

**STUDENT DECLARATION**

**This dissertation is my original work and has not been presented for a degree in any other University.**

**Signature..... Date.....**

**Name:.....**

**Registration Number: 528002636**

**CERTIFICATE OF APPROVAL**

**This dissertation of Joyce Kakoma-Kapijimpanga has been approved as fulfilling the requirements or partial fulfilment of the requirements for the award of Masters of Art in Child and Adolescent Psychology in Psychology by the University of Zambia.**

**Signature of examiner 1: .....Date: .....**

**Signature of examiner 2: ..... Date: .....**

**Signature of examiner 3: .....Date: .....**

## **ACKNOWLEDGEMENT**

First and foremost I would like to sincerely thank my Supervisor Dr L. M. Imasiku for the advice and professional guidance. He was there for me and encouraged me to forge on, even when I was about to give up due to pressure of my new and demanding role at work.

I would like to acknowledge the support from the Anti-AIDS Club Patrons of Maiteneke, Chingola and Sekela High Schools and both members and non-members of the Anti-AIDS Clubs for their eagerness to assist and answer the questionnaires.

I would like to thank my husband for his patience, understanding and encouragement throughout the process of writing this article. He also remained with my children, Njimba, Kawan'ga, Sombo and our wonderful granddaughter Tumba.

Finally, I would like to sincerely thank Yakoba Miyemba of Post Graduate Studies for his constant reminders of upcoming events and reminders for Semester Registration dates and registration, who without him, I would have missed.

## **ABSTRACT**

The purpose of the study was to investigate whether belonging to an Anti-AIDS Club or being a Peer educator reduces the likelihood of engaging in Risky Sexual Behavior. This research specifically focused on pupils in High Schools in Chingola who comprised those that belonged to Anti-AIDS clubs or Peer Educators and those that were not members of the Anti-AIDS Club. A survey of adolescents' risky sexual behaviour in Lusaka colleges, confirmed that Peer education and support could be effective among adolescents. This was because peers could be main sources of information about sexual practices and therefore help to promote and maintain safer sexual behavior amongst their peers. Because of this aspect, there is a need for innovative programs, like Anti-AIDS Clubs in schools. The study used the Diffusion of Innovation Model (DIM) as a framework since it focuses specifically on how positive behavior can be reinforced. It raised important concerns as to whether forming of Anti-AIDS Clubs and training Peer educators was an effective strategic way of reducing Risky Sexual Behavior amongst school pupils. The study found that pupils that were actively involved in Anti-AIDS activities were less involved in Risky Sexual Behavior than their Peers who were non-members of the Anti-AIDS Club.

Using DIM, has also found that the communication channels used to disseminate the information to discourage others from Sexual Intercourse, which is the main mode for HIV infection, was being implemented very well. However, the study has also found that the opinion leaders, being the members and Peer educators, have challenges in expressing themselves generally. This is because most of them have challenges in reading skills, whether in English or Vernacular. Understanding where the adolescents are, in terms of Risky Sexual behavior change and how they interact with each other, will allow more effective and efficient programs to reduce new HIV infection and transmission. It will also help to determine what messages and School based programs are required in order to make the most impact. When both partners recognize the problem, make a commitment to change, and communicate effectively with each other, there will be the highest reduction in high-risky sexual behaviors amongst adolescents.

**CONTENTS:**

**Page No.**

<b>1. CHAPTER ONE: INTRODUCTION.....</b>	<b>1</b>
1.1 Background of Study.....	2
1.2 Statement of the Problem .....	8
1.3 Significance of the Study .....	10
1.4 Main Objective .....	10
1.5 Research Objectives.....	10
1.6 Research Questions .....	11
1.7 Theoretical Framework.....	11
<b>2. CHAPTER TWO: LITERATURE REVIEW .....</b>	<b>13</b>
2.0 Introduction .....	13
2.1 Adolescents and HIV and AIDS.....	13
2.2 Adolescents’ Knowledge, Attitudes, Perceptions and prevention of HIV and AIDS .....	14
2.3 Overview of the HIV and AIDS Epidemic in Zambia.....	18
2.4 Towards Universal access in Zambia .....	23
2.5 National Aids Strategic Framework .....	24
2.6 Anti-AIDS Clubs and Behavioral change.....	26
2.7 Impact of Peer education amongst Learners .....	30
2.8 Adolescents perception of Peer educators.....	31
2.9 Summary of Reviewed Literature.....	32
<b>3. CHAPTER THREE: METHODOLOGY.....</b>	<b>34</b>
3.0 Introduction .....	34
3.1 Research design .....	34
3.2 Study population.....	34
3.3 Sample size .....	35
3.4 Sampling Procedure .....	35
3.5 Measures .....	36
3.6 Data Collection procedure .....	37
3.7 Data Analysis .....	39
<b>4. CHAPTER FOUR: PRESENTATION OF RESEARCH FINDING.....</b>	<b>40</b>
4.0 Introduction.....	40
4.1 Analysis.....	40
4.2 Focus Group Discussion .....	44

<b>5. CHAPTER FIVE: DISCUSSION AND FINDINGS.....</b>	<b>49</b>
<b>5.0 Introduction.....</b>	<b>49</b>
<b>5.1 Findings.....</b>	<b>49</b>
<b>6. CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS.....</b>	<b>54</b>
<b>6.0 Introduction.....</b>	<b>54</b>
<b>6.1 Conclusion.....</b>	<b>54</b>
<b>6.2 Recommendations.....</b>	<b>55</b>
<b>6.3 Limitations of the study.....</b>	<b>57</b>
<b>7. REFERENCES.....</b>	<b>59</b>
<b>8. APPENDIX.....</b>	<b>64</b>

## **OPERATIONAL DEFINITIONS**

In this study the following meaning of the words will be used:

**Adolescent/Youth/Young person:** In this study an adolescent will be regarded as an individual aged between 15 and 18 years of age.

**Anti-AIDS Clubs:** This study will adopt the definition provided by the Copper belt Health Education Project (CHEP) that Anti-AIDS Clubs are extracurricular activities run by peer educators who are taught assertiveness techniques, decision making, survival and negotiation skills, and forms of sexual pleasure other than sexual intercourse. They also discuss issues related to gender and sexuality. These clubs are there to fight the spread of HIV/AIDS in adolescents.

**Anti-AIDS club member:** For the purpose of this study an Anti-AIDS club member is a pupil who has been an active member of any Anti-AIDS club for at least one year. He/She may or may not have had formal peer educator's training, but should have been a consistent member.

**CHEP:** Copper belt Health Education Project

**High School Pupil:** A pupil who is enrolled in Grade 10, 11 or 12, at a high school.

**Peer:** A peer is a person who is of the same age or age group equal with another. He/She can belong to the same societal group, which is mostly based on age, grade or status.

**Peer Educator:** A pupil who has done a peer educators in house or outside training, at least once, and a member of the school Anti-AIDS Club. He/She gives information to friends or school mates about HIV and AIDS, so that they can modify their sexual behavior.

**Peer Education:** The process by which a group is given information by someone who is a member of the same group or community, and who has already been trained in the subject AVERT (2009)

**Perception:** An attitude or understanding based on what is observed or thought.

**Psychosocial Skills:** These are skills that allow individuals to interact with, perceive, influence and relate to others. Psychosocial skills work together with communication skills to enable people to interact appropriately with other individuals and function within a socially meaningful context.

**Risky Sexual Behavior:** Behavior that increases the likelihood of adverse health consequences, namely: non use of condoms unprotected sex, onset of sexual intercourse at an early age, and having multiple sexual partners.

**Sex:** This is sexual intercourse between a male and a female.