: Positive observations and ideas		

Theme 2: Teachers' observations and ideas towards for LVI		
Sub-themes	**Inclusion criteria**	**Exclusion criteria**
Subtheme 2.2: Negative observations and ideas	Any observation from teachers in support of CSE for LVI	Any observation from teachers against CSE for LVI

4.4.2.1 Subtheme 2.1: Positive observations and ideas

During the discussion and interviews, participants expressed a sense of privilege regarding the rollout of CSE. They emphasised the importance of comprehensive training. According to them, it is crucial to teach LVI students CSE within the classroom setting. This approach would raise awareness about their bodies and advocate for parental and cultural involvement; therefore, efficient, and effective implementation of the curriculum content can be achieved. Participants believe that providing information to LVI learners will broaden their understanding and enable them to make informed decisions, contributing significantly to their community.

> **Teacher Participant A1:** More information should be given to parents and teachers about the content of the subject.

> **Teacher Participant B2:** Our learner may have challenges in gaining access to information on sexuality and relationships, and they may require specialised instruction and tools.

> **Teacher Participant A2:** Visual-impaired learners are also interested in CSE.

4.4.2.2 Subtheme 2.2: Negative observations and ideas

During the interview, participants emphasised that the lack of support, insufficient resources, inadequate skills, and limited knowledge of CSE for LVI learners adversely affected their self-efficacy. Some participants expressed that the DBE was actively promoting sexual education to students. They perceived CSE as being imposed upon

them, leaving them with no choice but to teach it. They believe that CSE, particularly for LVI students, conflicts with their cultural and moral values, considering it immoral and culturally inappropriate.

> **Teacher Participant A2:** My problem in implementing CSE it comes from my hesitant to discuss sex education owing to my cultural and religious context, that traditional sex education cannot be integrated into CSE.

> **Teacher Participant B1:** I just don't like the subject. I specialised in… so teaching this subject bores me to the core, and please do not tell on me.

> **Teacher Participant A3:** I think the CSE should be taught by NST, NS and Life Science teachers for it covers human reproduction system.

4.4.2.3 Discussion of Theme 2: Teachers' observation and idea towards CSE for LVI

Teachers do not doubt their capabilities to teach LVI. They remarked that they find teaching other subjects fascinating but difficult to implement CSE to LVI owing to inadequate skills and resources. Teachers believed significantly in themselves even though they did not possess the relevant skills and qualifications to teach LVI, as they were only trained for general education, which excluded special education. These teachers are, therefore, proud of their work; however, they feel ashamed of teaching CSE to LVI as it is against their morals. It is crucial to emphasise that not all teachers are hostile to CSE and that attitudes might differ depending on cultural, religious, and beliefs. It is also critical to offer teachers the proper training and support for them to teach CSE and resolve issues that may arise effectively.

4.4.3 Theme 3: Teacher training and professional development

The third theme highlighted the essential skills, knowledge, and resources required by educators teaching LVI in CSE. Table 4.5 outlines the Theme 2's criteria for inclusion and exclusion.

Table 4.5: Theme 3, Sub-themes, and Criteria for Inclusion and Exclusion

Theme 3: Teacher training and professional development		
Sub-themes	**Inclusion criteria**	**Exclusion criteria**
Subtheme 3.1: Comprehensive sexuality education skills and knowledge for teachers	Any skills, knowledge, and resources teachers require	Inadequate or no skills, knowledge, and resources for CSE teachers
Subtheme 3.2: Effective instructional learning resources for		

4.4.3.1 Subtheme 3.1: Comprehensive sexuality education skills and knowledge for teachers

Teachers received no formal training focusing on CSE curriculum content to accommodate LVI special needs. The majority were trained on a general mainstream curriculum. Among the sampled teacher participants, only two were further trained in special education for the general subject curriculum. Teachers do not have the required skills and feel defectively prepared to embrace the needs of LVI. While they did not question their abilities in interacting with LVI learners, they acknowledged that their skills and knowledge were insufficient for teaching CSE. Teachers perceived themselves as individuals who lacked the skills to teach CSE to LVI.

Teacher Participant A1: We were not trained on CSE especially for visual-impaired learners.

Teacher Participant B3: We should employ inclusive teaching and evaluation practices to help all our learners to learn.

Teacher Participant B4: We should also use some special strategies that are beneficial when teaching our group of learners.

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Teacher Participant A4: When constructing learning tasks of CSE, we must evaluate the quantity of expected visual material in our subject and make specific adaptations to assessment tasks.

4.4.3.2 Subtheme 3.2: Effective instructional learning resources for CSE

Teachers are forfeiting adequate resources in teaching CSE to LVI owing to cost containment in schools. These financial implications in funding the education have created a lack of learning and teaching support material, which impedes on executing effective and efficient teaching and learning CSE to LVI.

Teacher Participant B2: Learners with visual impairments will be able to participate in relationships and sexuality education in the classroom with the use of accessible resources and appropriate information.

Teacher Participant A2: There are limited LTSM [Learning and teaching support material] available for teaching sexuality education to our visual-impaired learners.

4.4.3.3 Discussion of Theme 3: Teacher training and professional development

Teachers who teach CSE to LVI should have specialised training and master the expanded curriculum content, distinguish the curriculum, and employ inclusive teaching practices. The curriculum specialists should train teachers on how to use and maintain assistive technologies. It is critical to give LVI the same CSE as their sighted counterparts while considering their special needs and providing accessible materials.

4.5   REVISITING THE SELF-EFFICACY THEORY BY BANDURAS

According to Bandura's Self-efficacy theory, self-efficacy beliefs influence goal selection, effort investment, and persistence. Limited social and physical skills, societal misconceptions about blindness, and low expectations from significant others could lead to reduced self-efficacy beliefs in LVI (Pinquart. & Pfeiffer, 2011). Bandura's Self-Efficacy theory posits that an individual's belief in their capability to perform a task significantly

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impacts their motivation, behavior, and ultimately, their success in attaining goals (Bandura, 1977; Smith-Wellington, 2023). In the context of teaching CSE to LVI in special schools, teachers' self-efficacy is critical to their ability to effectively present sensitive and significant material. Self-efficacy, on the other hand, can improve successful coping and tenacity in goal pursuit, which promotes overall life success (Pinquart. & Pfeiffer, 2011). Teachers who depend too heavily on visual methods can influence a learner's belief that they can succeed in a specific subject area. Students with visual impairments can learn the same higher-order concepts as their sighted peers if they are encouraged to employ alternative forms of investigation, such as tactile and kinesthetic methods (Farrand et al., 2018). In the realm of relationship and sexuality education, individuals with low vision impairment encounter difficulties accessing resources and content, leading to challenges. Pardo and Chan (2021) highlight this issue and propose solutions to enhance the accessibility of such education for this group. To overcome this, teachers should provide suitable transcribed materials, modify how subject is taught, and adapt classroom activities as needed (Pardo & Chan, 2021). Research indicates that individuals with greater self-efficacy demonstrate a higher tendency towards utilizing proactive teaching strategies, possess stronger belief in their ability to tackle challenging situations and exhibit increased perseverance when faced with obstacles (Tschannen-Moran & Woolfolk Hoy, 2001). This is especially crucial when teaching CSE to LVI, as it necessitates specialized knowledge and abilities to guarantee that the subject is understandable and relevant to this distinct group.

Applying Bandura's self-efficacy theory into teacher training for delivering CSE to visually learners can dramatically improve program effectiveness. Four main sources of perceived self-efficacy are outlined in self-efficacy theory: engaging in successful experiences, observing others, receiving encouragement, and managing emotional and physical states (Smith et al., 2020). By addressing these causes, teachers can gain a strong feeling of self-efficacy, which can positively enhance their motivation, vision, and teaching methods. Teachers working with LVI can generate active mastery experiences by training and

practice in teaching CSE using specialized approaches and resources adapted to LVI needs. This can boost teachers' confidence in their ability to teach CSE effectively. Peer observation and mentoring can facilitate vicarious experiences by allowing teachers to benefit from the experiences of other effective teachers who teach CSE to LVI. This can assist teachers improve self-efficacy by witnessing and learning from their peers' effective methods. School officials, colleagues, and trainers can provide verbal persuasion through constructive feedback, encouragement, and support. This can assist teachers establish a positive attitude for teaching CSE to visually impaired learners, increasing their self-efficacy. Finally, treating physiological and affective emotions can assist teachers handle the stress and anxiety that comes with teaching CSE to visually impaired students. Stress management approaches, such as mindfulness and relaxation exercises, can aid teachers in maintaining a positive mental state and increasing their self-efficacy. Finally, combining Bandura's self-efficacy theory into teacher training for teaching CSE to LVI can dramatically improve program success. Teachers have the opportunity to cultivate a robust self-belief by tackling the primary factors influencing perceived self-efficacy. This can positively influence their motivation, outlook, and instructional methods..

According to the literature, teachers' perceived self-efficacy plays a crucial role in effectively implementing inclusive education for LVI. Teachers who lack adequate support and training may experience increased stress, reduced motivation, and dissatisfaction with their work. This can negatively impact their ability to effectively teach students with visual impairments. A teacher's sense of self-efficacy, or their belief in their own capabilities, can be influenced by both physiological factors as well as their knowledge and skills in inclusive education practices. Teachers must have specialized training and resources for inclusive education, such as accessible and relevant CSE materials and procedures customized to the needs of LVI. Teachers should be prepared to create a safe and inclusive learning environment that values the diversity of students and their needs. Peer learning and including young people in the development and implementation of CSE can be excellent ways for ensuring that educational content is relevant and

tailored to their specific needs. Teachers' self-efficacy for inclusive practices is influenced by their prior experience teaching les with impairments, as well as their views toward inclusion. By addressing these four sources of self-efficacy, the teacher training program can empower educators to develop the confidence, knowledge, and skills necessary to promote inclusive education and ensure all students have equal opportunities to succeed.

In a study conducted at School A and School B, it was found that teachers who received training in teaching Comprehensive Sexuality Education (CSE) to learners with visual impairments (LVI) exhibited increased levels of self-efficacy. As a result, they demonstrated better proficiency in adapting curriculum materials, implementing appropriate teaching strategies, and fostering safe learning environments conducive to their LVI's well-being (Smith et al., 2020; Johnson, 2021; Manis, 2023). By applying Bandura's Self-Efficacy Theory to evaluate teachers' confidence in teaching CSE to LVI, teachers can identify areas where further assistance and resources are required to boost teacher confidence and competency. Providing continuing professional development opportunities, access to specialized training programs, and peer mentorship activities can assist teachers in developing their self-efficacy, thereby improving the quality of CSE delivery in special schools.

4.6 CONCLUSION

Chapter 4 presents, analyses, and discusses data obtained by two methods, indicating FGDs and interviews. Three significant themes were discovered. The first theme was support from various stakeholders, judged to be multidimensional based on how teachers are supported by parents, DBE, and subject specialists, ensuring that CSE to LVI is effectively implemented. The second theme was teachers' attitudes towards CSE to LVI; this was perceived by their misconception of the content itself and motivation to teach the subject. Last, we discussed the necessary skills, knowledge and resources that teachers

require to effectively teach CSE to LVI, which could prevent them from developing and enhancing their self-efficacy if the challenges they encounter are not eradicated.

Teachers mentioned that challenges experienced in teaching CSE to LVI were not only caused by inadequate skills and lack of assistive resources, but the training and workshops from the Department of Education (DoE) were insufficient and were not even content-specific. The introduction of qualification on visual impairment courses from UP would assist significantly. The university must ensure that the course is CSE content specific to LVI as a way of equipping teachers to enhance their self-efficacy in delivering the curriculum with much desired confidence. 0 summarises the study findings. It concludes the study by providing recommendations and suggesting future research areas.

CHAPTER 5: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter 4 discussed the presentation, analysis, and interpretation of the research findings. The results were contextualised within a theoretical framework and compared to existing literature, leading to the identification of three main themes and their corresponding sub-themes. Verbatim statements from participants, field notes made during research trips,and supporting information aided in this process. The chapter concludes by offering recommendations based on these findings as well as highlighting potential areas for future research within related fields. In order to fully understand how these themes relate back to our original research question (as outlined in Section 1.6), it is important to revisit it at this stage.

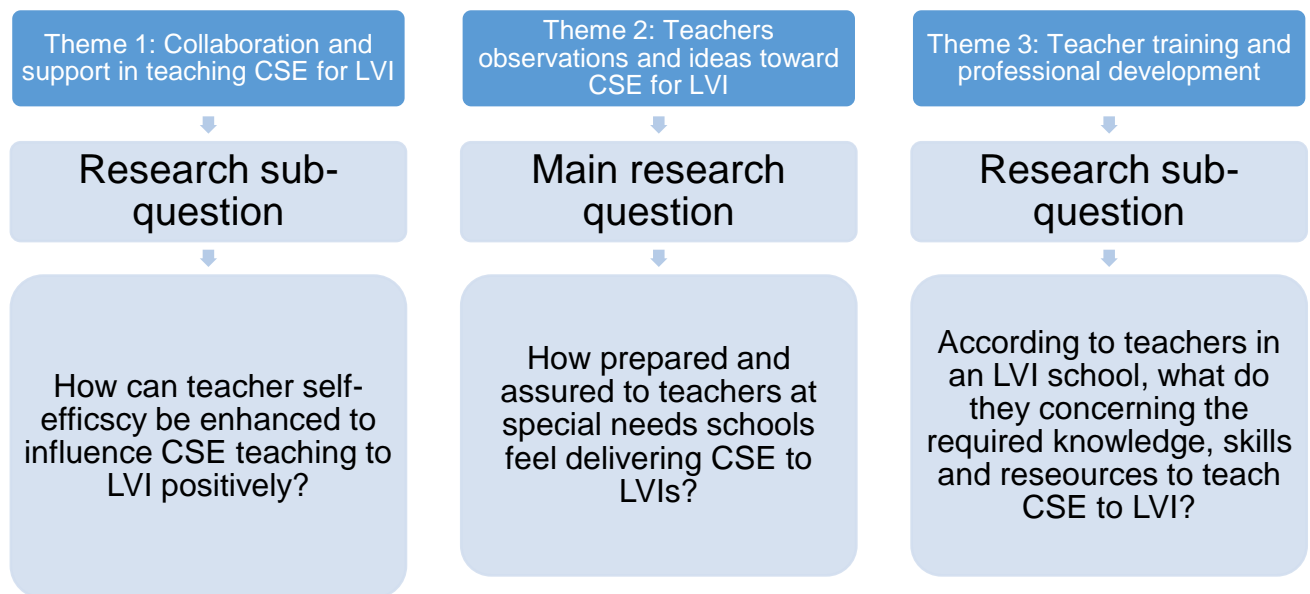| Theme 1: Collaboration and support in teaching CSE for LVI	Theme 2: Teachers observations and ideas toward CSE for LVI	Theme 3: Teacher training and professional development
Research sub-question	Main research question	Research sub-question
How can teacher self-efficscy be enhanced to influence CSE teaching to LVI positively?	How prepared and assured to teachers at special needs schools feel delivering CSE to LVIs?	According to teachers in an LVI school, what do they concerning the required knowledge, skills and reseources to teach CSE to LVI?

Figure 5.1:   The correlation between the themes and research questions

5.2 RESEARCH QUESTIONS

Responses to the research questions are briefly presented below.

The main research question:

•   How prepared and assured do educators at special needs schools feel about delivering CSE to LVIs?

Educators in special needs schools may not have felt completely prepared and self-assured when delivering CSE to students with visual impairments. Additional training and support were necessary to direct the unique requirements of LVI students. The lack of specialised resources for teaching accessible and inclusive CSE presented challenges for teachers; therefore, it became crucial to enhance teacher training, establish clear guidelines, and create a more inclusive environment. These efforts aim to empower educators, ensuring they feel confident and capable of providing high-quality CSE to students with visual impairments.

Here are some successful strategies for fostering an inclusive environment when teaching CSE:

- Utilise inclusive language and examples to ensure every student feels respected and represented.

- Foster an environment where students are encouraged to share their viewpoints and diverse opinions are valued for creating inclusivity in learning.

- Modify teaching approaches to cater to different learning styles and preferences, utilising technology when needed to support the diverse needs of students.

- Promote Student Engagement: Actively prompt learners to express their perspectives and appreciate differing viewpoints. By embracing a range of outlooks, you foster an inclusive educational setting.

- Adjust Teaching Strategies: Acknowledge the diverse learning requirements of students. Tailor your teaching techniques to accommodate various styles and preferences, incorporating technology to facilitate these adjustments.

- Cultivate Active Listening and Empathy: Foster a classroom atmosphere that values active listening and empathy. Encourage learners to comprehend and respect each other's backgrounds and experiences.

- Establish Safe Discussion Spaces: Create environments where students can openly discuss sensitive topics concerning sexuality. Ensure a setting where everyone feels at ease expressing their thoughts without apprehension of criticism.

- Confront Biases and Stereotypes: Recognise and challenge personal biases and stereotypes. Cultivate an environment where all students feel embraced, irrespective of their identities or backgrounds.

- Infuse Curriculum with Diverse Perspectives: Incorporate a variety of voices, cultures, and identities into your curriculum. Explore different cultural norms and experiences related to sexuality to enrich students' comprehension.

Research sub-questions

- *According to teachers in an LVI school, what do they need concerning the required knowledge, skills, and resources to teach CSE to LVI?*

Based on the research findings, various measures can be applied to increase teachers' self-efficacy in positively affecting CSE instruction to LVI:

- Providing CSE training and professional development courses to teachers can boost their confidence and ability to teach the sensitive topic of LVI effectively.

- Promoting teamwork and aid from employers, along with fostering a welcoming atmosphere, can enhance teachers' confidence in effectively addressing the unique requirements of L within CSE

- Field experience: Allowing teachers to acquire practical experience and exposure in teaching CSE to LVI can have a major positive effect on their self-efficacy levels.

- Materials and resources: Providing teachers with suitable materials and resources appropriate to the needs of LVI will increase their confidence in delivering CSE effectively.

- Belief in inclusivity: Promoting a belief in inclusivity and equipping teachers with the skills and knowledge they need to meet the diverse needs of LVI in CSE can help them feel more empowered.

How can teacher self-efficacy be enhanced to influence CSE teaching to LVI positively?

Educators at a school for LVI expressed the need for specialised skills, expertise, and resources to effectively teach CSE to these students. They emphasised the value of hands-on learning and tactile approaches, such as using tactile models and palpable graphics, to enhance accessibility. Teachers emphasised the importance of age-appropriate and inclusive CSE content that specifically directs the unique needs and challenges encountered by LVI students.

Participants emphasised the significance of creating a welcoming and integrated learning environment where children with disabilities are not singled out. Teachers should be well-prepared to deliver unbiased and factual information related to sexual health. Dependable resources, such as a CSE curriculum adapted for LVI, are essential to ensure that these learners acquire the necessary knowledge and skills.

These educators advocate for a comprehensive strategy considering the distinct needs and learning styles of LVI, aiming to provide effective and inclusive CSE. The study investigated the support mechanisms available within and outside the classroom to assist teachers in meeting the needs of LVI efficiently. While measures such as DBE policy and the Curriculum Assessment Policy Statement for LO and Life Skills exist, the study reveals that these efforts are insufficient to significantly improve teachers' self-efficacy in teaching CSE to LVI students.

5.3 SUMMARY OF THE FINDINGS

In this study, a qualitative research methodology was employed, utilizing a case study design within an interpretivist framework. The interpretivist perspective posits that individuals derive significance from their encounters to make sense of the world (Smith, 2018). This enabled the researcher to better grasp how participants' opinions and ideas about their self-efficacy in teaching CSE to LVI were formed based on their personal experiences. The participants' data were skilfully analysed, aiming to understand their perspectives on teaching CSE to LVI students. The focus was on enhancing their self-efficacy and capturing their observations, contributing to a more profound understanding of this critical field.

The findings revealed ways teachers can enhance their self-efficacy in teaching CSE to LVI. Several options were considered, including the necessity for teachers to receive training geared specifically for teaching LVI. It was underlined that it is impossible to teach CSE to LVI in their classes, lacking sufficient training, which must be specifically developed to introduce this topic. This is supported by Artino (2012) and Zulu et al. (2019) that appropriate materials needed to be considered the primary devices in educating LVI. This is evident in Barni et al. (2019) and Alsharari (2020) that teachers can enhance their self-efficacy in teaching CSE to LVI in special schools through varied components, such as the involvement of other stakeholders at school, engaging in self-reflection and receiving appropriate remuneration.

5.3.1 Theme 1: Collaboration and support

Brown & Adams (2016) and Williams et al. (2021) have emphasized the significance of collaboration among teachers and other professionals within schools to enhance the effective teaching of CSE to LVI. Teachers recognise the importance of collaborating with other professionals within the school to enhance the effective teaching of CSE to Low LVI. These experts closely monitor learners and encourage teachers. The collaborative approach ensures more significant success because stakeholders focus on diverse aspects of the learner. This recognition of individual strengths and weaknesses simplifies the daily activities of LVI teachers in delivering CSE. Furthermore, Lushozi (2023) has demonstrated the value of teamwork and communication among teachers, parents, and other experts engaged in the educational process of LVI. Effective partnerships can help teachers address sensitive themes in sexuality education and give a more holistic strategy for assisting student learning in this area (Brown & Adams, 2016; Williams et al., 2021). Parents also play a critical role in supporting teachers in implementing CSE for LVI students. The primary caregivers for children are their parents, whose knowledge about their children's necessities outweighs that of any other person. Through taking an active role in their child's schooling, they offer invaluable support to educators. Studies have shown that parents aid with fundamental everyday tasks resulting in improved academic success and assisting teachers when teaching the CSE curriculum to LVI.

These findings are supported by the literature of Brown & Adams (2016), Ubisi (2021) and Ketting et al. (2021) where it was discovered that parents and guardians frequently hesitate to teach their children about sex, resulting in confusion regarding the roles and duties of individuals involved. Ubisi (2023) emphasised the necessity of collaboration and assistance from multiple stakeholders when teaching CSE to LVI. Brown & Adams (2016), Davies et al. (2023) and Ubisi (2023) underscored the importance of inclusive and accessible sex education programs for LVI. The study recommended that a supportive, non-judgmental, and collaborative home-school alliance is required to acknowledge and

guide visually impaired learners' sexual autonomy, rather than blaming teachers or other stakeholders for their early sexual debut (Ubisi, 2023). Adolescents and youth with physical disabilities in Mpumalanga, South Africa, face several key challenges in accessing sexual and reproductive health services. These include limited financial resources due to low socioeconomic status, insufficient access to information, reluctance to seek sexual and reproductive health services, and social difficulties such as negative attitudes from the community and organizational issues (Davies, et al., 2023; Mathabela, et al., 2024). This collaborative approach ensures success by focusing on diverse aspects of the learner, simplifying daily teaching activities. Research has shown the value of teamwork and communication among teachers, parents, and experts in the educational process of LVI students. Effective partnerships can help address sensitive themes in sexuality education and provide a holistic strategy for student learning in this area. Parents also play a crucial role in supporting teachers in implementing CSE for LVI students, offering invaluable support and aiding in improved academic success. Studies underscore the necessity of collaboration and assistance from multiple stakeholders when teaching CSE to LVI students, emphasizing the importance of inclusive and accessible sex education programs. It is recommended to establish a supportive, non-judgmental, and collaborative home-school alliance to guide visually impaired learners' sexual autonomy effectively. Additionally, research highlights the challenges faced by adolescents and youth with physical disabilities in accessing sexual and reproductive health services, emphasizing the need for enhanced public health measures, improved communication skills, and SRH education for better access to services and positive community impact. Teachers are advised to go beyond basic anatomy and risks associated with sexual behavior, providing social knowledge and emotional aspects of sexuality, along with accessible educational materials and effective pedagogical approaches. Collaboration among parents, educators, and care personnel is essential to create an open and respectful environment for addressing the sexual development needs of visually impaired adolescents comprehensively. These findings stress the importance of tailored and comprehensive sex education programs for individuals with visual

impairments, focusing on inclusive approaches, accessible materials, and open interactions among stakeholders to support students' sexual development and well-being.

5.3.2 Theme 2: Teachers' observations and ideas towards CSE to LVI

Finding from this research proved that teachers unanimously agree that CSE for LVI students should be an integral part of the educational program in schools. CSE is not only a fundamental human right but also promotes pro-health behaviour by emphasizing prevention and the normalisation of human sexuality; however, despite scientific evidence, CSE for LVI remains severely inadequate. This is similar to the literature of Mavuso & Maharaj (2015) and Ketting et al., (2021) stating that teachers perceive a range of challenges related to sexuality and CSE for LVI learners. These challenges include adverse attitudes, misconceptions, and a lack of skills necessary to effectively deliver CSE. Some educators are concerned that teaching CSE to LVI students might inadvertently encourage casual sexual engagement. Cases of sexual exploitation among LVI individuals often go unreported, leaving these vulnerable young people without adequate protection.

Positive perspectives include the conviction that giving CSE to LVI is beneficial to their overall development and well-being. Teachers realised the importance of providing accessible and appropriate CSE materials and techniques for visually impaired pupils. They also recognize the need of addressing the specific obstacles that visually impaired students have in CSE, such as the requirement for tactile and audio-based materials, as well as tackling social attitudes and preconceptions about people with impairments. Promoting a positive attitude among teachers towards CSE can play a crucial role. Such an attitude ensures that LVI students are not deprived of their natural innocence, which includes freedom from sexual thoughts, images, urges, and behaviours. By considering cultural influences, teachers can customise CSE content appropriately. These findings correlated to literature of Ubisi (2020d), Mncube et al., (2021) and Ubisi (2023) making reference on a positive mindset, educators can ensure that LVI learners are well-informed

about the appropriate age of sexual consent, attitudes towards sexual orientation, masturbation, and other sexual behaviours. This approach allows for thoughtful inclusion and exclusion of content within the CSE curriculum. The study of Khau (2022) found that student teachers in a CSE classroom with LVI did not use assistive technologies due to discomfort.

Teachers have expressed concerns regarding the cultural and religious appropriateness of teaching CSE to students with vision impairments. Teachers may be hesitant to discuss sexuality with kids because of cultural and religious standards, and they may be concerned that teaching CSE may induce "sexual awakening" in pupils. Some teachers may be concerned about losing their moral authority as professional educators, as well as how teaching CSE will affect their connection with learners. Human sexuality is frequently stigmatized due to societal conventions, cultural influences, and historical viewpoints. Taboo sexuality refers to sexual practices that are considered outside usual norms, causing discomfort and criticism in many societies (Khau, 2022). This taboo status stems from a variety of circumstances, including religious beliefs that have historically portrayed sexuality as dirty or sinful (Baxley & Zendell, 2001). Furthermore, controlling sexuality through taboos has been related to maintaining social order and stability, particularly in pre-agricultural communities where unfettered sexual conduct could result in violence and instability (Emmonouil, 2024). Teachers may also find difficulties incorporating traditional sex education into CSE due to a shortage of official subjects in schools and concerns that learners are easily learning about sex outside of school. Parents may also protest about the inclusion of sexual issues in the CSE curriculum. Furthermore, the idea of sexuality as a taboo subject persists in current times, as seen by people's discomfort and reluctance of addressing topics such as puberty, relationships, and reproduction, as noted in a study on fathers' perceptions and experiences (Khau, 2022). This uneasiness is frequently caused by a lack of comfort when discussing sexual matters, the use of euphemisms, and feelings of embarrassment or inadequacy in imparting sexual education to children (Macleod & du Plessis, 2024). The persistent taboo

surrounding sexuality reflects a larger cultural challenge: openly discussing and addressing human sexuality in a healthy and informative manner.

Despite the challenges they face, these teachers maintain respect by adhering to grownup norms and refraining from pushing learners misguided with sexuality discourse. CSE, despite its human rights-based approach, frequently fails to meet the rights of students with disabilities, notably those with vision impairment. Teachers are socialized in an ableist environment, which casts them as the other and leads to neglect and discrimination. This is compounded in CSE courses, when disabled students are viewed as children, asexual or hypersexual individuals who do not require CSE. The study conducted by Ralejoe (2021) examined the challenges faced by a group of students attending a specialized school in Lesotho. The school had few support teachers, some of whom have no official experience in special education. To overcome this, more trained teachers could be assigned to function as liaisons between classroom teachers and students. They also believed that resource issues at their school, such as a lack of teaching aid materials, drawing tools, and computers, can be solved in special schools. Despite these challenges, teachers acknowledge the need of establishing excellent facilitation of CSE among themselves and indicate high motivation to teach CSE in the classroom. Teachers may also benefit from professional training to improve their knowledge and skills in teaching CSE, particularly in dealing with the special requirements of LVI and they had devised resilience mechanisms to deal with scarce resources (Ralejoe, 2021).

5.3.3   Theme 3: Teacher training and professional development

Teachers realised that to enhance their self-efficacy, they needed specialised training in CSE for LVI students. They understood that attempting to teach without adequate training was analogous to stumbling without direction and lacking the necessary information and skills to guide LVI learners effectively. The study findings underscore the importance of resources for teachers supporting LVI in CSE. These resources could include devices or

equipment empowering teachers to be self-sufficient in their instruction. The learning environment needs adjustments to accommodate the unique movements and learning methods of LVI students, contributing to an increase in teachers' self-efficacy. Findings from the study of Macleod & du Plessis (2024) revealed that communities with disabilities, notably those in the 2SLGBTQIA+ spectrum comprising Two-Spirit individuals as well as Lesbian, Gay, and Bisexuals adding on to Transgender and Queer or Questioning groups with other gender identities show resilience and advocate for inclusivity, representation, and equity. Organizations and advocacy groups emphasize the importance of healthcare practitioners educating patients about their sexual health issues. LO teachers are front-line sexual, reproductive, and mental health workers who require extensive training in learner-centered approaches, assessment, containment, referral and lay counseling skills, as well as ongoing support to steer clear of burnout. Chavula et al. (2022) supported that sexual and reproductive health challenges, such as high teenage pregnancy rates and infections, necessitate the creation of awareness and intervention strategies for the implementation of Comprehensive Sexual Education (CSE). Perceived benefits, teacher experiences, religious, societal, and cultural elements are all important considerations in adoption. Resources, national policies, international agendas, and political commitments all have an impact on integration. According to the study of Muzata, Matafwali, & Ngandu (2023), CSE is critical in providing sexual and reproductive health education to young people, but its implementation is difficult owing to community criticism, strict organizational structures, insufficient money, overworked teachers, and exclusion of out-of-school children and young adults. Muzata et al. (2023) emphasized the immense workload of teachers in Southern Africa, implying that some community members could be recruited to provide sexuality education classes. Classroom congestion is a widespread problem in Zambian schools, and inclusive education suffers. However, cultural constraints may restrict the usage of community members. In many circumstances, the school curriculum is already overloaded, leaving teachers feeling stressed. A study discovered that sexual health educators frequently ignore visually impaired pupils, resulting in inadequate learning accommodations. To counter this,

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teachers must tailor their instructional programs to students' specific requirements. Despite societal constraints, teachers must overcome these barriers to give effective sex education, exhibiting professional courage and choosing students' best interests over propriety (Emmonouil, 2024).

According to research, teachers should provide more than only basic anatomy and the hazards connected with sexual conduct, such as social knowledge and emotional elements of sexuality (Mathabela et al., 2024). Furthermore, it is recommended that teachers provide completely accessible educational materials, employ effective pedagogical approaches, and consider students' access to information beyond the classroom. Collaboration among parents, educators, and care personnel is essential for developing an open and respectful environment in which to properly address the sexual development needs of visually impaired adolescents (Mathabela et al., 2024). These findings highlight the importance of tailored and comprehensive sex education programs for people with VI, emphasizing inclusive approaches, readily available materials, and open interactions among stakeholders to ensure that students receive the support and information they need for their sexual development and well-being.

The research emphasizes the need for additional training and resources for teachers to properly teach CSE to students with visual impairments. The training should cover sexual and reproductive health, communication skills, and the use of suitable educational techniques and resources. Educators need to create a safe and welcoming educational atmosphere that acknowledges the varying backgrounds, identities, and necessities of their LVI (Berger, 2015). The study also underlines the significance of having accessible and appropriate CSE materials and procedures for LVI. This includes using tactile and audio-based materials, as well as adapting instructional methods to learners' various phases of development. The finding emphasizes the importance of schools collaborating with communities and parents to ensure that CSE is culturally and religiously appropriate, as well as that it addresses the unique needs of students with visual impairment.

Furthermore, studies indicate that engaging young individuals in peer learning and involving them in the creation and execution of Comprehensive Sexuality Education (CSE) can serve as effective methods to ensure educational material is pertinent and customized to their requirements. Online sexuality education can also be beneficial for out-of-school children and youth with visual impairments, as long as they have access to secure and inclusive digital environments.

One common thread in the research is the significance of training and professional development for teachers dealing with LVI in the field of CSE. According to research, teachers who receive specialized training and support in this area are more confident and effective in providing CSE to their pupils (Smith et al., 2017; Jones & Brown, 2018). Another recurrent finding is that visually impaired learners require resources and materials that are both accessible and acceptable. Teachers frequently struggle to locate appropriate resources and tools for teaching CSE to this demographic, affecting their self-efficacy and confidence in delivering the topic effectively (Johnson & Wilson, 2019; Lee & Smith, 2020).

5.4 LIMITATIONS OF THE STUDY

The most significant limitation encountered during this research was time. I collected the data during the third term, which is short, and teachers were busy completing the curriculum and marking formal assessment tasks, to prepare for end-of-year examinations; however, I collected the data during the first few weeks of school opening in one school before the schools' prioritising became overcrowded; in another school the research was conducted the day before schools close for the third term. Collecting data under time constraints may have influenced how much information the participants provided.

Before conducting the FGDs and interviews, I felt it necessary to explain what CSE meant to the teachers. My concern was that their responses might not accurately reflect their

understanding of this subject matter. As an acting senior education specialist (learning support advisor) in Thabo Mofutsanyana district within Free State, I was worried my role would interfere with participants' truthfulness when responding. Since an SES learning support advisor specialises in planning, rendering, and monitoring remedial services for public ordinary schools as well as those requiring special accommodations in special educational schools across South Africa; clarification was needed on how my position was distinctive from research goals regarding CSE inclusion practices involving LVI at various institutions around the country or worldwide. Aspects of bias may exist inherently during the collection of data due to close interactions between myself as both the researcher and SES seeking information about Bartimea School for Blind learners such potential impacts towards generalising results beyond these two institutes under study but restricted by specific unique attributes shared amongst them, individually further analysis must be considered before conclusions are reached widely applicable to the study.

Furthermore, it may be difficult to acquire precise and reliable data on instructors' self-efficacy in delivering CSE to LVI. Self-report assessments of self-efficacy can be influenced by social desirability bias, in which participants produce replies that they believe are socially acceptable rather than their genuine feelings. Finally, ethical considerations must be considered while researching sensitive areas like sexuality education. Ensuring the protection of participants' privacy and anonymity is essential to prevent any confidentiality breaches and to encourage their willingness to take part in the research. Initially, the participants showed reluctance to participate in the study for unspecified reasons, even though they were assured of their identities being kept confidential. This reluctance posed a challenge for the researcher in gathering additional data. We were interrupted during the interviews and focus group discussion at school A because teachers needed to take a break and then return. We were assigned to the boardroom at School B, but we could hear colleagues making noise in other offices nearby.

Time was also a concern for teachers and researchers in School B, as teachers were concluding the marking of term three examinations. They were concerned about meeting submission deadlines. Because the study was only based on two special schools for the blinds available in the province, the data for this study were acquired from a few teachers; therefore, the study did not represent all LVI teachers in the Free State and other provinces. The data-collecting methods were conducted in English, which complicated it for teachers to express themselves. Teachers struggled to phrase their comments adequately during the interviews and FGDs.

5.5 CONCLUSION

The study aimed to investigate the self-efficacy of teachers in providing CSE to LVI in specialised educational institutions. The research was carried out to explore teachers' self-efficacy in teaching CSE to learners with LVI in special schools. The study's participants need to be rewarded. Despite their prejudices and strongly ingrained belief systems, they stressed the importance of the CSE topic and the need for VI learners to be adequately informed about sex and sexuality. This is a clear step in the right direction. Although they are willing to give up these embedded values to become effective Life Orientation and Life Skills teachers, this is not the case because their perceived knowledge, skills, and resources are still deeply ingrained in their genetic makeup, making it difficult to equip learners holistically. Through theme analysis, the study reveals several key factors influencing teachers' self-efficacy:

- Stakeholders in education: Various stakeholders play essential roles in supporting instructors of VI learners. Their positive involvement and collaboration are crucial for enhancing teachers' confidence in delivering effective CSE.
- Skills, knowledge, and resources: Adequate skills, knowledge, and resources are necessary for teachers to feel competent and capable in teaching CSE to LVI students. Access to relevant training and materials contributes significantly to self-efficacy.

- Asset-based approach: Observing stakeholders through an asset-based perspective emphasises their diverse functions in assisting VI instructors. Recognising their contributions cultivates a supportive environment for effective teaching.
- Motivating elements: The study identified specific motivating factors that encourage teachers to support LVI students effectively. These elements contribute positively to self-efficacy.
- Barriers: Despite the motivating factors, certain barriers hinder teachers from fully supporting VI students. Addressing these challenges is essential for improving self-efficacy.

In summary, enhancing teachers' self-efficacy in teaching CSE to LVI learners involves collaboration, access to resources, and overcoming obstacles.

5.6 RECOMMENDATIONS

According to the search findings, the following recommendations can be made for teachers teaching CSE to LVI:

Educators must have an accurate and up-to-date comprehension of sexual and reproductive health (SRH) as well as gender identity. They should also be aware of the relevant laws, in addition to utilising teaching methods that are age-appropriate and inclusive. This can be accomplished through training, access to resources, and continual professional growth. Teachers should be trained in efficient communication and teaching strategies that cater to the needs of LVI, such as the use of tactile and audio-based materials, as well as the customization of teaching methods to learners' developmental phases. Teachers must receive clear guidance on the extent to which they can incorporate the CSE curriculum for LVI and the associated boundaries. Schools should ensure that they have the resources they need to offer CSE effectively at the school level, such as specific teacher training and materials that are accessible and appropriate for LVI.

Teachers should promote a positive attitude toward inclusion and diversity, as well as be sensitive to LVIs' needs and experiences. This can be accomplished through training, community and parental engagement, and youth participation in the formulation and implementation of CSE. Parents should actively participate in assessing their comfort level with their children receiving CSE information. Collaboration between teachers and parents is essential. Schools should have a written policy for relationship education that addresses the needs of learners and their parents while also reflecting the community they serve. Parents should be included in the policy's development and implementation, but consultation does not imply having authority over curriculum content.

Teachers should collaborate with other professionals, such as health educators, to ensure that students receive comprehensive and coordinated teaching on sexual and reproductive health and gender identity. When advocating for a CSE curriculum customised to LVI, it is crucial to acknowledge the diverse cultures, traditions, and customs involved. The DoE should evaluate LVI rights and develop strategies to regulate these challenges. The DBE must also ensure comprehensive teacher training. The department should procure support materials for partially sighted individuals and provide tangible objects for those who are totally blind. The study suggests that the DBE implement a plan to train teachers interacting with special needs students. The report also suggests professional development seminars to provide teachers with essential skills for teaching special needs learners. The study suggests allocating adequate resources to the inclusive education space to attract teachers. The study also recommends that the DBE collaborate with academics to provide a structured curriculum for special schools, directing the diverse requirements of learners with special needs.

5.7   CONTRIBUTION OF THE STUDY TO THE LITERATURE

The study examines an important gap in the existing discussions around teachers' self-efficacy within the South African literary context. By exploring this topic, the research sheds new light on an underexplored area of the country's literary landscape. The findings

suggest that while incorporating LVI into mainstream education, educators had moderate motivation levels concerning their self-efficacy beliefs. This explains the need for more research on teachers' self-efficacy in teaching CSE to LVI. The research on teachers' self-efficacy in teaching CSE to LVI in special schools in Thiboloha School for the Blinds and Bartimea School for the Blinds in Free State province adds significantly to the current literature on the subject. This study sheds light on the particular problems that teachers experience while providing comprehensive sexuality education to LVI, as well as how their self-efficacy influences the quality of this instruction. The literature suggests that teacher training and support are critical for enhancing teacher self-efficacy in teaching children with disabilities, including those with LVI. First, the study emphasizes the importance of addressing the barriers to providing CSE in South African schools, such as a lack of teacher training, teacher resistance, and a focus on teaching sex and sexuality to reduce HIV risk rather than topics related to sexual and gender fluidity (Lee & Smith, 2020) . The study also underlines the importance of accessible and suitable CSE materials and approaches for LVI, as outlined in the Relationships and Sexuality Education handbook. This study builds upon previous research by providing a thorough assessment of programs that aim to improve sexual and reproductive health for students with disabilities in South Africa. The research also incorporates perspectives from educators who teach comprehensive sexuality education to individuals with disabilities (Macleod & du Plessis, 2024). This review emphasizes the necessity of addressing the special needs and challenges of learners with disabilities in CSE, such as providing accessible and relevant content and materials.

This study, which examines the specific setting of special schools for the blind, gives useful insights into the tactics and tools that might help instructors improve their confidence and competence in teaching sensitive sexual health topics. It also emphasizes the need of addressing LVI's needs in a comprehensive and inclusive manner, ensuring that they receive correct information and assistance to make educated sexual health choices. Thirdly, the study contributes to the literature by investigating the elements that

influence CSE integration in South Africa, such as teacher and learner experiences and characteristics, as well as religious, social, and cultural factors (Pardo & Chan, 2021). This study emphasizes the significance of addressing learner-centred barriers to effective CSE, such as personal biases, attitudes, and values surrounding sexuality education, as well as the necessity for teacher training, resources, and support. Furthermore, this investigation adds to the expanded field of research on teacher self-efficacy in special education setting by stressing the value of professional development opportunities and ongoing support for educators dealing with a wide array of students.

Overall, the study adds to the literature by underlining the need of addressing LVI's specific requirements and obstacles in CSE, such as the need for accessible and appropriate materials and approaches, teacher training, and resources. The study emphasizes the need of addressing learner-centred barriers to effective CSE, as well as the requirement for teacher training, resources, and support.

5.8 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the research findings, the following recommendations for further investigation are made:

1. **Exploring the Experiences of Teachers Delivering CSE to Learners with Visual Impairments in South African Special Schools.** This study could investigate the issues that teachers face when teaching CSE to learners with visual impairments (LVI) in South African special schools. It could explore the resources and support available to these teachers, as well as the strategies they employ to make CSE accessible and relevant for their learners.

2. **Examining the Impact of CSE on Teachers' Attitudes and Behaviors Towards Learners with Visual Impairments**. This study could examine how the implementation of CSE affects teachers' attitudes towards disability, their ability to

create an inclusive learning environment, and their willingness to discuss sexuality with learners who have visual impairments.

3. **Developing and Evaluating Training Programs for Educators on CSE Tailored for Learners with Visual Impairments.** This study could focus on developing and evaluating training programs for teachers on CSE specifically designed for learners with visual impairments. The training programs could utilise all sources of self-efficacy, such as enactive mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states, to enhance teachers' knowledge, skills, and confidence in delivering CSE to this population.

4. **Exploring the Challenges Faced by Learners with Visual Impairments in Accessing CSE in Mainstream Schools.** Investigate the challenges faced by learners with visual impairments in accessing CSE in mainstream schools, including the lack of accessible resources and the stigma associated with discussing sexuality.

5. **Evaluating the Effectiveness of Inclusive CSE Curricula for Learners with Visual Impairments.** Evaluate the effectiveness of inclusive CSE curricula designed for learners with visual impairments, including their ability to address the specific needs of this population.

6. **Investigating the Role of Technology in Enhancing CSE for Learners with Visual Impairments.** Investigate the role of technology in enhancing the delivery of CSE to learners with visual impairments, including the use of digital resources and online platforms.

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APPENDICES

Appendix A: Focus group discussion schedule

Teachers' self-efficacy in teaching comprehensive sexuality education (CSE) to learners with visual impairment (LVI) in special schools.

Participants: Four purposively selected teachers per school

Facilitator: PL Twala

Duration: 1-2 hours

Welcome.

You are cordially invited to participate in this activity, which is part of a study to investigate how teachers' self-efficacy in teaching comprehensive sexuality education to visually impaired learners in special schools might be enhanced. The study intends to tap into available school resources or assets within and beyond the school context to support teachers interacting with learners with visual impairment. The researcher acknowledges that teamwork can yield fruitful results; therefore, a call for this group discussion. Please be informed that participation in this focus group discussion will be very essential as it is a journey towards educational liberation of learners with visual impairment by giving adequate support to teachers engaging with them so they can in return provide support to this minority group in schools; however, participation is voluntary, and the rights of the participants are reserved.

Introduction by facilitator (researcher):

Hello everyone, my name is Phumzile Lizzie Twala. Master's student at the UP. My study intends to investigate **teachers' self-efficacy in teaching comprehensive sexuality**

education to learners with visual impairment in special schools. I would like to thank everyone for their precious time to partake in this focus group discussion.

Introduction by the participants:

I humbly request that we do a quick round of introductions. Everyone is humbly requested to tell us their name, area of specialisation, number of visually impaired learners in your class, and grade level**.**

GUIDELINE: The researcher will engage the participants in the discussion by directing the following questions: -

1. What is your understanding towards inclusion of learners living with visual impairment (LVI) on comprehensive sexuality education (CSE)?

2. Were you trained on CSE curriculum content?

3. Were parents informed of CSE?

4. What are parents' observations and yours as a teacher teaching CSE to visually impaired learners?

5. What are your challenges in teaching CSE to visually impaired learners?

Thank you for partaking in this research- Researcher

Appendix B: Interview schedule

Teachers' self-efficacy in teaching comprehensive sexuality education (CSE) to learners with visual impairment (LVI) in special schools.

Participants: Four purposively selected teachers per school

Interviewer: PL Twala

Duration: 20-30 minutes

Welcome

You are cordially invited to participate in this activity, which is part of a study to investigate how teachers' self-efficacy in teaching comprehensive sexuality education to visually impaired learners in special schools might be enhanced. The study intends to tap into available school resources or assets within and beyond the school context to support teachers interacting with learners with visual impairment. Please be informed that participation in this interview will be very essential as it is a journey towards educational liberation of learners with visual impairment by giving adequate support to teachers interacting with them so they can in return give necessary support to this minority group in schools; however, participation is voluntary and the rights of the participants are reserved.

Demographic information:

1. How long have you been teaching Visually Impaired Learners Life Orientation/Life Skills at school?

2. What is your level of teaching qualification?

Teachers' self-efficacy in teaching comprehensive sexuality education (CSE) to learners with visual impairment (LVI) in special schools.

I will ask you questions regarding how you teach comprehensive sexuality education to visually impaired learners. Please share your genuine teaching experience.

1.	What is your understanding towards inclusion of learners living with visual impairment (LVI) on comprehensive sexuality education (CSE)?
2.	What role does the school play in teaching CSE to LVI?
3.	Which resources are needed by the school to help LVI teachers?
4.	How can teachers' self-efficacy be enhanced to advantage the teaching of CSE to LVI?

Thank you for partaking in this research- Researcher

1Appendix C: A letter to the principal requesting permission to conduct a research

867 Ezenzeleni

Warden

9890

19 May 2023

The principal

Bartimea School for the Deaf and Blind

Bartimea Rd

Selosesha

Thaba 'Nchu

9783

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY IN A SCHOOL

My name is Phumzile Lizzie Twala, a master student at the University of Pretoria. My student number is 21706485. I wish to conduct a research for my master's dissertation on **"Teachers' self-efficacy in teaching comprehensive sexuality education to learners with visual impairments in special schools"**.

I hereby seek your permission to conduct a study in your school to engage teachers in this research project.

The aim of the research is to **investigate self-efficacy (perceived knowledge, skills, and resources) of teachers offering comprehensive sexuality education in schools for learners with visual impairment.**

The broad purpose of my study is to contribute to the body of knowledge about disability and sexuality. More specifically, I am aiming to provide guidelines to teachers on how to prepare learners with visual impairment to navigate their own sexuality.

This study will be useful in creating programme/manual to support teachers teaching CSE to learners with visual impairment in special schools.
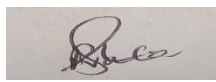
I intend to engage the participants in data collection methods. Participants will be invited to participate in a focus group discussion and semi-structured interview on what knowledge, skills, and resources needed to enhance teachers' self-efficacy in teaching CSE to learners with visual impairment at their school. Focus group discussion will last for 1 hour, while interview will last for 20 to 30 minutes. The conversation will be audio recorded and pictures will be taken where necessary during activities but considering confidentiality of the research participants. The participation is voluntary, and the participants will be informed that data collected will be used for the purpose of research.

I will be grateful to obtain your permission to conduct the study in your school and upon the approval of my request; I will then seek permission from teachers to be engaged in this research project.

For further enquiries and clarity of the information presented above, please do not hesitate to contact me on:

- **Cellphone:** 0660314198

- **Emai**l: pltwala13@gmail.com

Yours faithfully

Phumzile L. Twala

REFERENCE

Prof. Motlalepule Ruth Mampane

University of Pretoria

HOD: Education Psychology (Education Psychologist)

Tel: +27 (0) 12 420 2339

Email: ruth.mampane@up.ac.za

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

867 Ezenzeleni

Warden

9890

19 May 2023

The Teacher

Thiboloho School for the Deaf and Blind

98 Motebong Street

Witsieshoek

Phuthaditjhaba

9869

REQUEST FOR CONDUCTING A RESEARCH STUDY

My name is Phumzile Lizzie Twala, a master student at the University of Pretoria. My student number is 21706485. I wish to conduct a research for my master's dissertation on **"Teachers' self-efficacy in teaching comprehensive sexuality education to learners with visual impairments in special schools"**.

I hereby seek your permission to participate in my study in your school for the blinds to engage you in this research project.

The aim of the research is to **investigate self-efficacy (perceived knowledge, skills, and resources) of teachers offering comprehensive sexuality education in schools for learners with visual impairment.**

The broad purpose of my study is to contribute to the body of knowledge about disability and sexuality. More specifically, aiming to provide guidelines to teachers on how to prepare learners with visual impairment to navigate their own sexuality. This study will be

useful in creating programme/manual to support teachers teaching CSE to learners with visual impairment in special schools.
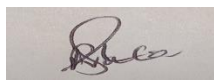
I intend to engage you in data collection methods. You will be invited to participate in a FGDs and semi-structured interview on what knowledge, skills, and resources needed to enhance your self-efficacy in teaching CSE to learners with visual impairment at your school. Focus group discussion will last for one hour, while interview will last for 20 to 30 minutes. The conversation will be audio recorded and pictures will be taken where necessary during activities but considering confidentiality of the research participants. The participation is voluntary, and the participants will be informed that data collected will be used for the purpose of research.

I will be grateful to engage you in this research project.

For further enquiries and clarity of the information presented above, please do not hesitate to contact me on:

- **Cellphone:** 0660314198

- **Emai**l: pltwala13@gmail.com

Yours faithfully

Phumzile L. Twala

REFERENCE

Prof. Motlalepule Ruth Mampane

University of Pretoria

HOD: Education Psychology (Education Psychologist)

Tel: +27 (0) 12 420 2339

Email: ruth.mampane@up.ac.za

Appendix E: Notification of research: Permission to conduct a research project in Thabo Mofutsanyana and Motheo education district

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Ref: Notification of research: P. L. Twala
Tel. 051 404 8808
Email: _____ofseducation.gov.za

education
Department of
Education
FREE STATE PROVINCE

District Director
Motheo District
Thabo Mofutsanyana

Dear Mr. Moloi and Ms. Mabaso

NOTIFICATION OF RESEARCH: PERMISSION TO CONDUCT RESEARCH PROJECT IN MOTHEO AND THABO MOFUTSANYANA DISTRICTS

This letter serves to inform you that Ms. P. L. Twala has been granted permission to conduct research in the Motheo and Thabo Mofutsanyana Districts under the auspices of the University of Pretoria. The details in relation to the research project are as follows:

Topic: Teachers' self-efficacy in teaching comprehensive sexuality education to learners with visual impairment in special schools.

1. **List of schools involved:** _____ for the Deaf and _____ Blind.

2. **Target Population:** Twenty teachers teaching Life Skills at the selected schools.

3. **Period of research:** From the signature of this letter until 30 September 2023. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours. The researcher is expected to request permission from the school principals to conduct research at schools.

4. **Research benefits:** This study forms part of a larger project to develop a comprehensive sexuality education (CSE) curriculum for LVI, which will follow from the views of adults living with visual impairment, their parents, and teachers. This study hopes to contribute to the recommendations made for teacher education, training of special needs teachers in CSE, teaching and learning using the improved instructional pedagogy on CSE for LVI, and educational theory in offering strategies to boost teacher's confidence in offering CSE to LVI.

5. The Sub-directororate of Research and policy will make the necessary arrangements for the researchers to present the findings and recommendations to the relevant officials in the Department.

Yours Sincerely,

DIRECTOR: QUALITY ASSURANCE, M&E AND STRATEGIC PLANNING

DATE: 22/05/2023

RESEARCH NOTIFICATION. P. L. TWALA. 22 MAY 2023. MOTHEO & THABO MOFUTSANYANA DISTRICTS
QASME, M&E and Strategic Planning Directorate Private Bag X20565, Bloemfontein, 9300 - Thuto House, Room 101, 1st Floor, St Andrew Street, Bloemfontein

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Appendix F: Permission to conduct research in the Free State Department of Education: Thabo Mofutsanyana and Motheo education districts

---

Enquiries: ▮▮▮▮▮▮
Ref: Research Permission: P. L. Twala
Tel. 051 404 8808
Email: ▮▮▮▮▮@fseducation.gov.za

education
Department of Education
FREE STATE PROVINCE

867 Ezenzeleni
Warden
9890

Dear Ms. P. L. Twala

PERMISSION TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION: MOTHEO AND THABO MOFUTSANYANA DISTRICTS

This letter serves to inform you that you have been granted permission to conduct research in the Free State Department of Education within the Motheo and Thabo Mofutsanyana Education Districts. The details in relation to your research project with the University of Pretoria are as follows:

Topic: Teachers' self-efficacy in teaching comprehensive sexuality education to learners with visual impairment in special schools.

1. **List of schools involved** ▮▮▮▮ School for the ▮▮▮▮ and ▮▮▮▮ School for the ▮▮▮▮

2. **Target Population:** Twenty teachers teaching Life Skills at the selected schools.

3. **Period of research:** From the signature of this letter until 30 September 2023. Please note that the department does not allow any research to be conducted during the fourth term (quarter) of the academic year. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension. The researcher is expected to request permission from the school principals to conduct research at schools.

4. The approval is subject to the following conditions:

   4.1 The collection of data should not interfere with the normal tuition time or teaching process.

   4.2 A bound copy of the research document should be submitted to the Free State Department of Education, Room 101, 1st Floor, Thuto House, St. Andrew Street, Bloemfontein or can be emailed to the above-mentioned email address.

   4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.

   4.4 The ethics documents must be adhered to in the discourse of your study in our department.

5. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours Sincerely,

▮▮▮▮▮▮▮▮▮▮

DIRECTOR: QUALITY ASSURANCE, M&E AND STRATEGIC PLANNING

DATE: 22/05/2023

RESEARCH APPLICATION BY P. L. TWALA. PERMISSION LETTER 22 MAY 2023. MOTHEO & THABO MOFUTSANYANA DISTRICTS
QASME, M&E and Strategic Planning Directorate Private Bag X20565, Bloemfontein, 9300 - Thuto House, Room 101, 1st Floor, St Andrew Street, Bloemfontein

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Appendix G: Informed consent for principals

Title of the research: Teachers' self-efficacy in teaching CSE to learners with visual impairments in special schools

Name of principal researcher: Miss Phumzile Lizzie Twala

Cellphone: 0660314198

Email: pltwala13@gmail.com

I, _____ (Principal's name), give permission for my teacher, _____ to participate in the research project entitled, "Teachers' self-efficacy in teaching CSE to learners with visual impairments in special schools". The study has been explained to me and my questions answered to my satisfaction. I understand that my teacher's right to withdraw from participating or refuse to participate will be respected and that his/her responses and identity will be kept confidential. I give this consent voluntarily.

Principal's Signature:

_____   _____

Signature   Date

Researcher's Signature:

_____   _____

Signature   Date

Appendix H: Informed consent for teacher participation in the study

Title of the research: Teachers' self-efficacy in teaching CSE to learners with visual impairments in special schools

Name of principal researcher: Miss Phumzile Lizzie Twala

Cellphone: 0660314198

Email: pltwala13@gmail.com

I,_____(participant name), confirm that the person asking my consent to participate in this research has told me about the nature, procedure, potential benefits, and anticipated inconvenience of participation.

I understand that the researcher subscribes to the principles of:

❑ *Voluntary participation* in research, implying that I am free to withdraw at any time without penalty.

❑ *Informed consent*, meaning that research participants must at all times be fully informed about the research process and purposes, and must give consent to their participation in the research.

❑ *Safety in participation*; put differently, that the human respondents should not be placed at risk or harm of any kind e.g., research with young children.

❑ *Privacy* and *confidentiality,* I am aware that the study findings will be anonymously processed into a research report.

❑ *Trust*, which implies that human respondents will not be respondent to any acts of deception or betrayal in the research process or its published outcomes.

Full name of Participant: _____

Signature of Participant: _____ Date: _____

Full Name and surname of Researcher: _____

Signature of Researcher: _____ Date:_____

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Appendix I: Informed consent form for teacher interview

"Teachers' self-efficacy in teaching CSE to learners with visual impairments in special schools"

Informed consent for participation in interviews, audio recording of interviews, and use of direct quotations in write-up

	YES	NO
I hereby confirm that I am participating out of my own free will.		
I give my permission for the interview to be taped (audio recorded) to ensure that the information is recorded and written in a detailed and truthful way.		
I give permission for direct quotations from the interview will only be used in a confidential manner in the write-up of the research report should the researcher wish to include them.		
I am aware that I may stop the interview at any point and that I may withdraw at any time before the write-up of the final report without adverse consequences.		
We also would like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.		
I understand that no information that may identify me will be included in the written copy of the interview and that another name will be used to protect my identity.		
I am aware that I may choose not to answer any question I feel uncomfortable with and that I may ask any questions I need to.		
If you have any questions about this research, feel free to contact me on the details listed below. This study will be written up in popular academic domains which will be available online through the university library website. If you wish to receive a summary of this report, I will be happy to send it to you upon request (optional).		

I consent to voluntary participation in this study:

Participant Name and Surname: _____
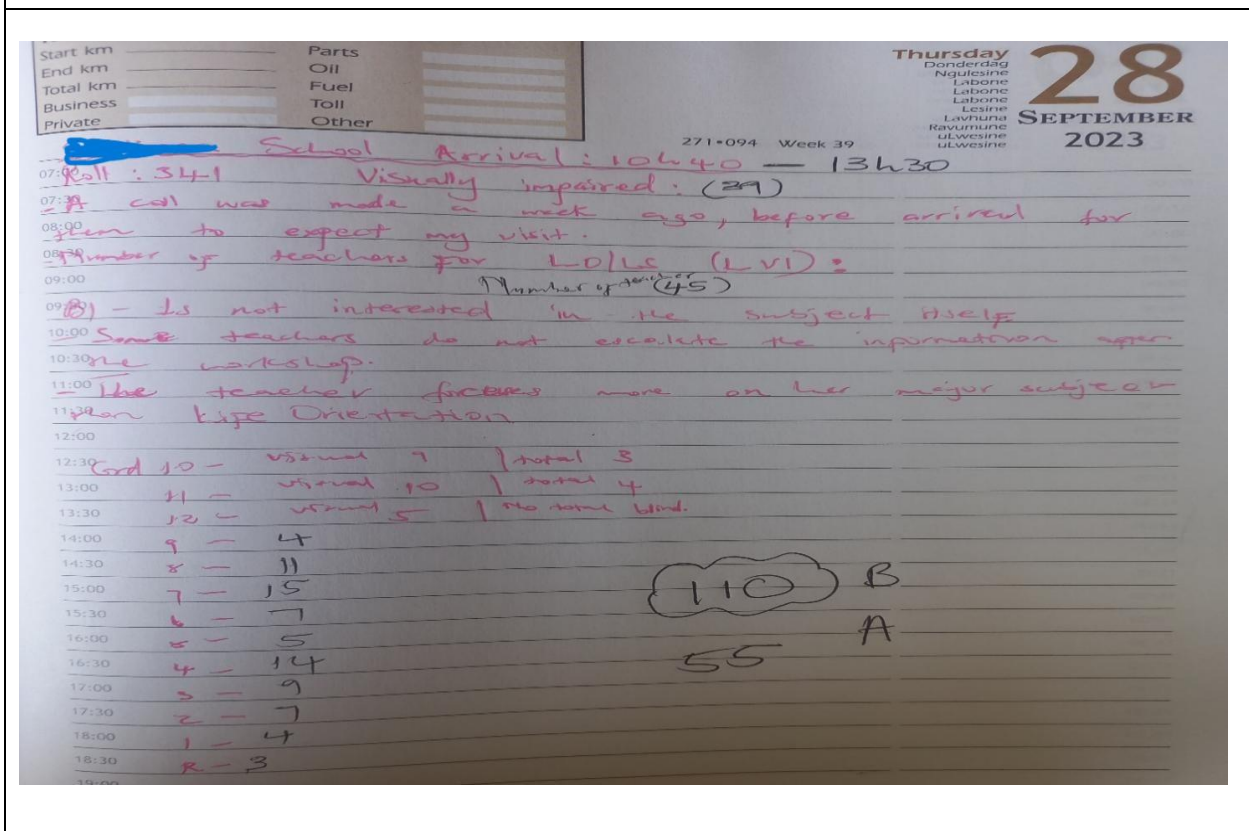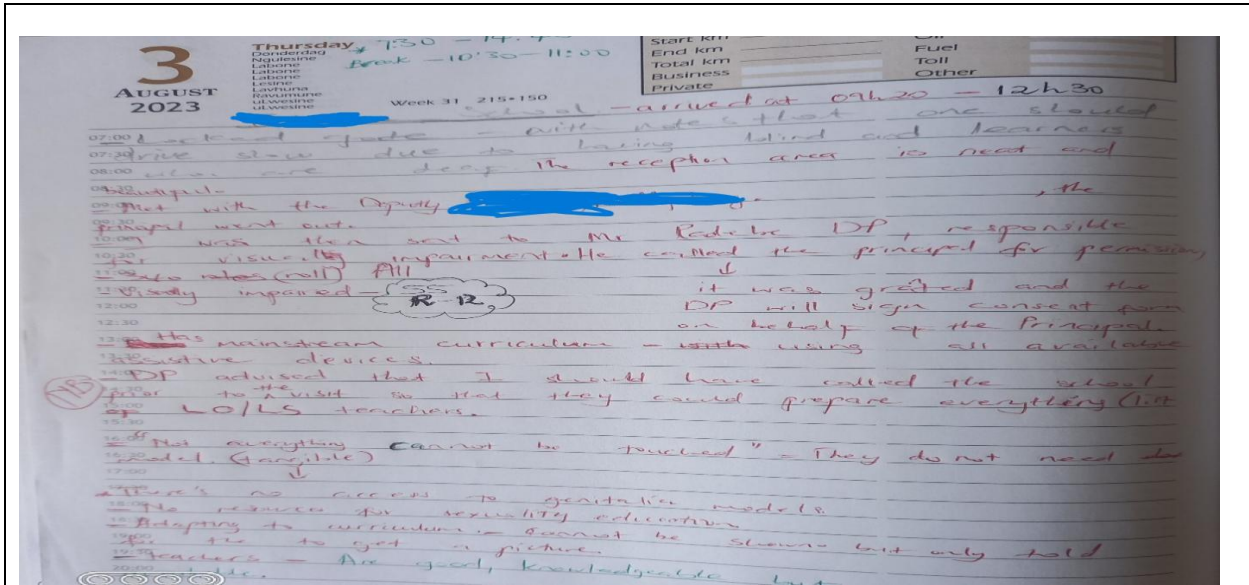
Participant Signature: _____

Date: _____

Interviewer Name and Surname: _____

Interviewer Signature: _____

Date: _____

Appendix J: Sample of field notes

Appendix K: Sample of transcripts

SCHOOL A: TEACHER PARTICIPANT 2

	Questions and responses Participant teacher A2 (PTA2); Interviewer (I)
1.	I: What is your understanding towards inclusion of learners living with visual impairment (LVI) on teaching comprehensive sexuality education (CSE)? PTA2: Learners should be included and learn more about CSE education.
2.	I: What role does the school play in teaching CSE to LVI? PTA2: The learners should be regularly exposed to CSE education.
3.	I: Which resources are needed by the school to help LVI teachers? PTA2: Learning and teaching support material (LTSM) for partially sighted learners and tangible objects for blind learners.
4.	I: How can teachers' self-efficacy be enhanced to positively influence the teaching of CSE to LVI? PTA2: Attended more information sessions and workshops about CSE education.

SCHOOL A: TEACHER PARTICIPANT 4

	Questions and responses Participant teacher A4 (PTA4); interviewer (I)
1.	I: What is your understanding towards inclusion of learners living with visual impairment (LVI) on teaching comprehensive sexuality education (CSE)? PTA4: Learners must have information about CSE.

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2.	I: What role does the school play in teaching CSE to LVI? PTA4: Teachers of Life Skills and Life Orientation are teaching the learners in the classroom and during the assembly time.
3.	I: Which resources are needed by the school to help LVI teachers? PTA4: We need charts and braille pamphlets…
4.	I: How can teachers' self-efficacy be enhanced to positively influence the teaching of CSE to LVI? PTA4: Teachers must go for training concerning CSE…

SCHOOL B: TEACHER PARTICIPANT 3

	Questions and responses **Participant teacher B3 (PTB3); interviewer (I)**
1.	I: What is your understanding towards inclusion of learners living with visual impairment (LVI) on teaching comprehensive sexuality education (CSE)? PTB3: Learners must be taught CSE for them to be well-informed on things that concern them – blind learners.
2.	I: What role does the school play in teaching CSE to LVI? PTB3: All stakeholders are involved, for example social worker, nurse, Occupational Therapist and adopted Cop, etc.
3.	I: Which resources are needed by the school to help LVI teachers? PTB3: Statues with body parts including private parts, audio videos, pamphlets in braille for learners to read.
4.	I: How can teachers' self-efficacy be enhanced to positively influence the teaching of CSE to LVI? PTB3: We need resources, training, and support from the school and conducive environment – healthy environment eh and better salary for us teachers.

SCHOOL B: TEACHER PARTICIPANT 4

	Questions and responses **Demographic data** **Participant Teacher B4 (PTB4); Interviewer (I)**
1.	I: What is your understanding towards inclusion of learners living with visual impairment (LVI) on teaching comprehensive sexuality education (CSE)? PTB4: If we include them in teaching them comprehensive sexuality education, they will be able to make an informed choice- bigger choices that could harm or shape them for future.
2.	I: What role does the school play in teaching CSE to LVI? PTB4: It is not only teachers involved in teaching CSE to learners, but the school also involve school social workers, therapist and sometimes invite adopted police.
3.	I: Which resources are needed by the school to help LVI teachers? PTB4: Statue with genitals that looks real, audio recordings, books, and pamphlets in braille.
4.	I: How can teachers' self-efficacy be enhanced to positively influence the teaching of CSE to LVI? PTB4: Attended more information sessions and workshops about CSE education.

Appendix L: Turnit in report

Twala PL Chapter 1 - 5.docx

ORIGINALITY REPORT

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