

**TEACHERS AND PUPILS VIEWS IN THE TEACHING AND LEARNING OF
COMPREHENSIVE SEXUALITY EDUCATION IN PRIMARY SCHOOLS OF LUSAKA
DISTRICT, ZAMBIA**

BY

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**A dissertation submitted to the University of Zambia in partial fulfillment of the
requirements for the award of the degree of master of education in educational psychology**

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DECLARATION

I, **Mutale Agness Mubanga**, do hereby declare that this dissertation presents my own work and that it has not been previously submitted for the award of a degree or any other qualification to the University of Zambia or any other University. All references have been adequately acknowledged.

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APPROVAL

The University of Zambia approves this dissertation of Mutale Mubanga Agness as fulfilling part of the requirements for the award of a Degree of Master of Education in Educational Psychology.

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DEDICATION

I dedicate this work to my father and Mum (Mr. and Mrs. Mutale) my Husband Mr Stephen Ng'andu and my children: Emmanuel, Stephen Junior ,Beauty, Jonathan , David and my lovely Niece Mutale who I'm deeply indebted to for their selfless patience, support and tireless endurance during my pursuit of this course.

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ABSTRACT

The study investigated the views of teachers and pupils in the teaching of comprehensive sexuality education in two selected primary schools in Lusaka District. The objectives of the study were to; describe the views of teachers and pupils in the delivery of Comprehensive Sexuality Education; in primary schools; explore the benefits of teaching and learning Comprehensive Sexuality Education; establish the Challenges faced by teachers and pupils in the delivery of Comprehensive Sexuality Education and to develop a framework that could be used to address the challenges faced by teachers in the delivery and learning of Comprehensive Sexuality Education in Zambian Primary Schools. The study evoked a qualitative approach using an interpretive phenomenological research design. However, Creswell, (2009), points out that in determining the sample size in qualitative research, there is no specific formula. It is ultimately a matter of judgment and experience on the part of the researcher, and researchers need to evaluate the quality of the information collected in light of the uses to which it will be applied. Therefore, the researcher used his own personal judgment to determine the sample size in this study. Furthermore, Cohen (2000) in Creswell, (2009), explain that in a qualitative study, a small number of sample sizes suffice. A total sample of 45 participants consisting of 15 teachers and 30 pupils was drawn from two selected primary schools in Lusaka District. The scope of the study was restricted only to two Grade 7 selected primary schools in Lusaka District teaching Comprehensive Sexuality Education. Data was collected through interview guides and focus group discussions. Analysis of data was done through the use of themes. The study findings reviewed that the benefits of teaching and learning of Comprehensive Sexuality Education in schools are that it provides information and skills on the protection against HIV infection and other sexual health problems to pupils, and equip them to live a productive life in the society. The other benefits of Comprehensive Sexuality Education are that it provides information on HIV/AIDS, methods of preventive measures on how to live with people with HIV/AIDS, reducing rates of unwanted pregnancies, and contracting of sexually transmitted infections. Challenges faced by the teachers and pupils in the teaching and learning of Comprehensive Sexuality Education. Includes: The shortage of trained teachers, lack of teaching equipment, lack of funds, negative attitudes from parents, lack of sensitization to the general public, lack of support from parents of teaching materials, negative attitudes from parents and overcrowdings. Further, the study revealed that some of the measures that should help in addressing the challenges encountered in the teaching and learning of Comprehensive Sexuality Education were to offer training for both parents and teachers about Comprehensive Sexuality Education, and sensitisation campaigns on Comprehensive Sexuality Education.

The study recommended the following: the Ministry of General Education should intensify sensitisation campaigns for the teachers and the pupils; should revisit the syllabus on the method of teaching learning Comprehensive Sexuality Education; and should ensure that Comprehensive Sexuality Education is timetabled and examined to add value.

Keywords: *Views, comprehensive sexuality education, primary school, teachers, pupils and Zambia.*

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ABBREVIATIONS/ACRONMYS

AIDS	Acquired Immunodeficiency Syndrome
CDC	Centers for Disease Control
CSE	Comprehensive Sexuality education
GDP	Gross Domestic Product
HIV	Human Immunodeficiency Virus
IPPF	International Planned Parenthood Federation
SIECUS	Sexuality Information and Education Council of the United States
SRH	Sexual and Reproductive Health Rights
STI	Sexually Transmitted Infection
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Fund for Population Activities
UNICEF	United Nations International Children's Emergency Fund
USD	United States Dollars
WHO	World Health Organization

DEFINITION OF TERMS

Comprehensive Sexuality Education: This is a curriculum-based education with goals to equip children and young people with the knowledge, skills, attitudes and values that will enable them to cultivate a positive view of their sexuality. (UNESCO, 2016).

Learning: This is the intensification of the knowledge or the growth of knowledge after acquiring from Biological view about the anatomy and the physiology reproductive system of a youth.

Benefits: These are successes in learning about the Comprehensive Sexuality Education in physical and sex development young people to assume responsibility for their own behaviour and to respect the rights of others. (UNESCO, 2009).

Challenges: These are limitations on the implementation of teaching and learning of Comprehensive Sexuality Education in primary schools from Grade seven (7).

Views: These are reactions, feelings, opinions, interpretations and observations that participants attach towards the teaching and learning of comprehensive sexuality Education.

CHAPTER ONE

INTRODUCTION

1.1 Overview

The chapter presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, and the significance of the study, theoretical framework, and definition of terms, delimitation of the study and the limitations of the study.

1.2 Background of the study

There has been a significant need for information by the young people on Comprehensive Sexuality Education that includes sex and sexual health education. Comprehensive Sexuality Education is a lifelong knowledge about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information which helps to increase knowledge, clarify values, increase communication, develop skills and form positive beliefs and attitudes towards sexuality (Walker, 2004).

Before the introduction of Christianity as the major religion in Zambia by the missionaries, Comprehensive Sexuality Education was taught through the Traditional African Society and initiation ceremonies. Initiation ceremonies were conducted when one attained puberty to prepare boys and girls for marriage. Under the Traditional African Society; the teaching of Sexuality Education was done by parents or family members who passed on morals to the young people by acting as role models of good behaviour (Adeyinka and Ndwapi, 2002). The major content of the initiation ceremonies was to teach the young people how to look after husbands and wives.

With the coming of the missionaries, this type of education continued and the teaching was based on the Bible as the authority and foundation of good behaviour. Since then, with the declaration of Zambia as a Christian nation most of the parents teach good morals to young people based on what is written in the Bible (Adeyinka & Ndwapi, 2002). Therefore, the knowledge about social skills, attitudes values and culture are significant measurements of Comprehensive Sexuality Education which intends to help the young people to foster self-awareness, self-esteem, a sense

of morality. In Zambia sexuality education is part of the integrated life skills education that children receive at primary school. Life skills education includes topics on self-awareness, self-esteem, assertiveness, interpersonal relationships, decision making, values, sexual behavior, reproduction, pregnancy prevention and problem solving (Ministry of Education, 2003a).

Today, there has been a contradiction between the Christian ways of teaching Comprehensive Sexuality Education and the traditional way in some regions. Christianity forbids premarital sex in boys and girls putting, emphasis on abstinence as the solution to avoid pregnancy, sexually transmitted diseases and abortions. The Zambian traditional emphasizes abstinence to only girls through the value of virginity but expects boys to be sexually experienced before marriage. This has encouraged most of the boys to engage in premarital sex. (Gordon, 2007).

Since 2010, the United Nation Interagency Task Team for young people in the Eastern and Southern Africa (ESA) region has been supporting Ministries of Education (MOEs) in the Eastern and Southern African region to strengthen the teaching and learning of Comprehensive Sexuality Education as a component of current life skills-based HIV education programmes (UNESCO, 2011). This partnership has been instrumental in moving the teaching and learning of Comprehensive Sexuality Education (CSE) agenda forward. The review of syllabi and curriculum was completed across at primary school levels (from grade 5 to grade 7) and the efforts are gradually shifting toward the training of teachers in all teachers' colleges to teach the subject across all the grades.

Teacher training covers Sexuality Education content in teaching methodologies, teacher skills, personal attitudes and teachers' HIV-risk behaviours, with the main purpose of teaching Comprehensive Sexuality Education and to develop the Sexual and Reproductive Health (SRH) outcomes of adolescents and young people in Zambia through amplified access to high quality, age-appropriate and gender transformative SRH education and services (UNESCO, 2016).

However, Comprehensive Sexuality Education (CSE) has been a sensitive and controversially debated topic worldwide (Gordon, 2007). However, Communities in different cultures have different perceptions, experiences, attitudes and views about the teaching and learning of Comprehensive Sexuality Education (CSE), in schools.

The debate has revolved around who should teach CSE, what should be taught, and at what age should it be taught. The controversies are as a result of misunderstandings of what Comprehensive Sexuality Education is and what it involves. Those who oppose the teaching and learning of CSE in schools have not been ancillary to it. Comprehensive Sexuality Education means learning processes about sexual matters, covering bodily and mental development, anatomy, its functions and personal hygiene, attitudes, values, relationships, sexual behaviour, sexually transmitted infections, HIV/AIDS, pregnancy prevention, social and cultural dimensions that affect sexual lifestyle and gender equality, the purpose of any form of education is to enhance the well-being and quality of life for the entire society (Ministry of Education, 1996). Comprehensive Sexuality Education helps students understand the physiological, social and emotional changes they experience as they mature, develop healthy and rewarding relationships, and make wise, informed and responsible decisions on sexuality matters. Comprehensive Sexuality Education covers the following dimensions of a person's sexuality Physical, Emotional, Social: Sexual norms Ethical (MoE, 1996).

To effectively teach Comprehensive Sexuality Education in schools, in December of 2013, Zambia and nineteen other countries in the East and Southern Africa (ESA) region confirmed and endorsed their joint commitment to deliver CSE for young people. Since then, in Zambia, CSE has been integrated in the curriculum, but there is no plan on realistic implementation to achieve its core objectives. Evidence is limited on what CSE provision (information and access to services) is available to young people and that there are few existing strategies in operation and budgeted for, Government strategies and services for teaching Comprehensive Sexuality Education as they were effective in urban areas, while inadequate access and referrals to youth-friendly services are characteristic of peril-urban or rural areas(Ministry of Education, Science, Vocational Training and Early Education (MESVTEE, 2013). This problem was compounded by low capacity to provide services, especially in peril-urban and rural areas, where 60.5% of Zambia's population lives. CSE gives opportunities to explore attitudes and values and to practice decision-making and other life skills needed to make informed choices about sexual and reproductive health and relationships. It is a vital part of HIV and STIs prevention, including preventing unintended pregnancy. This aforementioned information from the UNESCO article was insightful to the current study as it provided the path in line with the definition given in

which pertinent issues have been raised that were central to the current study's investigation.

1.2.1 Defining Comprehensive Sexuality Education

United Nations Population Fund (UNFPA, 2015) defined Comprehensive Sexuality Education as the subject that embraces a holistic view of sexuality and carnal behavior. It has been considered as an age-appropriate, curriculum-based education that aims to equip children and young people according to their developing abilities, with the knowledge, skills, attitudes and values that will enable them to develop a positive outlook.

Therefore, Comprehensive Sexuality Education (CSE) is defined as “an age-appropriate, culturally relevant approach to teaching about sex and relationships by providing scientifically accurate, realistic, non-judgmental information.” CSE is a fundamental aspect of human life: it has physical, psychological, spiritual, social, economic, and cultural dimensions. Evidence has shown that Comprehensive Sexuality Education can effectively delay sexual activity, reduce unprotected sex, reduce number of sexual partners, and increase protection against unintended pregnancy, STIs and HIV CSE helps young people to: Acquire accurate information on sexual and reproductive health rights, information to dispel myths, references to resources and services ,develop life skills such as critical thinking, communication and negotiation skills, decision making skills, confidence, assertiveness, and ability to take responsibility, ask questions and seek help, empathy and Nurturing positive attitudes and values, open-mindedness, gender equity, respect for self and others, positive self-esteem, and positive attitudes on their SRH By giving girls and boys the knowledge, beliefs, values and skills.

Comprehensive Sexuality Education empowers young people to make informed decisions regarding their sexuality and sexual behaviour, and to exercise their rights and responsibilities as citizens in school, the community and society (UNFPA, 2015).

Further, UNESCO (2016) refers to Comprehensive Sexuality Education as a breadth and depth of the topics. It implies that topics cannot be included or excluded at random. It is a package to increase knowledge and understanding. It is aimed at explaining and clarifying feelings, values and attitudes and to develop and strengthen skills, and to promote risk-reducing behaviour. Young people today receive different, and sometimes confusing, messages about sexuality and

gender, and they are exposed to sexually explicit content through the internet and other media. Young people are increasingly becoming sexually mature and active at an earlier age. They are also marrying later, which creates a longer period between sexual maturity and marriage. Therefore, without correct information youth are more vulnerable to coercion, abuse, exploitation, unintended pregnancy, STIs, and HIV/AIDS.

CSE is a part of the right to health as young people must be provided with the knowledge and skills they need to make informed decision, responsible decisions about their sexual and reproductive health.

Despite the efforts in the introduction and integration of Comprehensive Sexuality Education in the school curriculum to empower both teachers and pupils with the knowledge and skills embedded in the subject, there is still alarming numbers of dropouts due to pregnancy and cases of HIV prevalence among school going pupils. This is to say many adolescent girls are continued being coerced into unwanted sex or early marriage, putting them at risk of unwanted pregnancies, unsafe abortions, sexually transmitted infections (STIs) including HIV and dangerous of childbirth, (Centre for Disease Control, 2014).

However, little is known or no tangible study has been done on the views of teachers and pupils in the teaching and learning of Comprehensive Sexuality Education as a compulsory subject across all the grades in schools. For the sake of this study, the investigation of teachers and pupils views in the teaching and learning of Comprehensive Sexuality Education was only limited to two (2) selected schools particularly at grade seven (7) level' in Lusaka District.

1.2.2. Methodology in Comprehensive Sexuality Education in primary Schools on how CSE has been delivered at the classroom level

Stand-alone— CSE is introduced as a separate subject; in most cases delivered by a specially trained teacher, as is the case in Zimbabwe and Namibia. Only a third of the countries implement CSE as a stand-alone subject. Each of these options has implications for how teachers are trained and the outcomes. (UNESCO, 2016). CSE infused throughout the curriculum, integrated in most/all subjects included in the curriculum, with, or without any specific mention of HIV&AIDS in subject areas, for example, in Mauritius. In a number of countries, such as

Botswana and Tanzania, CSE is also offered to learners through extra curricula clubs or programmes to reinforce what is being taught in school. Some countries, such as Botswana and Namibia, report making HIV education and related CSE a compulsory part of the curriculum and the continuous assessment process, while others have also made it examinable, such as Malawi, Swaziland and starting in 2017, Uganda. (UNESCO, 2016). Positioning of Comprehensive Sexuality Education in the School Curriculum is highly contested space which makes it difficult to introduce new subjects. In the Eastern and Southern African region, delivery of CSE is currently found in a variety of modalities in different countries. However, the current study endeavours to educate the pupils through the learning process in a classroom setting as it is their education right to understand the concepts of the subject. The CSE Framework does not stipulate which subjects the topics should be integrated into for each topic and grade, but does state that the topics and sub-topics should be integrated into the carrier subject such as Integrated Science Social Studies Home Economics and Religious Education in primary schools,(UNESCO ,2016).Despite the introduction of CSE in primary schools in Lusaka District, the views of teachers and pupils towards the teaching and learning of CSE in primary schools in Lusaka District are not known. Hence the inquiry.

1.3 Statement of the Problem

The Ministry of General Education in Zambia introduced Comprehensive Sexuality Education (CSE) in primary schools with the view of empowering pupils with the knowledge and skills concerning issues surrounding unwanted sex or early marriage, protecting them the risk of unwanted pregnancies, unsafe abortions, sexually transmitted infections (STIs) including HIV and dangerous of childbirth. (Gordon, 2007; UNESCO, 2011; MESVTEE 2013; Centre for Disease Control, 2014). Despite the introduction of CSE in primary schools in Lusaka District, the views of teachers and pupils towards the teaching and learning of CSE in primary schools in Lusaka District are not known. Hence the researcher embarked on this study.

1.4 Purpose of the Study

The purpose of this study was to investigate the views of teachers and pupils in the teaching and learning of Comprehensive Sexuality Education in two (2) selected primary schools in Lusaka District.

1.5 Objectives of the study

1. To describe the views of teachers and pupils in the delivery of Comprehensive Sexuality Education in primary schools in Lusaka District.
2. To explore the benefits of teaching and learning Comprehensive Sexuality Education in primary schools in Lusaka District.
3. To describe the Challenges faced by teachers and pupils in the delivery of Comprehensive Sexuality Education.
4. To develop a framework that could be used to address the challenges faced by teachers in the delivery and learning of Comprehensive Sexuality Education in Zambian primary schools.

1.6 Research Question

1. What are the views of teachers and pupils in teaching and learning Comprehensive Sexuality Education in Zambian primary schools?
2. What are the benefits in the teaching and learning Comprehensive Sexuality Education?
3. What are Challenges do teachers faces in the delivery of Comprehensive Sexuality Education in primary schools in Lusaka District.?
4. What measurers should be put in place to address the challenges faced by teachers and pupils in the delivery and learning of Comprehensive Sexuality Education in Zambian primary schools?

1.7 Significance of the Study

It was hoped the study may enlighten teachers and pupils on the importance of teaching and learning of Comprehensive Sexuality Education in schools. This may be accomplished by disseminating the finding to the general popular through availing information on the views, benefits and possible challenges attached to subject. Further, the finding of the study may also be used as a reference point by the policy makers, curriculum designers and other stakeholders to make informed decisions that may help to come up with workable solutions in order to have the best way of teaching and learning comprehensive sexuality Education. Furthermore, the findings of the study may add value to the pool of knowledge and stimulate further research in the teaching and learning of Comprehensive Sexuality Education.

1.8 Theoretical Framework

The study was anchored and made reference to constructivist theory propounded by Vygotsky (1978). The theory holds that people construct their own understanding and knowledge of the world through experiencing things and reflecting based on their perceptions and experiences.

This theory focuses on the importance of social and cultural context in influencing the behaviour. It relates to the role society play in the development of children. This implies that learning is an active, contextualised process of constructing knowledge rather than acquiring it. From this perspective, pupils draw upon, connect and analyse their prior knowledge and perceptions through self-discovery and interaction with other students and with the teachers.

The primary rule is to engage students in inductive, hands-on- activities, group work and integration of knowledge involving more capable people guiding those less capable to understand ideas beyond their developmental level. Vygotsky describes this as the Zone of Proximal Development (ZPD) (Du plesis and Muzaffer, 2010). In this case, an assumption was that teachers and the knowledgeable others in the teaching process of Comprehensive Sexuality Education may act as scaffolds leading pupils to the Zone of Proximal Development (ZPD) social interaction that plays a major role in the development of cognition Vygotsky (1978). Sanderson, (2010) described people's behaviour and mental processes that, they are shaped by their social and cultural contact. The zone of proximal development as the range of tasks that a

child to perform with the help and guidance from significant others.

The theory is applicable to this study because it holds that learning is an active, contextualized process of constructing knowledge pupils draw upon, connect and analyse their prior knowledge and experiences through learning of CSE (Turuk, 2008). Building on the Vygotskian framework, all mental functions are first experienced socially, mutually built, and constructed through social interaction with others. In this way, experiences in social context provide an important mechanism for the development of students' critical thinking, creativity, interactions, communication and understanding (Moran and John-Steiner, 2003). This study was an attempt to investigate the views of pupils in the learning of comprehensive sexuality education. Therefore, the selection of this theory was based on the appreciation that human beings construct knowledge and meaning from experiences in the social context and on its goal which relies, as much as possible, on participants' experiences of the situation being studied (Creswell, 2009). Therefore, this theory was the most valuable for conceptualizing the optimal learning experiences of pupils in Comprehensive Sexuality Education.

1.9 Delimitations of the study

The scope of the study was restricted only to two selected primary schools in Lusaka District which included Grade 7 primary school pupils of comprehensive sexuality education.

1.10 Limitation of the study

Since this study was conducted in one district, therefore, generalisation of the findings should be done with caution to other districts with similar characteristics with Lusaka district.

1.11 Organisation of the Dissertation

Chapter one presented the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, and the significance of the study, theoretical framework, and definition of terms, delimitation of the study and the limitations of the study. Chapter two reviews the relevant literature on teaching of Comprehensive Sexuality Education (CSE). Chapter three focused on the methodology that was used in the study which includes the philosophical assumption, research design, population, sample and sampling techniques. The

chapter further explains the research instruments as well as data collection and analysis procedures. This section ends with ethical considerations. Chapter four presented the findings of the study as were provided by the participants. Chapter five presented the discussion of the findings. Finally, chapter six presented the conclusion, recommendations and areas for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter reviews the relevant literature on teaching of Comprehensive Sexuality Education (CSE). The existing literature was drawn from both the developing and developed world. This constituted Global, Africa and Zambia contexts. This section reviewed literature and other studies that have been conducted in different countries on the views of teachers and pupils in the teaching and learning of Comprehensive Sexuality Education in primary schools. This was done by the aid of emerging themes from the research objectives which included; teachers' views in the teaching and learning Comprehensive sexuality Education in primary schools; pupils views in the teaching and learning Comprehensive Sexuality Education in primary schools; benefits of learning of Comprehensive Sexuality Education and the challenges faced by teachers and pupils in the teaching and learning of Comprehensive Sexuality Education.

2.2 Teachers' views in the teaching and learning Comprehensive sexuality Education in primary schools

Teachers have different views with regard to the teaching of Comprehensive Sexuality Education. There have been heated discussions among teachers of different cultures, beliefs and Traditions concerning primary school-based Comprehensive sexuality education. According to various writings, teachers have divergent views concerning the teaching and learning of Comprehensive. Those in support have strongly argued that in this era of HIV and AIDS, it is vital for school-going children to have necessary information concerning their sexuality. With such information, they are more likely to make informed decisions and also to know how to cope with peer pressure and to reduce the risk of getting infected with HIV. It also enables young girls to avoid unintended pregnancies and other risky sexual behaviour that may see them dropping out of school at a tender age. Those who oppose the teaching and learning of comprehensive sexuality education, stress that giving such information to young people perpetrates bad behaviour and encourages them to indulge in premarital sex. They argue that comprehensive sexuality education taught in schools is not taken seriously by teens who view it as being for fun.

They believe that the issues involved would be treated more seriously if they were taught by parents and guardians at home or religious leaders who focus on building good morals and **not** just on fear of becoming pregnant or getting infected with HIV according to the UNESCO International Guidelines, the implementation of Comprehensive Sexuality Education depends on the available resources (including the availability of supportive school administration, trained teachers and materials), competing priorities in the school curriculum, the needs of learners, community support for CSE programmes and timetabling issues. Some countries such as Malawi and Jamaica have decided to implement it as a stand-alone subject while Mexico, Nigeria and the United Republic of Tanzania have integrated it within various parts of the curriculum such as Sciences, Religious Education Home Economics and civic education. (UNESCO, 2009), however, the researcher is focusing on the views in teaching and learning of comprehensive sexuality education in primary schools in Lusaka District. This is the gap this study sought to address.

The teachers' views on the teaching CSE (sex and sexuality) in primary schools have been hotly debated. The role of the teacher of comprehensive sexuality education is therefore very argumentative especially teachers, discussing the difficulties within each of the different models of delivery. Teachers report considerable anxieties about Comprehensive Sexuality Education as a subject and its low status in the school curriculum though committed in teaching. Nevertheless, some key concepts in the teaching of CSE were of anxiety and concern about the proper place of school or home for talking about sex and relationships with the learners. This potentially conflicted with the official educational policy agenda that emphasised on improving children's educational and academic achievements (Binik, 2014). However, the studies has not described the views of teachers on the teaching and learning of CSE in primary schools in Lusaka District, Zambia.

Teachers' views of teaching Comprehensive sexuality education, pedagogy and models of delivery were available from the teachers' attitudes towards CSE are among the important predictors of their willingness to teach sexuality education programmes in schools. While there is a plethora of studies on teachers' attitudes towards sexuality in developed countries, there is a paucity of such studies in sub-Saharan Africa in general and Tanzania in particular (Anangisy, 2008). This study examined teachers' attitudes and comfort in teaching sexuality education in

rural and urban Tanzania. The results showed an overwhelming majority of teachers in both rural and urban districts supported the teaching of sexuality education in schools, and the inclusion of a wide range of sexuality education topics in the curriculum. Nevertheless, though teachers expressed commitment to teaching sexuality education in schools, they expressed difficult and discomfort in teaching most of the key sexuality education topics. This implies that declaration of positive attitudes towards teaching sexuality education alone is not enough; there is a need for facilitating teachers with knowledge, skills and confidence to teach various sexuality education topics. This study investigated the teachers attitudes on the curriculum and showed commitment to teach CSE, it did not find out the teachers views in the teaching and learning of CSE in primary schools as this study sought to address.

Chuunga, (2014) investigated the attitudes of stakeholders toward school sexuality education in Ndola Urban District Secondary Schools. The descriptive qualitative research design was adopted for the study. Eight secondary schools, 377 teachers and 5, 737 pupils formed the population for the study. The sample for the study consisted of ninety (90) teachers, ninety (90) pupils and ninety (90) parents (with pupils in the schools) who were randomly selected. The instrument used for data collection was a close ended questionnaire of the five point Likert scale designed by the researcher. The instrument was both face and content validated by experts at Solusi University. Descriptive statistics and the one-way analysis of variance were employed for data analysis. The result of the study revealed that the stakeholders (teachers, pupils and parents) in general had positive attitude toward the inclusion of sexuality education in the school curriculum. However, the teachers, pupils and parents had a negative attitude on the inclusion of topics like sexual pleasure and enjoyment, homosexuality as well as premarital sex as topics in the curriculum. There existed significant differences in the attitudes of stakeholders toward the inclusion of sexuality education in the curriculum as well as on the role of sexuality education in adolescent issues as revealed by the analysis of variance. Comparisons showed that there existed significant differences in the attitudes of teachers and parents as well as in the attitudes of pupils and parents as it related to the role of sexuality education in adolescent issues an indication that pupils and teachers were in better agreement than their parents counterparts. In view of the positive attitude of stakeholders toward the inclusion and teaching of sexuality education in the school curriculum coupled with its benefits to adolescent sexual issues, it was recommended that

sex education should be compulsory in schools. This findings with Chuunga, looked at the attitudes of stakeholders toward school sexuality education in Secondary Schools, Ndola but the current study is focusing on investigating the views of teaching and learning comprehensive sexuality education in primary schools and the views from the real class experiences in teaching and learning CSE. This is the gap this study sought to address.

Scarlett, (2010), conducted a study to explore perception of parents about school sex education and assess the attitude of teachers and students towards school Comprehensive Sex Education. A cross-sectional quantitative and qualitative study was conducted on randomly selected 386 students, total census of 94 teachers and 10 parents in Merawi Town from March 13–27, 2011. Data were collected using self-administered structured questionnaire and in-depth interview guideline. Multiple linear regression analysis was performed using total score to determine the effect of the independent variables on the outcome variable and thematic analysis was used to analyse the qualitative data. The Results of the study was that participants have favourable attitude towards the importance of school sex education. They also agreed that the content of school Comprehensive Sexuality Education should include abstinence-only and abstinence-plus based on mental maturity of the students. That means at early age (Primary school) the content of school sex education should be abstinence-only and at later age (secondary school) the content of school sex education should be added abstinence-plus. The students and the teachers said that the minimum and maximum introduction time for school sex education respectively.

Scarlett (2010) further states that teacher teaching experiences and field of studies have supportive idea about the starting of school sex education. Watching romantic movies, reading romantic materials and listening romantic radio programs appear to have a contribution on the predictor of students' attitude towards the starting time of school sex education. Comprehensive Sexuality Education (CSE) is defined as “an age-appropriate, culturally relevant approach to teaching about sex and relationships by providing scientifically accurate, realistic, non-judgmental information.” CSE is a fundamental aspect of human life: it has physical, psychological, spiritual, social, economic, and cultural dimensions. Evidence has shown that Comprehensive Sexuality Education can effectively delay sexual activity, reduce unprotected sex, reduce number of sexual partners, and increase protection against unintended pregnancy, STIs and HIV CSE helps young people to acquire accurate information on sexual and

reproductive health rights, information to dispel myths, references to resources and services, develop life skills such as critical thinking, communication and negotiation skills, decision making skills, confidence, assertiveness, and ability to take responsibility, ask questions and seek help, empathy and to nurture positive attitudes and values, open-mindedness, gender equity, respect for self and others, positive self-esteem, and positive attitudes on their SRH. By giving girls and boys the knowledge, beliefs, values, skills and a supportive environment. This study looked on the parents' perception on the teaching and learning of comprehensive sexuality education in schools, it did not bring out the real disseminators in the delivery of CSE in primary therefore, this study addresses the teacher's views in the teaching and learning of Comprehensive Sexuality Education in primary school in Lusaka district, Zambia.

Binik, (2014) carried out a study on teachers and parent's attitude towards imparting Sexuality Education to their adolescent girls and revealed that sex was still considered as a taboo subject in their Indian society, teachers themselves lack scientific knowledge about it. Adolescents need to be taught about this topic since ignorance perpetuates myths and mixed belief. The sample of the study consists of 200 parents (100 urban and 100 rural areas of Jammu) of adolescent girls. A random sampling technique was used to select the sample. Interview Schedule was used to collect the data. Results of the study revealed that these mothers were reluctant to talk about sex education to their daughter as they found it embarrassing to discuss these issues. Generally, they avoid any mention to sex in their day-to-day relationships with their children. The aforementioned study highlighted pertinent issues surrounding the imparting of sexual Education among the girls and adolescents which was received with mixed feeling among the parents as it was regarded as a taboo. The current study has a lot to learn from this study as it investigates the views of teachers and pupils in the learning of Comprehensive Sexuality Education in a classroom setting in schools, in a Zambian context; this is the gap the researcher wanted to address. Teachers' fears increase the debates over program content and the increase of local controversies have heightened teachers' long-standing apprehension that parents and school officials do not support their efforts to deliver comprehensive sexuality education. As a result, they fear that discussion of controversial topics such as masturbation, sexual orientation, abortion and, increasingly, contraception could jeopardize their careers, according to many sex education proponents. "Teachers are scared; even the best are very discouraged," reports Peggy Brick,

director of education at Planned Parenthood of Greater Northern New Jersey and a long- time sexuality educator and trainer. Ultimately, proponents say, teachers believe their careers are at stake. There is always the potential for saying something that some parent will find unpleasant, notes McGee, Planned Parenthood’s vice president for education. Nevertheless, the perception among teachers is that this pressure not only exists but has also intensified in recent years. “Teachers perceive themselves as more embarrassed,” reports Patti Caldwell, senior vice president of Planned Parenthood of Southern Arizona, which provides sex education in primary schools in the Tucson area. “There is limited evidence that they are as constrained as they think they are, but the perception has a significant impact on their confidence.”

In Africa as a whole, Comprehensive Sexuality Education has struggled to fill up most curriculums due to religious and traditional beliefs, strong cultural borders and divergent ethical attitudes. This has forced most of the schools to implement Comprehensive Sexuality Education in secrecy and biased manner (MoE, 2013). Teachers have failed to teach Comprehensive Sexuality Education effectively due to fears of intimidation, accusations of flirting with girls and cultural inconsistencies. As a result, the teaching and learning of this sensitive subject has been left to each sex of teachers orienting pupils on the knowledge they have already contends that in Ghana, a confluence of cultural, religious and geographical factors creates a sensitive environment where issues of sexual and reproductive health have remained highly a taboo for decades. A similar study carried out in Nigeria by (Adeyinka, 2002). Culture also a limit the amount of freedom teacher has who is also a parent in the classroom setting. Hence the school should exercise a lot of influence especially in term of sexual and reproductive message dissemination. The study focussed on the subject has been a sensitive subject according to the culture and religion but did not bring out the views of teaching and learning Comprehensive Sexuality education in Primary schools in Lusaka District the researcher’s gap intends to address.

In Ethiopia a study by SIECUS (2005) on the strategies of teachers and student in sexuality education indicated that teachers and students of the programme regardless of gender were able to discuss issues of sexuality, despite acknowledging this to be against the cultural norm. The cultural context was also seen to influence the interpretation and discussion of information. This led to programme modification in which both teachers and student play a key role. It was also

found that stakeholders perceived the need for sexual health education, yet no consensus on the form this should take. The findings showed that, Comprehensive Sexuality Education is an effective method of sexual health education, with the school identified as a fitting site of implementation. Its holistic and participatory nature endeavours to develop the knowledge, attitudes and life-skills of students to help them secure their sexual and reproductive health and rights (SRHR). This qualitative study aimed to better understand aspects of CSE implementation in one context. Specifically, it focuses on the effects of the cultural setting, considering how gender and sexuality norms influence teacher and student implementation strategies while the researcher in this study addressed the views of teaching and learning of Comprehensive sexuality education in primary schools in Lusaka district. The research was carried out in one secondary school in Ethiopia, which delivered a Dutch-developed programme throughout 2013. Over 50 in-depth interviews were conducted with teachers and students, influential community members and experts in SRHR. Data was also gathered through focus group discussions and classroom observations. Results show that CSE teachers and students, both male and female, were able to discuss issues of sexuality.

SIECUS (2005) further reports that the cultural context was seen to affect interpretation of programme information, influencing the nature of this discussion. For an impactful implementation, it is recommended that sexuality education aims to engage with and involve the wider community, to reduce contradictory messages and increase programme support. Furthermore, teachers should undergo extensive and comprehensive pre-programme training that addresses their attitudes and values, not just their knowledge.

A study done by Restless Development, (2009) on Sex Education in Nigeria when knowledge conflicts with cultural values established that sex education consists of the two main elements of knowledge and value since both aspects are fundamental to a good sex education. This position resonates with that of Halstead and Reiss in their affirmation that sex education is a 'value-laden activity'. In an ideal case scenario, the knowledge and values which form the basis of sex education ought to be in harmony, and also support and complement each other instead of expressing contradictory positions. In other words, proven scientific facts and cultural practices that are communicated in sex education ought to be in sync with each other in order to prevent a disorganised or confusing sex education. Yet in reality, this is often not the case.

Another study by Restless Development, (2009) on the effectiveness of school based sexuality education in promoting knowledge and skills relating to the prevention of pregnancy and HIV and AIDS. In this regard, the study focused on exploring the way in which sexuality education is provided in primary schools, explore teachers' training on sexuality education provision, pupils' source of sexuality education knowledge and challenges that affect the provision of sexuality education. The study used mixed method design, where by both quantitative and qualitative approaches were utilized. The study population was drawn from a total of 120 teachers and 204 pupils. Data collection methods included questionnaires and interviews. The research findings showed that, although sexuality education seems to be integrated in subjects, pupils' source of sexuality knowledge seem to be not from schools teaching and learning rather other sources out of schools. On the other hand there was evidence of inadequate training for teachers on how to teach and handle sexuality classes in primary schools. Furthermore, pupils face difficulties in learning sexuality topics due to different factors such as cultural barrier, religious beliefs and personal background, teachers with relevant teaching skills and learning facilities.

Further, a study by Binik, (2014) on perception of students' teachers' and parents' towards Sexuality Education in Calabar South Local Government Area of Cross River State in Nigeria established that, masturbation, abortion and contraceptives were unanimously agreed not to be included in sex education content. A substantial proportion of the respondents agreed that abstinence-plus should be the main message of sex education in schools. Training for both parents and teachers should be provided by government and NGOs for accessibility of appropriate resources to develop capacity and confidence to deliver effective sexuality education to school adolescent. Policy makers need to formulate a definite, explicit, and workable Comprehensive Sexuality Education policy.

All the studies outlined on teacher's views on the teaching of Comprehensive Sexuality Education were conducted in other countries and not in Zambia, Lusaka district, thus this study seeks to investigate the views of teachers on the actual teaching and learning of comprehensive sexuality education in primary schools in Lusaka District,.

2.3 Pupils views in the teaching and learning Comprehensive Sexuality Education in primary schools

A study was conducted by Kirby, (2007), on the attitudes of school learners towards Comprehensive Sexuality Education in Zululand against the constant rise of HIV/AIDS and pregnancies amongst teenagers in South Africa. The purpose of the research study was to investigate and evaluate attitudes held by teenagers towards their Comprehensive Sexuality Education. The study examined teenager's attitudes towards Comprehensive Sexuality Education with a questionnaire, eliciting both quantitative and qualitative data, which was administered in two schools, one urban and one rural, to 200 participants whose ages ranged from 12 to 20 years. The findings indicated that learners held generally positive attitudes towards sexuality education, with female and urban learners holding significantly more positive attitudes than male and rural learners respectively. Learners indicated that the sexuality programme provide valuable information especially with regard to their own bodies and self-respect.

Kirby (2007) findings indicated that learners were of the opinion that teenage pregnancy and HIV /AIDS could be prevented through abstinence, condom and contraceptive use, parental involvement, stopping grants for teenage pregnancy, promoting virginity, masturbation the use of sex toys, Finally they thought that comprehensive sexuality education could be improved on by parents and teachers telling the truth, through the teaching of values and morals and by making the subject more practical, prominent in churches. Discussion is concerned with findings and recommendations which are of special relevance in the South African context. However, this study investigated the view of pupils in learning comprehensive sexuality education in primary schools in Lusaka district Zambia.

A study by Scarlett, (2010) on perception of students' teachers' and parents' towards Comprehensive Sexuality Education in Calabar South Local Government Area of Cross River State in Nigeria established that, masturbation, abortion and contraceptives were unanimously agreed not to be included in sex education content. A substantial proportion of the respondents agreed that abstinence-plus should be the main message of sex education in schools. Training for both parents and teachers should be provided by government and NGOs for accessibility of appropriate resources to develop capacity and confidence to deliver effective Comprehensive

Sexuality Education to school adolescent. Policy makers need to formulate a definite, explicit, and workable sexuality education policy. The study is very informative but it was not conducted at any tier of education system. It only involved the Calabar South local authority of Nigeria. Thus the study reported only on the perception on the need for introduction of Comprehensive Sexuality Education as opposed to their views and experiences (feelings and opinions) of teachers and pupils in the actual delivering of CSE in schools. This study the researcher investigated the pupils in the learning of Comprehensive Sexuality Education in primary schools in Lusaka District, Zambia.

A study was conducted by Binik, (2014) entitled the attitudes of high school learners towards Comprehensive Sexuality Education in Zululand with the constant rise of HIV/AIDS and pregnancies amongst teenagers. The findings indicated that learners held generally positive attitudes towards sexuality education, with female and urban learners holding significantly more positive attitudes than male and rural learners respectively.

Pupils indicated that the sexuality programme provide valuable information especially with regard to their own bodies and self-respect. In the above study a comparative assessment of the teachers' and parents' perceptions about CSE in rural and urban areas was not researched on.

In Zambia, Chiwela, (2010) conducted a study on youths' perceptions of church and secular HIV and AIDS intervention strategies in schools, established that, the majority of the youths were aware of how people get infected with HIV and possible ways of preventing the infection. The purpose of the study was to investigate youths' perceptions of church and secular HIV and AIDS intervention strategies in schools of Lusaka District of Lusaka Province. A survey approach was used in conducting this research. Data was collected through interviews, questionnaires, and Focus Group Discussions to a sample of 85 pupils, 4 clergymen 2 representatives of the civil society to accurately represent the population under study. The study used mainly qualitative methods in the collection of data however quantitative method was also used for numerical data to a very minimal level. The finding showed that, among the noted common possible ways of getting the HIV and AIDS infection were having unprotected sex, sharing unsterilized equipment and Mother to Child Transmission, while the most common ways of preventing the infection were by abstinence and condom use. The study also showed that the measures taken by pupils to

safeguard themselves from the dangers of HIV and AIDS was by abstaining while others felt that having “good company” would reduce the chances of infection. Condom use was regarded as the last resort. In terms of information provision to the pupils by the Church and secular organisations, the study revealed that such messages mostly came from the secular organisations, very little if any, came from the Church.

The findings of the study indicated that, the behaviour currently exhibited by the pupils towards HIV and AIDS was to a greater extent externally influenced by poverty and behaviour towards sex education and information which led to early pregnancies and unprotected sex among school going children. The most common reasons given for this situation were peer social norms. The study showed that the safest thing to do, therefore, was to ensure that education provided to these children is “safe”. Otherwise there are so many youths in the HIV and AIDS spectrum that may easily distort the true picture. It is of great importance to acknowledge that honesty, openness and confessing our complicity is a first step in the process of becoming effective change agents combating stigma and discrimination surrounding the HIV and AIDS pandemic.

Chiwela’s study did not bring out the views of pupils in the actual classroom setting when Comprehensive Sexuality Education is in the learning process hence the study the researcher is investigating. This study the researcher investigated the pupils in the learning of Comprehensive Sexuality Education in primary schools in Lusaka District, Zambia.

2.4 The benefits of teaching and learning Comprehensive Sexuality Education in Zambian primary schools in Lusaka District

In Zambia Comprehensive Sexuality Education has divided the masses due to strong religious beliefs of numerous churches, repulsive traditional beliefs, and trending sexual knowledge from Non-Governmental Organisations in the fight against HIV/AIDS. Statistics show that teenage pregnancy has become a major concern, especially among school children and their parents. According to MOE (2014), from 2009 to 2013, the schooling system recorded a total of 76,567 pregnancies among school girls in primary and secondary schools, with 86% occurring in rural areas. This further translates into pupils who failed to complete school because they lacked skills,

values and attitudes to enable them respond positively towards finding solutions to reproductive health problems.

“The Zambian education system must endeavour to develop a spiritually, morally, physically, intellectually and emotionally sound individual” (MoE, 1996). Comprehensive Sexuality Education is critical for improving the capacity in addressing Sexual Health Reproductive challenges. UNESCO (2009) states that CSE aims at ensuring children and young people become equipped with the knowledge, skills and values to make responsible choices about their sexual and social relationship in a world affected by HIV. To this end education plays a vital part in shaping the behaviours of the young people and in helping in the prevention of HIV and AIDS, STIs and unwanted pregnancies. CSE therefore, provides space for learners to avoid early death, enhance sexual awareness and live morally upright lives.

A study by MOH (2007) on early pregnancies and unprotected sex among school going children found that about 60% of the boys received peer pressure from the community and the school to engage in pre-sex. Most respondents stated that they engaged in such to conform to existing peer norms. The study further showed that 15% of the Zambian population is between 13 years and 19 years of age. As such these people’s behaviours, attitudes and health trends are influenced and shaped by the information they get from home, schools and the media. This situation provides an opportunity for schools to promote CSE among learners. This study seeks to teachers’ and pupils’ perception of CSE in primary schools in Chingola. It is premised on the assumption that teachers and pupils’ in Chingola district may not be fully acquainted with CSE and therefore may pay lip service. This situation is not ideal for disseminating CSE, related skills, knowledge and norms essential to promoting sexuality education. The study reviewed the benefits of comprehensive sexuality education, but this study investigated the views of teachers and pupils in the learning of CSE in primary schools in Lusaka District, Zambia.

Another study was conducted by Nshindano and Maharaj (2008), on ethical assessment of teacher and pupil sexual relationships. The data was collected using in-depth interviews, semi-structured questionnaires, and Focus Group Discussions. Secondary data collection involved relevant literature from the journal articles, internet, books, and newspapers. A non-probability sampling technique was used to select the participants for the study. Focus Group Discussions

and questionnaires were used for the purposively sampled 51 pupils, making a total sample of 98 participants for the study. Utilitarianism, deontological and virtue ethical theories were used to ethically assess the forms, and perceived influences and effects of teacher/pupil sexual relationships in schools and guided the collection of data.

Another study was conducted by Bwalya (2012) on ethical perspective how the “UNESCO International Guidelines on Sexuality Education can be implemented in Zambian secondary schools and the study showed that, the Ministry of Education in Zambia does not have a serious policy with regard to Comprehensive Sexuality Education in schools. Although there is a statement made in the Education Policy Document Educating Our Future concerning the teaching of Comprehensive Sexuality Education, very little has been done to enforce it has the following benefits according (UNESCO, 2009) states that Comprehensive Sexuality Education aims at equipping young pupils with knowledge, skills and values to make responsible choices about their sexual and social relationships in a world affected by HIV and AIDS .increase knowledge and understanding, explain and clarify feelings, values and attitudes ,develop or strengthen skills , promote and sustain risk-reducing behaviour, enable young people to learn to enhance their self-esteem and self-awareness, help learners to acknowledge and enjoy their own sexuality, provide accurate information, teach the skills necessary to make informed and responsible decisions, including decisions regarding sexual relationships, start to explore different values and attitudes in order to help each learner develop his/her own moral framework, help learners to act in accordance with their values, teach understanding, tolerance and respect for different sexual needs, orientations and values, teach learners to behave responsibly and in a caring way within all relationships, teach learners how to protect themselves from exploitation and learn not to exploit others, teach learners how to use health services and how to find the information they need and teach learners how to communicate and express their needs and feelings. This study is in agreement with these benefits but all the benefits have no tangible research on the views and the challenges the teacher experiences during the actual teaching process. Thus, the benefits are there, but the researcher seeks to investigate the views the teachers and the pupil’s experiences in the teaching and learning CSE in Zambian primary schools.

2.5 Challenges faced by teachers and pupils in the delivery of Comprehensive Sexuality Education

UNESCO (2013) revealed that, Education Sector Policy Frameworks revealed that as much as aspects of HIV and AIDS are included in the education sector policies, not all education sector policies in the 21 countries give clear guidance on the delivery of CSE or teacher training for CSE there is lack of policy direction on life skills-based SE in teacher training remains a key barrier to the development of effective the teaching and learning CSE in Zambia. The lack of policy direction has affected the mainstreaming of CSE in government schools and programmes. The result is that CSE has remained a donor-funded initiative, which has not found a home and funding through the government structures—this poses a threat to its sustainability. (UNESCO, 2014). The challenges often faced in the delivery of CSE. It also highlights on different modalities that schools undertake to deliver CSE - which modalities are critical in determining the best approaches for CSE integration at the teacher education level. The study by Bwalya (2012) on ethical perspective how the “UNESCO International Guidelines on Comprehensive Sexuality Education can be implemented in Zambian schools. The objectives of the study were to: explain the debate for and against school-based sexuality education, assess the current curriculum on sexuality education in Zambian secondary schools, find out views from key informants concerning the implementation of school-based sexuality education in Zambian schools, and to give an ethical evaluation of how the UNESCO International Guidelines on comprehensive Sexuality Education. The data was collected through documentary research and also by conducting interviews with some key informants from the Ministry of Education, religious groups, Forum for African Women Educationists Zambia (FAWEZA) and parents. Different interview schedules were used to collect data from these different groups. The methodology employed was empirical research combined with an ethical analysis that applied the ethical theory of Utilitarianism and Rights Theory. The study showed that, the Ministry of Education in Zambia does not have a serious policy with regard to the delivery of Comprehensive Sexuality Education in schools. Although there is a statement made in the Education Policy Document Educating Our Future concerning the teaching of Comprehensive Sexuality Education, very little has been done to enforce it.

Although the MOGE has tried to the effectiveness of school-based Comprehensive Sexuality Education to fight early and unintended pregnancy, gender-based violence and the overall HIV prevalence among all females and males aged 15-49 , The debates over program content and the proliferation of local controversies have heightened teachers' long-standing concern that parents and school officials do not support their efforts to provide Comprehensive Sexuality Education due the societal norms and values. As a result, they fear that discussion of controversial topics such as masturbation, sexual orientation, abortion and, increasingly, contraception—could jeopardize their careers, according to many sex education proponents (UNESCO 2014) Therefore, there is need to explore on the benefits and challenges the teacher and the learner encounters in teaching and learning Comprehensive Sexuality Education especially in Primary schools of Lusaka District.

2.6 Framework that could be used to address the challenges faced by teachers in the delivery and learning of Comprehensive Sexuality Education in Zambian primary schools

Based on studies, the analysis, good practises and challenges, a set of suggests on how CSE is to be delivered in schools are proposed for consideration with a detailed elaboration are made to consolidate, standardise, support, train, monitor, report and sustain teacher training on CSE in ESA. Some of these recommendations are medium- to- long-term in nature, but all require strong political will to be implemented :Provide clear policy direction from MOEs on the delivery of CSE, Strengthen the implementation of the ESA Ministerial Commitment, Provide clear guidance on the position of CSE in the curriculum, engage and sensitize school management teams and other key actors at the school and community levels, improve the capacity and coordination of CSE teacher training providers develop and implement minimum standards on CSE and pre-service teacher education develop and implement minimum standards for in-service teacher training and continuous professional development (CPD), address the role of local level cultural and social norms in CSE delivery, clarify participatory methodologies and values in teaching training prioritise the development and supply of CSE teaching and learning support materials and strengthen linkages with other sectors(UNFPA, 2010). The researcher is in agreement with the proposed framework in the Eastern and Southern African countries but these

leaves a gap in the Zambian Context which has different educational system exhibited in the teaching and learning process of CSE in primary school. Therefore, there is need to research on the Zambian curriculum to investigate the views of the teachers and pupils views on how the CSE should be implemented in the Learning and teaching process.

CHAPTER THREE

METHODOLOGY

3.1 Overview

The previous chapter gave a review of some important literature on Comprehensive Sexuality Education studies from a Global, Africa and Zambian context with respect to the views and experiences of teachers and pupils in the teaching and learning of Comprehensive Sexuality Education. The current chapter presents the methodology that was used in the study which includes the philosophical assumption, research design, population, sample and sampling techniques. The chapter further explains the research instruments as well as data collection and analysis procedures. This section ends with ethical considerations.

3.2 Philosophical Paradigm

The study adopted a social constructivism world-view advanced by Mannheim and works of men such as Berger and Luekmann's (1967) social construction of reality and Lincoln and Guba (1985)'s naturalistic inquiry. The assumption of this world-view is that individuals seek understanding of the world in which they live and work as they develop subjective meanings of their experiences towards certain phenomena. These meanings are varied and multiple thereby leading the researcher to investigate the complex views as opposed to few ideas. The researcher operating on this world-view constructs the truth based so much on participants' views of the situation being studied (Crotty, 1998). This provides a concrete platform for participants to construct the meaning of a situation through experiences in a general and more open-ended method of questioning.

In so doing, the researcher made the questions general and open-ended so as to carefully listen to participants' views by using focus group discussions, interviews and non-participants guide. It was from this viewpoint that the views of teachers and pupils in the teaching and learning of Comprehensive Sexuality Education at the two (2) sampled primary schools in Lusaka District will be appreciated in the study.

3.3 Research Design

Kombo and Tromp (2006) define a research design as glue like structure that holds all the elements in a research project together. Creswell (2009) defines research design as the scheme, outline or plan that is used to generate answers to the research problem. This study utilised an interpretive phenomenological research design with the intention of conducting a direct exploration, analysis, and interpretation of a particular phenomenon emphasising the richness, breath, and depth investigation as interpreted by participants in detail (Creswell, 2009). Further, Heidegger (1962) refers to interpretive phenomenology research design as one which seeks to uncover the subjective understanding, which individual human agents ascribe to their social situation. Furthermore, Heidegger maintains that reality is only found in the minds of the social actor (participant) hence interpretive phenomenology or hermeneutic.

With interpretive phenomenological research design therefore, the researcher was able to tap into the pupil's classroom experiences regarding the learning of Comprehensive Sexuality Education by bracketing or applying the principle of "*epoche*", his or her own views and experiences thereby taking the information as it was reported by the participants through verbatim. Since the study focuses pupils' experiences in the learning of Comprehensive Sexuality Education in primary schools, this design appropriately guided the generation of interpreted information on classroom shared experiences of Grade 7 pupils. Therefore, the study is purely qualitative in nature and takes the form of a case of two (2) selected primary schools in Lusaka District.

According to Kombo and Tromp (2006) a qualitative approach involves interpretation and description; it seeks to interpret, describe and analyse the experiences and behaviour of humans by collecting verbatim statements from participants in view of the fact that open-ended questions allow participants to offer responses within their unique context, and the value of the information provided can be exceptionally high. This approach was appropriate for this study because it seeks information on the views and experiences of Grade 7 pupils in the teaching and learning of Comprehensive Sexuality Education in selected primary schools in Lusaka District.

3.4 Study Population

Population is defined as a group of individuals and objects from which samples are taken for measurement (Kasonde-Ng'andu, 2013). The population for this study consisted of all the pupils of Comprehensive Sexuality Education in Grade 7 classes at two selected primary schools in Lusaka District.

3.5 Sample Size

Kasonde-Ng'andu, (2013) indicates that sample size refers to the number of participants selected from the population with common characteristics, know-how and accessible to help in the study under investigation. However, Creswell (2009) points out that in determining the sample size in qualitative research, there is no specific formula. It is ultimately a matter of judgment and experience on the part of the researcher, and researchers need to evaluate the quality of the information collected in light of the uses to which it will be applied. Therefore, the researcher used his own personal judgment to determine the sample size in this study. Furthermore, Cohen, Manion and Marrison (2000) in cited in Creswell (2009) explain that in a qualitative study, a small number of sample sizes suffice. In view of the above, the researcher selected 45 participants to constitute the sample for the study. This sample comprised of 15 grade 7 teachers and 30 pupils from each of the two selected primary schools in Lusaka District. This sample size sufficed because in qualitative studies, there is an issue of data saturation limits which ranges from 1 to 15 items and beyond it, no more new information could be added. Therefore, a total sample size of 45 participants in this study is appropriate because it lies within the data saturation limit in which new and first-hand information will be collected.

3.6 Sampling Techniques

Sampling techniques are classified into non-probability and probability. However, this study applied non-probability sampling techniques with the intention of selecting individual participants for the sample that does not give all the individuals in the population equal chances of being selected but will base on familiarity of the subject under investigation (Merriam, 2009).

3.6.1 Purposive Sampling

The study employed purposive sampling which involves purposely handpicking individuals from the population based on the researcher's knowledge and judgment (Merriam, 2009). However, to be specific, the study used a typical sampling among other types of purposive sampling because the study sample involves pupils who were potentially familiar with the learning of Comprehensive Sexuality Education in schools. Orodho and Kombo (2002) state that the power of purposive sampling lies in selecting information rich in cases for in-depth analysis related to the central issues being studied. Black (1999) observes that purposive sampling ensures that those people who are unsuitable for the sampling study are already eliminated, so only the most suitable candidates remain. This means that the results of purposive sampling are usually expected to be more accurate than those achieved with an alternative form of sampling (Orodho and Kombo, 2002).

3.6.2 Convenience Sampling

The researcher also used convenience sampling to select the two primary schools because of its power to select places and participants based on their convenience, accessibility and proximity to the researcher (Merriam, 2009). In this case the researcher was considering selecting the two schools that are representing the higher cases of pregnancies, drop-out and early marriages to the lower recorded school of such issues; of the entire District of Lusaka.

The researcher consider selecting two schools that are representing the higher cases of pregnancies, drop-out and early marriages to the lower recorded school of such issues; of the entire District of Lusaka. Therefore two selected schools below had higher rates of pregnancies in Lusaka district as shown below: school A recorded the highest number of 13 pregnancies cases in the district while school B recorded the lowest of 20% in two years.

Table 1: Showing the rates of pregnancy cases

Year	School A	School B
2016	07	04
2017	06	00
Total	13	04

Source from Lusaka District Office- Ministry of General Education

3.7 Research Instruments

Kasonde-Ng'andu (2013) defines research instruments as tools that researchers use in collecting the necessary data. In view of this, the research used focus group discussion guides, interviews and non-participant observation to collect data.

3.7.1 Focus Group Discussion Guide (FGDG)

Focus Group Discussion (FGD) guide was designed to obtain information on participants' experiences, beliefs and perceptions on a defined area of interest (Kombo and Tromp, 2006). Focus group discussion as an instrument was used in this study to collect data from the pupils. The rationale for choosing the FGDG for pupils was to help them feel comfortable to express their opinions in the presence of their peers who were in this regard helped to create a natural environment for them. Due to this, the researcher categorised them into focused groups as the only way to elicit information as they socialized and interacted amongst themselves in a simplistic manner. According to Black (1999), a focus group discussion is a group discussion of 5-12 persons guided by a facilitator during which members talk freely and spontaneously about a certain topic. The purpose of focus group discussion was to obtain in-depth information on concepts and ideas of the group due to its open ended questions that enabled it to collect subjective views from participants.

3.7.2 Semi-structured Interview Guide

A semi-structured interview guide is an instrument used to collect both qualitative and quantitative data with pre-determined set of open ended questions that arouses discussion with the view for the interviewer to explore from the participants further responses (Kasonde-Ng'andu, 2013). It does not limit respondents to a set of pre-determined answers (unlike a structured questionnaire). It allows the respondents to discuss and raise issues that the researcher may not even have thought about. As such, this instrument was accord the researcher the advantage of asking many follow up questions to obtain more information

3.8 Data Collection Procedure

Data collection is the gathering of specific information aimed at proving and refuting some facts on how a researcher collects data and with what instruments (Kasonde-Ng'andu, 2013). The researcher spent three days at each of the schools selected. The first day the researcher sampled the research participants and administered the interview guide to the teachers. The second and third day, the researcher conducted Focus Group Discussion with the pupils. The Focus Group discussion was comprised of eight pupils on the second day whilst the focus group discussion on the third day comprised seven pupils. During data collection, a note book and voice recorder was used to record the conversations in order to capture views of the participants, in order to help the researcher with data analysis.

3.9 Data Analysis

Kasonde-Ng'andu (2013) defines data analysis as a manipulation of the collected data for the purpose of drawing conclusions that reflect on the interest, ideas and theories that initiated the study so as to uncover the underpinning structures and extracting cardinal variables thereby testing any underlying assumptions. However, the appropriate methods of data analysis were determined by the data type, variables of interest and the number of cases. Therefore, the data collected from the field through focus group discussion on pupils' experiences regarding the learning of Comprehensive Sexuality Education was qualitatively analysed using the Interpretative Phenomenological Analysis (IPA) method.

Smith and Eatough (2006) cited in Kasonde-Ng'andu (2013) argue that the IPA method is a suitable approach for analysing qualitative data when one is trying to find out what experiences individuals have towards a particular situation they are facing, and how they make sense of their personal and social world. The method is especially useful when one is concerned with the complexity, process and novelty of a phenomenon; in this regard Comprehensive Sexuality Education in the education system. This method of analysis allowed the researcher to categorise the collected raw data and generate themes from it in line with the objectives of the study. Therefore, the analysis of raw data enables the researcher transform it into meaningful information.

3.10 Ethical Considerations

Cohen et' al. (2000) cited in Creswell (2009) explained that ethical issues are matters which were highly sensitive to the rights of others. In this regard, ethical issues were upheld in the study. First and foremost, a clearance letter obtained from the Directorate of Postgraduate Studies and the researcher sought consent from the University of Zambia ethical committee. The researcher ensured that participation by the pupils was voluntary. This was done by explaining to them the procedure, relevance and purpose of the study. Participants were assured that data collected would be kept confidential and only be used for research purposes. Furthermore, the researcher assured the participants that names and personal details would not be revealed or published and that the data collected would be kept confidential and only be used for academic research purposes. Names of schools and participants represented by certain codes and this guaranteed anonymity.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1. Overview

The previous chapter outlined the methodology employed by the researcher to come up with the data by means of the said research instruments. This chapter therefore presents the findings of the study as were provided by the participants. The findings are presented according to the study questions. The data presented were obtained through a focus group discussion and semi-structured interviews from the views of teachers and learners in the teaching and learning of Comprehensive Sexuality Education in two selected primary schools in Lusaka District. The study brought out a number of issues from the participants which were in line with the research questions which included ‘What the views of learners in the teaching and learning of Comprehensive Sexuality Education in two selected primary schools in Lusaka District? , What are the benefits of teaching and learning of Comprehensive Sexuality Education among pupils in two selected primary schools in Lusaka District? and What are the challenges faced in the teaching and learning of Comprehensive Sexuality Education in two selected primary schools in Lusaka District?’.

4.2 Pupils’ views in the teaching and learning of Comprehensive Sexuality Education in schools

The researcher took time to interact with the participants (pupils) through interviews and focus group discussion so as to appreciate their personal experiences in the teaching and learning of comprehensive sexuality education. The presentation of the first question of what are the views of learners in the teaching and learning of Sexuality Comprehensive Education begins by addressing pupils’. Pupils stated by expressing their concern to teachers being the implementers of most education programmes through the teaching and learning process were key participants in this study. This was because they played a major role in facilitating the teaching of Comprehensive Sexuality Education among learners in schools and gathering the views over their experiences was extremely important. In line with this therefore, pupils were asked to state

whether or not Comprehensive Sexuality Education was taught as an integrated subject at the two selected schools and the following emerged as shown in Table 2.

Table 2: Pupil’s responses from the teacher’s perspectives on whether Comprehensive Sexuality Education was to taught as an independent subject in schools

Reponses	Frequency
Agreed	30
Disagreed	0
Total	30

Source: (Field Work Data, 2018)

Table 2 shows the responses of teachers on whether Comprehensive Sexuality Education was taught as a subject in schools. All the 30 pupils who participated in the study agreed having Comprehensive Sexuality Education taught in Science.

Objective 1: Views of teachers and learners in the delivery of CSE in schools in Lusaka District

The study found that teachers and learners views in CSE were in two-fold namely; positively and negatively as it is integrated into carrier subjects such as Social studies, Home economics, Religious Education and Science.

A teacher from school A further stated that;

It is very confusing because during theory, the teaching of Comprehensive Sexuality Education is based on writing notes on the board while in practical we experience carrying out experiments in science and Home economics (Field Work Data , 2018).

Pupils were further asked to explain how Comprehensive Sexuality Education was experienced in schools. The study found that the views of Comprehensive Sexuality Education were two-fold namely; theory and practice as it was integrated in other subjects like Social studies, Home economics, Religious Education and Science. Pupils reported that their teacher's theory part was conducted from the classroom just like any other subject;

But one pupil further reported that; *it is time waster subject, because it is not examinable.* Furthermore, they stated that the theory part required a lot of materials such as context based text books prescribed to support its delivery.

In their explanations, they added that Comprehensive Sexuality Education was very educative and sensitive in nature. To support this, one teacher from school 'B' made the following remarks:

Despite having a lot of shortcomings, my experience of teaching Comprehensive Sexuality Education is interesting, sensitive and profound because it imparts various knowledge and survival skills of knowing how to take of oneself in the community and world at large (Field Work Data , 2018).

Further, teachers reported that their views in Comprehensive Sexuality Education were done through practical teaching. Teachers stated that the practical part was conducted from school laboratories and Home economic rooms with the help of equipment such as charts, diagrams and pictures. Furthermore, the study found that most of the practical activities in Comprehensive Sexuality Education were group dominated. Shedding more light to this, one teacher had this to say:

Whilst in the school laboratory, the teaching and learning of Comprehensive Sexuality Education is characterised with demonstrations which are mainly done in groups of individual learners. This makes the whole process enjoyable as learners share different experiences and ideas in a free interactive atmosphere with each other and this contribute to the best manner

in which knowledge and skills are acquired (Field Work Data , 2018).

The study also revealed that teachers' views in the teaching of Comprehensive Sexuality Education indicated that they were more careful because the subject was too sensitive to teach to learners. This was explained as they argued that teaching Comprehensive Sexuality Education to children in schools would corrupt their morals as most of them were full of experimental and that they could easily engage themselves into early sexual activities. This finding was supported by teacher from school A who stated that,

In all the years that I have been teaching I have tried to deal with children and I know how they behave; kids like doing and trying to do things that elderly would tell them not to do or try. In so doing we are inviting a series of attempts for their side and this would end up giving them room for trials which is dangerous in the case of this subject. It will mean every information will be provided and what will remain will be the action from that will be disastrous and destroy them at that small age (Field Work Data, 2018).

The study also indicated that the majority of the teachers in their views of teaching Comprehensive Sexuality Education opposed the process of disseminating its information in schools for reasons based on cultural and traditional values. Teachers from both school A and B argued that teaching the teenagers about issues of sex was against the Christian values, and that countries should not be borrowing ideas that come from the western countries which may not be applicable within the contexts of other countries in Africa

Further, the finding was attested by one teacher from School B who had this to say:

For really, the biggest challenge or problem that we as African have is importing things from other countries which are developed already. We like imitating things that are not even important or applicable in our country. Look now, because of this tendency, we

have ended up adopting this as a subject which is not fully accepted in the public domain by the stakeholders. For us teachers, it subject imposed by the government and offers us with working opportunity (Field Work Data, 2018).

Another teacher from school A also echoed by stating that;

As stated already by my colleague, teaching these children about sex at a tender age to me is very wrong as this would encourage them to venture into such illicit activities that would go against the norms and values of our society. So, really I do not know where we going in terms of educating these children because what is happening is unacceptable. Long time ago, these were issues that our grandparents used to share with us at attainment of certain age not now! Come...on (Field Work Data, 2018).

Further, the study revealed that on other hand teachers' parents' views favoured the teaching of Comprehensive Sexuality Education in schools as they reported sexuality education was vital in that it comprised the knowledge development and life skills package that provided them and learners with the decision making skills related to healthy sexual behaviours. Additionally, one of the teachers from school B interacted with stated that:

Comprehensive Sexuality Education plays an important role and has since taken the central position in the lives of people on how to exercise their sexual appetite. For example, if the public is knowledgeable about their sexual stamina through the knowledge acquired from this subject, most of us could really take care and be aware of all that which is involved and later make us all be able to manage our health, personal hygiene and the effects of not abstaining from sex (Field Work Data, 2018).

Concerning the number of teachers to handle comprehensive sexuality education, teachers reported that the number of teachers specially trained to teach the subject was not enough as the

subject was recently introduced in the school curriculum. Further, teachers from School A were quoted saying the following words:

We are too few in our department and sometimes we use even those who have no idea of teaching the subject provided that teacher belonged to our department and this has really been experienced for so long (Field Work Data, 2018).

Furthermore, they reported that some of the teachers who handled them in Comprehensive Sexuality Education were the same teachers who taught them home economics and other subjects within the department.

4.3 Pupils ' views on the benefits of the teaching and learning of Comprehensive Sexuality Education in primary schools in Lusaka district

The study found that the benefits of the teaching and learning of Comprehensive Sexuality Education had provided the relevant information on: how to live with people with HIV/AIDS and the prevention methods from sexual related diseases. The study also revealed that there has been a reduction in rates of unwanted pregnancies and reduction in rates of contracting sexual transmitted infections.

Further, the one pupil from school B stated that *last year our school had the highest number of pregnancies but this year it has dropped from 12 cases to 3 cases.*

Pupils being the direct beneficiaries both academically and on the matters of health of the teaching and learning of Comprehensive Sexuality Education in schools, it was imperative to interact with them in this study gathering their experiences as they shared them below;

In relation to the question of learning Comprehensive Sexuality Education in the two selected primary schools, learners affirmed that Comprehensive Sexuality Education was experienced in two parts which were theory and practice. With regard to theory, during a focus group discussion learners reported that it was conducted from the classrooms with respect to the daily routine of the school time table. The study found that the learning was done with the help of text books as stipulated in the school syllabus discourse. Further, learners reported having had experienced the

learning of comprehensive sexuality education. To add more experiences, one pupil from school A made the following remarks:

My experience over the subject is wow and great. It is like really enjoyable because at least we able to share knowledge about this sensitive subjects' content in the absence of our parents. It really gives us the freedom to interact with others and make sense of the real learning in a free atmosphere. And this subject is too sensitive and sometimes mention certain words is kind of difficulty but it is a subject that requires us to learn about it. So no choice but to continue learning about it because at the end of the year we may be made to write the examination (Field Work Data, 2018).

Furthermore, the study found that the learning and grasping of Comprehensive Sexuality Education concepts was faster because learners were involved in the actual teaching and learning of the subject. They stated that its practical nature made the acquiring of knowledge and skills easy. In addition, one learner made the following remarks that:

The concepts of Comprehensive Sexuality Education are understood and grasped faster though we always feel shy to mention certain words because of the nature of the subject. This on our side has been really kind of hard but we try because we just have to learn and understand for our own benefits (Field Work Data, 2018).

On whether time was adequate in their views of comprehensive sexuality education, pupils stated that time allocated for Comprehensive Sexuality Education was limited. To support this finding, one pupil from school A reported that:

Time allocation for Comprehensive Sexuality Education is not adequate as we all know that the subject demands more time due to its nature. This compels us in most cases to come back for lessons in the afternoons and sometimes even on weekends when teachers ask of us for the sake of covering the content. This means that our experiences

are not so good because time is always limited and this works against our understanding of concepts (Field Work Data, 2018).

Another pupil from school B further added by stating that:

Time for this subject is not enough as you may know that Comprehensive Sexuality Education is like integrated science because the concepts are the same of body organs and other related issues to do with HIV AND AIDS. It is very timely because it educates us on such matters in schools so that we don't die fast (Field Work Data, 2018).

4.4. Benefits of the teaching and learning of Comprehensive Sexuality Education in schools

4.4.1 Teachers' views on the benefits of the teaching of comprehensive sexuality education

In relation to the perceived benefits accrued to the teaching and learning of Comprehensive Sexuality Education in schools, the study found that some among the benefits of the teaching of Comprehensive Sexuality Education were that; the subject provided relevant information on how to live with people with HIV/AIDS, reduced frequency of sex, provided information on the prevention methods from sexual related diseases, reduced rates of unwanted pregnancies, reduced rates of contracting sexual transmitted infections, reduced number of sex partners and that was a school based and examinable subject that offer one with employment opportunities as a required in society.

Further the study found that the majority of the teachers experienced the benefits of Comprehensive Sexuality Education as an important and relevant subject because it equips children with knowledge and skills that are needed for a positive lifestyle. This was argued on the premise that the world today is full of try and error type of life style. To support this, one teacher from school A reported that:

This world we live in today is dynamic and comes with so many challenging issues. Due to this, it is very cardinal to have this subject taught in schools as equips us with vibrant skills for survival in this

cruel world full of nothing but evil people who abuse other sexually (Field Work Data, 2018).

The study also reported that the teaching of Comprehensive Sexuality Education in schools equipped young people with information and skills they need in protecting themselves against HIV infection and other sexual health problems, as illustrated by one teacher who stated that

Comprehensive sexuality education in Zambian schools forms what could be termed as the hidden Curriculum. This means that the subject does not stand on its own like other subjects. There is no policy on paper to teach comprehensive sexuality education in Zambian primary Schools” (Field Work Data, 2018).

And the other teacher from school B continued to say;

Why I support the idea that Comprehensive Sexuality Education should be taught in schools is because it helps people to avoid the dangerous diseases which are so rampant now days, especially to do with HIV/AIDS by providing necessary education and information which is very vital for all of us in the world today (Field Work Data, 2018).

The study reported that teacher considered the teaching of Comprehensive Sexuality Education as beneficial and important tool for equipping young people with life-long skills required not only for the prevention of HIV/AIDS and other sexual health problems, but also for enabling them to live productively in society. They argued, for example, that the subject was instrumental in instilling good manners in children and young people about how to take care and avoid temptation that would put someone in danger of contracting sexually transmitted diseases. Teachers also argued that schools were the right place to teach young people about Comprehensive Sexuality Education because they have trained teachers who could disseminate information appropriately without some restrictions because it was by law. To support this finding, one teacher from school A had this to say:

For me, I think this education subject enables children to understand various things concerning their life because I believe this education covers more than issues of sex. This is too obvious that even if they are not going to be taught at school, they will still learn from the society through media and other means, but the trouble is in society they learn all the bad things. We expect that if they get this education through schools, they will be able to make proper decisions about sexual matters because schools have trained teachers who know how to deal with them as they interact. In the process, words of caution will be given to them even as information will be disseminated (Field Work Data, 2018).

Further, another teacher from school A further added by reported that:

Other benefit of teaching this subject to our learners is that offers them with employment opportunities in future as it is one of the examinable subjects. By virtue of doing this subject one would be guaranteed of working one day upon completion especially that it one of the courses offered even at colleges of education (Field Work Data, 2018).

4.4.2 Pupils' views on the benefits of the learning of Comprehensive Sexuality Education

When asked to state their perceived benefits of learning comprehensive sexuality education, the study found that pupils were also of the view that Comprehensive Sexuality Education provided them with the knowledge on the dangers of illicit sex, methods on how to prevent HIV/AIDS, avoidance of unwanted pregnancies and reproductive health information, provision of information on other sexual health problems, equipping them with information to enable them to live a productive life in the society, provide information methods of preventive measures. To attest to this finding, one pupil from A had this to say:

The content of this subject is welcome as it adds value to our subject combination and teaches us more about health related matters. The

subject provides us with means and ways of protecting ourselves from health related diseases which may be harmful to our livelihoods and informs us with the expectations of world and communities where we live as you know that the world keeps on changing. So it is good change and move in the direction in which the world is going so that we are also well informed like others in the world (Field Work Data, 2018).

Additionally, another pupil from school A made the following remarks that:

Comprehensive Sexuality Education as a subject is of great gains as it imparts knowledge and skills in us and informs us on how well to take care of ourselves and come up with preventive measures as this is one of the most important topics found in the subject(Field Work Data, 2018).

Further, another pupil from school B supported this by commending that:

Comprehensive Sexuality Education has come at the right time when we as pupils are in fond of engaging in illicit vices that affect our youthful being. However, with the introduction of this subject in schools, we expect to see change in how most of us would carry out life as we will be reflecting from this subject. The guidance that is offered by this subject is educative and important in our lives; this is so because most of our friends engage themselves in harmful activities that with the coming of this subject most of them are changing. I would say thank you for bringing this subject in schools because we learn a lot from it (Field Work Data, 2018).

4.5. Challenges faced by teachers and learners in the teaching and learning of Comprehensive Sexuality Education in schools

4.5.1. Teachers' views on challenges faced in the teaching of Comprehensive Sexuality Education

When teachers were asked to state the challenges that they faced in the teaching Comprehensive Sexuality Education in schools, the study indicated the following number of challenges as presented in Table 3.

Table 3: Teachers responses on challenges of teaching comprehensive sexuality education

Challenges	Frequency
Shortage of trained teachers	3
Negative attitude from parents	3
Lack of teaching materials	4
Lack of funds to supporting the subject	3
Overcrowded classes	2
Total	15

Source :(Field Work Data, 2018)

Table 3 shows the responses of teachers on the challenges of teaching Comprehensive Sexuality Education in the two selected schools. From the table three (3) teachers reported on shortage of trained teachers that; while another three (3) stated that there are negative attitude from parents and four (4) reported lack of teaching materials. Further, the study indicated three (3) settled for lack of funds and two (2) reported overcrowded classes. For example, one teacher from school A went further to state that:

In our school, we do not have enough teaching materials to support the teaching of this subject. We just have to hustle in order for one to have a smooth class session, now we been wondering why the subject which does not have materials should have introduced and declared to be taught in schools. This is not fair from the part of the government

to be imposing subjects on so that we could struggle with teaching them to the learners (Field Work Data, 2018).

Further, another teacher from school B had this to add that:

This subject to me is not a complete one, no wonders it has been integrated in with other subjects like Home economics, integrated science and Religious education meaning it could not stand on its own. So, to me I don't see an independent subject and if this attitude will continue then the quality of education would be compromised and make the entire educational system lose a direction (Field Work Data, 2018).

4.5.2. Pupils' views on the challenges faced in the learning of comprehensive sexuality education

When questioned to state whether there were challenges faced in the learning of Comprehensive Sexuality Education in the visited schools, learners indicated different views on the challenges faced in the learning of comprehensive sexuality education. Among them are the following are presented in the Table 4:

Table 4: Challenges faced in the leaning of Comprehensive Sexuality Education as observed by pupils

Challenges	Frequency
Lack of learning materials	15
Lack of teachers	4
Shyness of producing some concepts of CSE in our local language	9
Overcrowded classes	2
Total	30

Source: (Field Work Data 2018).

Table 4 shows the views of pupils on the challenges faced in the learning of comprehensive sexuality education. From the Table, 15 learners attributed the challenge to lack of learning materials; while nine (9) indicated lack of teachers; four (4) reported lack of proper usage of some CSE concepts in local language (2) settled for over crowding in classes. Furthermore, one pupil from school A stressed on overcrowding and stated that:

In this school we are too many and fail to fit in these classrooms. In other words there is overcrowdings which is not good because it brings a lot of negative developments which retrogress the learning of the subject. This is because some of us are delayed by our friends who do not have knowledge and skills to quickly adapt to the new concepts in subject. This is to say that am very much aware of the fact that in life, we have the faster and slower learners and this works normally against the faster learners who may work hard in terms of understanding the concepts as opposed to their colleagues. So, for entirely I would say overcrowdness is so negative because it sits on the other learners' progress as the teacher would struggle to make sure everyone is up to date with the learning in class (Field Work Data, 2018).

Another pupil from school B reported that:

Most of us here face the challenge of not finishing on time when given a task or class work to do especially if the work has to with sharing of the text books. Usually, this makes some of us delay because learning materials are not adequate to support all of us in classes. Due to this, time also has been working against our progress in terms of school works. This has just to be improved upon by the school management and other people involved in the facilitation of teaching and learning in schools. Otherwise, it does not make sense at all (Field Work Data, 2018).

4.6 Summary

This chapter presented the findings of the study in line with the study questions. The study found that teachers and pupils' views in the teaching and learning of Comprehensive Sexuality Education varied from one individual teacher to another. The study reported that teachers and pupils' experienced the teaching and learning of Comprehensive Sexuality Education in two-fold namely; positively and negatively as it was integrated in other subjects like Social studies, Home economics, and Religious Education and Integrated science. Further, they described their views as being educative and timely as the Comprehensive Sexuality Education was seem to both career opportunity and employment booster.

This entailed that Comprehensive Sexuality Education offered so many benefits to both teachers and pupils in schools such as provision of information and skills they need in protecting themselves against HIV infection, provision of information on other sexual health problems, equipping them with information to enable them to live a productive life in the society, provide information methods of preventive measures, provision of information on how to live with people with HIV/AIDS, reduce rates of unwanted pregnancies, reduces rates of contracting sexual transmitted infections, reduces frequency of sex and reduces number of sex partners. However, the benefits of the teaching and learning of Comprehensive Sexuality Education could not go without challenges faced in the teaching and learning of comprehensive sexuality education. Among other challenges faced by teachers and learners in the teaching and learning of Comprehensive Sexuality Education were lack of adequate teaching and learning materials, lack of trained teachers, poor attitudes from parents and lack of funds. This chapter concentrated on presenting the findings of the study in a more coherent manner through some qualitative techniques. In the next chapter, some of the foregoing findings of the study will be discussed in relation to the reviewed relevant literature according to the research objectives.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1. Overview

The previous chapter presented the findings of the study. The present chapter discusses the findings of the study. The discussion will be done under the following sub-headings which have been derived from the research objectives: Views of teachers and of pupils in the teaching and learning of Comprehensive Sexuality Education in selected primary schools in Lusaka District' benefits of teaching and learning Comprehensive Sexuality Education among the learners in three selected primary schools in Lusaka District and challenges faced by learners in the learning of Comprehensive Sexuality Education in three selected primary schools in Lusaka District.

5.2. Views of teachers and pupils in the Teaching and Learning of Comprehensive Sexuality Education in primary schools in Lusaka District

The study revealed that learners experienced the learning of Comprehensive Sexuality Education two-fold namely; positively and negatively as it was integrated in other subjects like Social studies, Home economics, and Religious Education and Integrated science. Pupils reported that the theory part was conducted from the classroom is just like any other subject. Pupils further stated that; during theory, they experience the teaching of Comprehensive Sexuality Education based on writing notes on the board and administering class exercises and tests. Furthermore, they stated that the theory part required a lot of materials such as context based text books prescribed to support its delivery. This finding is in agreement with the findings of the Zambia Demographic Education and survey of 2010, Comprehensive Sexuality Education has not been taken as a stand-alone subject but its contents have been integrated into other subjects such as Integrated Science, Social Studies, Religious Education, and Home Economics from its commencement in 2010. This makes the subject rich in terms of content and what it is capable of offering the communities and the government at large.

The study found that most pupils' views in the teaching and learning of Comprehensive Sexuality Education with mixed feelings as they reported that in the Zambian society,

information on sexuality is considered to be a taboo and it is only taught to the adolescents during initiation ceremonies through songs, dances, riddles and proverbs. This finding is in line with the Wagner (2008) who conducted a study on parents' perception with regard to sexuality education being taught in schools and revealed that Comprehensive Sexuality Education was influenced by a number of factors such as culture and cultural beliefs, religious beliefs, sexual experimental ideologies, ignorance of the parents on matters of sexuality, the appropriate age of children for sexuality education, and family values that has to do with morality. This entailed that sexuality information was not talked about directly as it is being done and experienced in schools today. Nshindano, and Maharaj, (2008), pointed out that the mothers and teachers were reluctant to talk about sex education to their children especially to a girl child because of the cultural aspects embedded in traditional societies. This made teachers and anybody else to feel uncomfortable often to talk about sex related topics with their children because they felt embarrassed and experience discomfort when doing so. They believed that sex was a privacy matter and it was individuals' experience. Some thought that it was immoral talking about sex and they worried about social judgement from the teenagers and saw it as the most challenging barrier to teaching sexuality education because of different cultural background of learners. This went to the educators also who were not comfortable with certain issues and admitted that it was due to their own stereotyping as well as their culture which did not support the teaching of sexuality to the young people with their context. Further, studies done in Africa and Asia by (Walker, 2008; Phatle, 2010; Wamoyi, 2010; Roudsari et al, 2013) also reported that some resistance in accepting the teaching and learning of CSE in schools due to cultural fibres. Therefore, it is imperative for all the stakeholders involved adjusting the manner through which they experienced the teaching and learning of the Comprehensive Sexuality Education as a subject in schools as it has come to stay as enshrined in the school curriculum to avoid having negative thoughts about it.

The study also revealed that the views of teachers with regard to the teaching and learning of Comprehensive Sexuality Education were influenced by the religious point of view to which most teacher and parents belonged and ascribed to. This finding is in agreement with Planned Parenthood. (2001), who reported that parents and teachers were of the views that comprehensive sexuality education was something that should not be taught as it is a sin against

God. Further, Chiwele (2010) also supported this finding by stating that Religious institution was seen as a factor that hinders sexuality education in secondary schools. This was argued on the premise that religious institutions give religious instruction that influences the adolescents' moral development by shaping their ideas about the importance of specific values and ideas and by reinforcing the moral code they learnt by divine sanctions. Therefore, the teaching and learning about Comprehensive Sexuality Education was seen as committing the act itself as most parents and teachers involved in the study believed it was a disgrace to talk with children about sexuality because religion prohibits them from talking about these issues.

The study reported that the views of teachers in the teaching and learning of Comprehensive Sexuality Education was done without full information surrounding the subject. This entailed that most teachers were ignorant about the subject under contention as the study revealed that the subject was imposed on them as such were not prepared to teach it in schools. As a result of the manner in which the subject was introduced, teachers claimed that they found it difficult to teach and explain about sexuality to their learners it was so sensitive to mention anyhow. This was so because teachers argued out that in Africa set up, issues to do with sexuality were not taught by any one between teachers and parents to children, but rather by the grandmothers or the grandfathers and this was only done when the child had reached puberty stage. This meant that there no relationship between children and adults that could create a more collaborative and democratic context for conversations about potential solutions to try and address complex challenges that young people face in their sexual lives (Egan and Hawkes, 2009). The silence between teachers, parents and children and the discussion on sexuality, which only address the negative part of it, has led to young people in Zambia to avoid talking to their parents about sexuality. The young people keep their sexual desires, sexual feelings and sexual behaviour as a secret.

The study showed that teachers views the teaching and learning of Comprehensive Sexuality Education as timely because in it comprised the knowledge of development and life skills package that provided learners with the decision making skills and to address issues relating to healthy sexual behaviours. This finding is in tandem with the findings of Archana (2007) who stated that “adolescents have so many myths about their organic development systems, bodily changes, hormonal effects on reproductive system, chronological maturity and its physiological

impacts.” Without guidance and lessons from sexuality education, the adolescents could become anxious, stressful and over-pressurized, nobody would be there to help, guide and to explain different facts and changes that are going on their bodies. The health workers supported the teaching of sexuality education because it would help in disseminating important information on matters related to challenges of early pregnancies, HIV infections and the related diseases.

The study further reported that the teaching and learning of Comprehensive Sexuality Education viewed as a good move as it provided sex education they considered it sex education to be an important tool and the provision of sex information to adolescents was necessary. However, they were uncertain about what sexual information should be provided and mentioned that there were difference on how sexual matters were handled in the Zambian cultural context and Western culture. This finding is in conformity with the findings of Walker, (2004). This entails that sexuality information was not talked about directly as it is being done in schools today. They argued that teaching CSE to children was a recipe of moral decay as it would corrupt the morals of the entire society if not properly handled. This meant that both teacher and learners who were interviewed partially did not support the idea of teaching children Comprehensive Sexuality Education as it exposed sensitive issues like condom use, contraceptives, and sexual relationship in schools for fear that it would make children experiment with sex as they were still in their youthful stage of development full of energy for more discoveries.

5.3 Benefits of the Teaching and Learning Of Comprehensive Sexuality Education in Primary schools in Lusaka District

In relation to the benefits of the teaching and learning of comprehensive sexuality education, the study revealed that teachers and learners differed greatly in the manner they experienced the subject in schools. All the teachers and learners revealed that sex education was important as provided information of sexuality education in schools. This finding is in agreement with the findings of Nshindano, and Maharaj, (2008) who related the value of sex education was that of not just being introduced in schools, incorporated for knowledge acquisition but to help young people develop attitudes, values, goals and practices that are based on sound knowledge which would enable them to express their sexual and mating impulses in a manner that is socially and ethically acceptable as well as personally satisfying. This was deemed as vital because it

provided information that was used to inform the masses on how best to assimilate the new trends dictated by the new school curriculum. This made each and every one in the country and communities to realise their full potential of appreciating the great value of their lives and the essence of living with young and energetic generation in society.

The study further revealed that Comprehensive Sexuality Education also provided information on methods of prevention and reduction in rates of unwanted pregnancies. This finding is in line with Chiwela (2010) perception towards sexuality education in secondary schools and found out that school-based sexuality education provided adolescents with the much needed information in order to protect them from getting infected with HIV and possible ways of preventing the infection. These interventional strategies in schools were rated high and held in high esteem by most parents and teachers. This was strongly supported by the study which indicated that, most of these behaviours were exhibited by people towards HIV and AIDS was to a greater extent influenced by poverty status and behaviours towards sex education and information which led to early pregnancies and unprotected sex even among school going children. This was explained on the grounds that the most common reasons given for this predicament was influence from peers and full of experimental muscles in their social norms.

The study also indicated that the teaching and learning of Comprehensive Sexuality Education was important and relevant because it equipped children with knowledge that was needed for a positive lifestyle. This finding is in congruent with the findings of Chiwela (2010) who maintained that traditionally, sex education was given to every child and adolescents by his/her immediate family but these practice has been eroded by the influence of modernization, western civilization, and collapsing family life; thereby leaving the young ones at the mercy of the wider society and other socializing agents who may not give accurate information that can assist the young ones in their transition to adulthood. This vacuum in the life of adolescents is what the school needed to address through the teaching of sex education so that they well equipped with the information for survival in the changing world.

The study revealed that the benefit of teaching and learning of Comprehensive Sexuality Education was provision of information and skills they need in protecting themselves against sexual related diseases such as HIV infection. This finding is agreement with the finding of

Njoku (2008) in *Restless Development*, (2009) who shared his findings on the recognition the risks in adolescents reproductive health who are prone to unplanned sex, unwanted pregnancy, unsafe abortion, sexual coercion, sexual violence, sexually transmitted infections (STIs) and even Human Immunodeficiency Virus (HIV) owing to lack of information or misinformation about the implications of their reproductive behaviour and health risks especially from under-age sexual practices and other anti-social practices and this prompted the Zambian government to introduce sexuality education in schools in 2015. Further, WHO (2011) convened an international consultation on this topic and concluded that the teaching of Comprehensive Sexuality Education should be expanded in order to provide accurate information about contraceptives to adolescents and reported that there is evidence about the importance of Comprehensive Sexuality Education in terms of preventing unintended pregnancy and pregnancy at an early age. Comprehensive Sexuality Education offers protection against unintended pregnancy and prevents sexually transmitted infections (STIs), including HIV and AIDS. This has benefited the learning and teaching of Comprehensive Sexuality Education. This became necessary in order to prepare adolescents for their adult roles in line with acceptable societal standards, and to also empower young people to have greater control over their sexuality and reproductive life to their own benefit both socially and economically. It is also a means of safeguarding or protecting the youths against the consequences of sexual ignorance as well as preparing them for responsible life. This so because Comprehensive Sexuality Education should be recommended and encouraged in schools could be improved by parents and teachers telling the truth, through the teaching of values and morals thereby making the subject more practical and prominent in churches.

The other benefit of teaching and learning Comprehensive Sexuality Education in schools was the provision of information on other sexual health problems such as reduction in the numbers of sexual partners. This finding resonates with the findings of UNESCO (2016) who reported that sexuality education provided learners with an appropriate information which helped them to avoid having sexual intercourse at an early age. The study further revealed that relationships take many forms which include the use of suggestive sexual language and gestures, fondling of female pupils breasts and patting on their buttock, and sexual intercourse between teachers and pupils. Influences, among others, include lack of adequate boarding school facilities, love of

material things by pupils, and the search for academic favours. Further, UNESCO (2009) added by supporting the finding that the objective of CSE was to ensure that young people are receiving comprehensive, life skills-based sexuality education to gain the knowledge and skills to make conscious, healthy and respectful choices about relationships and sexuality. Teacher-pupil sexual relationships in schools affect not only pupils and teachers but also the education standards and society at large as it brings about moral decay. Therefore, with the introduction of this subject in schools, it is hoped that peoples' mind-set may for better and start becoming considerate in the manner they carry out the daily activities. This is the right time to start appreciating the teaching and learning of Comprehensive Sexuality Education as it has come to stay and change the lives of the people in communities and schools.

The finding of the study also revealed equipping of pupils and teachers with information to enable them to live a productive life in the society as among other benefits of the teaching and learning of Comprehensive Sexuality Education in schools. This finding is consistent with the findings of Planned Parenthood. (2001) who reported that sexuality education was key in as far as promoting of safety and productive life was concerned. The study went further report that sexuality education provided information on possible ways of getting the HIV and AIDS infection were having unprotected sex, sharing unsterilized equipment and Mother to Child Transmission, while the most common ways of preventing the infection were by abstinence and condom use. Further, Pillai and Yates (1992) in Gordon (2007) added that teenage sexual activities among secondary school girls demonstrate the need for a sex education policy as an initial stage in controlling teenage fertility in Zambia. The study showed that a large percentage of teenage females enter into close relationships with males at young ages and a high proportion of them engage in sexual intercourse compared to their male counterparts. Furthermore, it revealed that most of these sexually active females do not use family planning methods even if most of them have heard about modern methods. The study also showed that the measures taken by pupils to safeguard themselves from the dangers of HIV and AIDS was by abstaining while others felt that having "good company" would reduce the chances of infection. Condom use was regarded as the last resort. In terms of information provision to the pupils by the Church and secular organisations, the study revealed that such messages mostly came from the secular organisations and should be encouraged to continue offering guidance to the general populace.

5.4. Challenges faced by Teachers and Learners in The Teaching And Learning of Comprehensive Sexuality Education in primary schools in Lusaka District

The findings of the study revealed that there were a number of challenges with the prime one being the lack of both teaching and learning materials. This was explained on the premise that the effective teaching and learning of any subject is supposed to be supported by equipment. However, in the case of comprehensive sexuality education, teachers and pupils reported that there was a shortage of teaching and learning equipment. This finding was in line with MESVTEE (2013) which argued that lack of both teaching and learning materials in schools had a negative impact on the flow of information and outcome of the teaching and learning process. This came to light as a major challenge faced by teachers and learners in the delivery of comprehensive sexuality education. To combat this challenge of lack of both teaching and learning materials in school, there is need for concerted efforts from all the stakeholders to see it that all that which is required in the delivery of the subject is made available and adequate.

The study also found that among other challenges was an acute shortage of trained teachers to facilitate in the teaching and learning of comprehensive sexuality education. This finding was in line with MESVTEE (2013) which revealed that there was lack of trained teachers of sexuality education in schools and this has compromised the teaching standards of the subject not only in the educational sector but also in communities. The revised curriculum further revealed that this challenge was not only in schools but also affected universities and colleges as they were also struggling in revamping human resource take charge of the teaching and learning of comprehensive sexuality education. Additionally, MOE (1996) stated that there are a number of challenges hindering the education sector's achievement of its potential were inadequate training of specialists in integration strategies of the subject. This came to light when teachers reported that the challenge was necessitated by the manner in which the subject was introduced in schools. It was explained that Comprehensive Sexuality Education was not introduced in good faith as such most teachers were caught unprepared to teach it. The study indicated that teachers claimed that the subject was imposed on them without their knowledge and best preparation in training for its implementation in schools. Therefore, most of them did not have much knowledge and skills to impart the skills among pupils and this made their teaching questionable.

In other words, there is need to have teacher training institutions to train teachers in comprehensive sexuality education. In this manner, more teachers would be brought on board by the government to avoid this discrepancy and make the teaching and learning of the subject a success.

The study's results further revealed that there was a negative attitude from parents toward the subject. This came to light when teachers reported that from the onset of teaching and learning Comprehensive Sexuality Education in schools, some parents had been having a negative attitude towards supporting it as it was viewed as a catalyst that would encourage the young children to entangle themselves in illicit activities such having sex at a tender age. This finding is agreement with the findings of Kapatamoyo (2009) reporting for Times of Zambia and stated that, there was a general false impression that teaching young people about sex will encourage them to start having sex at a younger age and this negative misconception continues despite concrete evidence that sexuality education does not increase sexual experimentation and that in fact good quality comprehensive programmes can help reduce teen pregnancies and sexually transmitted diseases including HIV. In fact, governments need to show strong leadership in supporting the introduction of sex, relationships and HIV education and overcoming community resistance where it exists in order for the general populace to appreciate the teaching and learning of Comprehensive Sexuality Education in schools.

Lack of information to facilitate and support parental involvement was another challenge revealed by the study's findings. This finding is in line with the findings of UNICEF (2016) which revealed that despite having introduced Comprehensive Sexuality Education in schools, teachers, parents and students still lacked a correct understanding of a range of sexuality-related issues. When asked to self-assess their knowledge, students indicated that they had a good understanding of contraception and menstruation, but only a minority gave correct answers to multiple-choice questions about menstruation or the menstrual cycle. Many sexually active girls mentioned emergency contraceptive pills as their main method of contraception, whereas many boys indicated an unwillingness to use condoms. The findings indicated that teachers have considerably more equitable attitudes regarding gender equality. However, a majority of teachers think that sex among unmarried students is unacceptable, which indicates that they reject some sexual rights of their students. Most teachers rely on lectures as their CSE teaching method,

which does not provide opportunities for students to ask questions or develop their analytic thinking skills. This came to light when teachers and pupils reported that the challenge was necessitated by the manner in which the schools were administered. It was explained that to some extent the subject was not introduced in a good faith as such most parents were caught unprepared to get engaged. The study indicated that the participants claimed that the programme was to some degree imposed on them without their knowledge and best preparation in training for its implementation in schools. Therefore, most of them did not have much knowledge and skills due to lack of valuable information to take part in the involvement facet in order to help reduce child risks through the knowledge gained from sexuality education in schools and this made their involvement questionable.

5.5 Summary

This chapter presented the discussion of findings of the study in line with the objectives. The study found that teacher and pupils' views in the teaching and learning of Comprehensive Sexuality Education varies from one individual teacher and pupil to another. The study reported that some teachers' and pupils' views in most cases were against the integration of Comprehensive Sexuality Education in schools as they were not consulted in the implementation while other teachers were in support of this subject as it accrued some benefits to both teachers and pupils.

Regarding the benefits of teaching and learning of Comprehensive Sexuality Education in schools, the study revealed that Comprehensive Sexuality Education promoted provision of information and skills they need in protecting themselves against HIV infection, provision of information on other sexual health problems, equipping them with information to enable them to live a productive life in the society, provide information methods of preventive measures, provision of information on how to live with people with HIV/AIDS, reduce rates of unwanted pregnancies, reduces rates of contracting sexual transmitted infections, reduces frequency of sex and reduces number of sex partners.

The study further reported on major challenges faced by the teachers and pupils in the teaching and learning of Comprehensive Sexuality Education such as shortage of trained teachers, lack of

teaching equipment, lack of funds, negative attitudes from parents, sense of embarrassment when teaching CSE to pupils, lack of proper planning for the implementation of the subject, lack of sensitization to the general public, lack of support from parents and overcrowding. The next chapter presents the conclusion of the study and puts forward recommendations for future research.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The previous chapter discussed the findings. This chapter summarises the research findings. At this juncture, it must be confirmed that this study endeavoured to investigate the views of pupils in the teaching and learning of Comprehensive Sexuality Education in two primary schools in Lusaka District. Further, in this chapter, the conclusion is drawn on the basis of the findings of the study and thereafter recommendations based on the findings of the study are made. Finally, the chapter ends by suggesting areas for further research based on the findings of the study.

6.2 Conclusion

This chapter discussed the findings of the study in line with the research objectives. The study found that pupils viewed the teaching and learning of Comprehensive Sexuality Education from varied angles as it was based on one individual learner to another. The study reported that pupils experiences were against the teaching and learning of Comprehensive Sexuality Education in primary schools as the teachers were not consulted in the implementation. However, Comprehensive Sexuality Education as a teachable subject in schools and higher learning of institutions has some vital aspects that the school curriculum has and since been implemented as experienced by teachers and pupils. These attributes which were views in the teaching and learning process of the subject included teaching and learning how to; act in a relationship, control their sexual feelings and emotions, learn about changes that occur on the human body during puberty, learn about the features of the human body including private parts, provide information on issues of male circumcision, learn about how positive and negative projections of sexuality by the media are transmitted, learn about issues of contraceptives and birth control methods, learn about the methods of abortion, have a well-rounded information on issues of HIV/AIDS and birth control methods and matters.

Regarding the benefits of teaching and learning of Comprehensive Sexuality Education in schools, the study revealed that Comprehensive Sexuality Education promoted provision of

information and skills they need in protecting themselves against HIV infection, provision of information on other sexual health problems, equipping them with information to enable them to live a productive life in the society, provide information methods of preventive measures, provision of information on how to live with people with HIV/AIDS, reduce rates of unwanted pregnancies, reduces rates of contracting sexual transmitted infections, reduces frequency of sex and reduces number of sex partners.

However, these benefits of the teaching and learning of Comprehensive Sexuality Education could not go without challenges. Therefore, the following were challenges that teachers and learners encountered and these included shortage of trained teachers, lack of teaching equipment, lack of funds, negative attitudes from parents, sense of embarrassment by teachers when teaching CSE to pupils, lack of proper planning for the implementation of the subject, lack of sensitization to the general public, lack of support from parents and overcrowdings.

6.3 Recommendations

Based on the findings of the study:

- i. The Ministry of General Education should intensify sensitisation campaigns for the teachers and the pupils.
- ii. The Ministry of General Education should revisit the syllabus on the method of teaching learning Comprehensive Sexuality Education.
- iii. The Ministry of General Education should make sure that subject is taught examined in order to add value.
- iv. The Ministry of General Education should to ensure that Comprehensive Sexuality Education is timetabled.
- v. Government of Zambia should ensure that Colleges and Universities introduce Comprehensive Sexuality Education as a full time course teacher training program.

6.4 Areas for further research

Arising from the research findings of this study, some other aspects of this study area may not have been studied and these areas may need to be studied. The areas of the study which may be studied include:

- i. A study that will explore perceptions from head teachers and parents in the teaching and learning of Comprehensive Sexuality Education not only in schools but also in communities.
- ii. A study to investigate the views of teachers, parents, churches and pupils in the teaching and learning of Comprehensive Sexuality Education in primary schools and encourage parents in PTA meetings to understand the concept behind of the subject.

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APPENDICES

Appendix I: Interview Schedule for the teachers

THE UNIVERSITY OF ZAMBIA DEPARTMENT OF EPPSE

Personal Details:

Name:.....

Gender

Department:.....

Position held:.....

Questions:

1. Is there any policy in the Ministry of Education to offer Comprehensive Sexuality Education to all pupils in schools that follow the Zambian curriculum?
2. If yes, at what level of education is it offered?
3. In this era of HIV/AIDS, do you think Comprehensive Sexuality Education is necessary for pupils in primary schools?
4. Should Comprehensive Sexuality Education be taught as a stand-alone subject or should it be integrated in other subjects?
5. What should be the right age for young people to teach and learn Comprehensive Sexuality education?
6. What content should be taught to pupils?
7. What Challenges you have been encountering when teaching Comprehensive Sexuality Education in a classroom setting?
8. Why are there challenges in delivering CSE to grade 7 at primary school?

9. Suggest ways in which teachers can make CSE to be more effective during lessons.

10. How best should Comprehensive Sexuality Education be offered in primary schools ?

Closing

Any other comments?

Thank the respondent

Appendix 2: Focus Group Meeting with Pupils

1. In your discussion List the Subjects in which Comprehensive Sexuality Education is integrated in your grade?

.....
.....
.....
.....

2. Do you like learning the CSE subject as integrated in other subjects discuss why

3. What language is used by the teacher when you are learning CSE?

.....

4. What are the benefits of learning Comprehensive Sexuality Education?

.....
.....
.....

5. Discuss the Challenges that you have been encountering at schools and home as the result of learning CSE topics?

.....
.....
.....
.....
.....

1. Suggest ways in which teachers can make CSE to be more effective during lessons.

.....
.....

Appendix 3: Letters



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | **Tel:** +260-211-290 258/291 777
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HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

Approval of Study

28th September, 2018

REF. No. HSSREC: 2018-MAY-012

The Principal Investigator

Dear Ms. Mutale Mubanga Agness,

RE: "THE EXPERIENCES OF PUPILS IN LEARNING OF COMPREHENSIVE SEXUALITY EDUCATION IN PRIMARY SCHOOLS: LUSAKA DISTRICT ZAMBIA."

Reference is made to your submission. The University Of Zambia Humanities And Social Sciences Research Ethics Committee IRB resolved to approve this study and your participation as Principal Investigator for a period of one year.

Review Type	Expedited/Ordinary Review	Approval No. 2018-MAY-012
Approval and Expiry Date	Approval Date: 24 th September, 2018	Expiry Date: 23 rd September, 2019
Protocol Version and Date	Version-Nil	-
Information Sheet, Consent Forms and Dates	<ul style="list-style-type: none">English.	To be provided
Consent form ID and Date	Version	To be provided
Recruitment Materials	Nil	Nil

1

Excellence in Teaching, Research and Community Service

There are specific conditions that will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

Conditions of Approval

- Provide information sheets and consent letters as these were not attached. The information sheets should have had the essential features included. Please use the WHO templates which you could download at www.who.int/rpc/research_ethics/informed_consent/en/). REC would appreciate if the PI could customise the WHO templates and include the domains of what the submitted protocol is positing on tools and the sampling units (people who have been or shall be participating in this study).
- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to the IRB within 5 days.
- All protocol modifications must be IRB approved by an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review and approval. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by the IRB before they can be implemented.
- All protocol deviations must be reported to the IRB within 5 working days.
- All recruitment materials must be approved by the IRB prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. Documents must be received by the IRB at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Any documents received less than 30 days before expiry will be labelled "late submissions" and will incur a penalty.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities And Social Sciences Research Ethics Committee IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- The University Of Zambia Humanities And Social Sciences Research Ethics Committee IRB does not "stamp" approval letters, consent forms or study documents unless requested for in writing. This is because the approval letter clearly indicates the documents approved by the IRB as well as other elements and conditions of approval.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB, we would like to wish you all the success as you carry out your study.

Yours faithfully,



Dr. Jason Mwanza
BA, MSoc, Sc., PhD

CHAIRPERSON

The University Of Zambia Humanities and Social Sciences Research Ethics Committee IRB

- Cc Director, Directorate of Research and Graduate Studies
 Assistant Director – Research, Directorate of Research and Graduate Studies
 Vice Chairperson, Humanities and Social Sciences Research Ethics Committee
 Assistant Registrar- Research, Directorate of Research and Graduate Studies
 Senior Administrative Officer – Research Affiliation, Directorate of Research and Graduate Studies