

**PARENTAL INVOLVEMENT IN SCHOOL-BASED SEXUALITY EDUCATION IN  
PRIMARY SCHOOLS IN NYIMBA DISTRICT, ZAMBIA**

**BY**

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**A Dissertation submitted to the University of Zambia in partial fulfilment of the  
requirements for the award of the Degree of Master of Education in Educational  
Psychology**

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## **DECLARATION**

I, Mweene Masilani, do hereby declare that this research report is my own work and that the works of others have been duly and appropriately acknowledged. I further declare that this work has never been submitted to any institution for the award of any academic qualification.

Signature .....

Date.....

## **DEDICATION**

This work is dedicated to my husband Dr Luka Nkhoma. Your love, patience, and support during the period of study at University of Zambia is greatly appreciated. My four daughters Tionge, Twalumba, Chisomo and Takondwa who cheered me on and believed in me, God bless you. My mother Anna and siblings Buumba, Haboombe, Mapenzi and Choolwe.

**CERTIFICATE OF APPROVAL**

This research report by MWEENE MASILANI is approved as a partial fulfilment of the requirement for the award of the Degree of Master of Education in Educational Psychology of the University of Zambia.

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## ACRONYMS

AIDS:	Acquired Immunodeficiency Syndrome
CSE:	Comprehensive Sexuality Education
GBV:	Gender-Based Violence
HIV:	Human Immunodeficiency Virus
ICPD:	International Conference on Population and Development
MESVTEE:	Ministry of Education Science Vocational Training and Early Education
SDGs:	Sustainable Development Goals
STDs:	Sexually Transmitted Diseases
SRH:	Sexual and Reproductive Health
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
WHO:	World Health Organisation
AGM:	Annual General Meeting
PTA:	Parent Teachers Association
SE:	Sexuality Education

## **ABSTRACT**

The study explored the involvement of rural parents in school-based Comprehensive Sexuality Education (CSE) to learners in four rural Primary Schools in Nyimba district in Eastern Province in Zambia. The objectives of the study were to explore how CSE was taught in rural Primary schools in Nyimba District and establish the challenges faced by teachers in the provision of sexuality education lessons in schools in the district, determine parental involvement in sexuality education in the selected schools, and determine the challenges faced by parents when communicating with children on sexuality matters.

A case study design which was supported by qualitative methods of data collection was used in the study. A case study was utilized to gain concrete, contextual, and in-depth knowledge about parental involvement in school based CSE program implementation. In addition, a case study was used to evaluate how school-based Comprehensive Sexuality Education (CSE) program was being implemented and explore how successful the program was. The study relied on the interpretivist paradigm to comprehend the beliefs, motivations, and reasoning of study participants which in turn enabled me to decode the meaning of the data which was collected. The paradigm was also utilized to enable me to gain further depth through experiences and perceptions of participants regarding parental involvement in school-based sexuality education programs. Interview guides were used to generate qualitative data and 28 study participants were enrolled on the study. Purposive sampling was utilized to identify and select participants who were best suited to answer the research questions. The participants comprised of 12 teachers from the selected Primary schools and 16 parents from villages around the schools. Thematic analysis was used to analyse the data. Thematic analysis was utilised to allow for an in-depth examination of the matters contained in the data by classifying and matching themes which were similar.

The study found that CSE was being taught in the sampled Primary schools using an integrated approach. The study findings also revealed that the provision of school -based sexuality education was difficult due to lack of adequate teaching and learning materials. In addition, the findings revealed that some parents acknowledged that teaching sexuality education in schools was progressive and that parents talk to their children about sexuality education matters in their homes. However, findings indicated that some parents were concerned with the content of the curriculum which they view as not to be age appropriate for the learners.

It was recommended that teachers who teach CSE be supported with adequate teaching materials to achieve success. It was also recommended that sensitization be carried out among parents to provide more information to parents and guardians to reduce misperceptions surrounding the teaching of Comprehensive Sexuality Education to Primary School going pupils.

**Key words:**

*Comprehensive Sexuality Education, School-based programs, age appropriate, Children, Learners*

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## CHAPTER ONE: INTRODUCTION

### 1.0 Overview

This chapter presents the background to the study and defines the statement of the problem, the purpose, objectives and research questions, the significance, delimitations, limitations, conceptual framework, and operational definition of terms.

### 1.1 Background

Early sex debut among adolescents remains a recurrent problem with detrimental educational, psychosocial and health outcomes (Gazendam *et al.*, 2020). Evidence shows that about 70% of both male and female adolescents have had sexual intercourse before the age of 19. This is a source of concern because sexual debut occurring before the age of 19 is found to be associated with risky sexual behaviour (Omona and Ssuka, 2023). Among the factors influencing timing of sexual debut are personal and social environments such as parenting and education (Gazendam *et al.*, 2020). Therefore, effective interventions such as parental involvement in the implementation of school-based sexuality education are necessary to reduce risky sexual behaviours among learners.

Parental involvement in CSE is a crucial area of study with significant implications for the safety and well-being of learners. Sexuality education plays an important role in preventing child sexual abuse and empowers children to recognize risky situations and take preventive actions. Therefore, parental involvement in sexuality education enhances communication on sexual and reproductive health, leading to positive effects on knowledge and attitudes of children. The study was necessary to explore contextual factors which may hinder the effective transfer of information on sexuality matters and develop culturally appropriate interventions to engage parents effectively in this crucial situation.

Parental involvement in school-based sexuality education means that parents and guardians participate directly in the provision of sexuality education to their children. It also means that parents create time to participate in school-based activities that are aimed at promoting the transfer of knowledge on sexuality education. In this sense, it means that parents carry out their duties by ensuring that the learners are helped in the learning process. Further, parental involvement also means that the school and teachers involve parents in the learning process of their children. Involving parents in sexuality education is necessary because parents play a key role in shaping the attitudes, norms, and values of their children.

According to UNESCO, “Comprehensive Sexuality Education (CSE) is a curriculum-based process of teaching and learning about the cognitive, emotional, physical, and social aspects of sexuality” and it is intended to empower children and young people with knowledge, skills, and attitudes which help them to realize their health, well-being, develop respectful relationships and think about how their choices affect their well-being and that of others. It also helps young people to understand and ensure that their rights are safeguarded (UNESCO,2017).

The importance of family and parental involvement in sexuality education cannot be overemphasized. This is because during their interaction with parents, children receive instructions about the practice of responsible sexual behaviour and about the anatomy and physiology of the human reproductive system (Breuner and Mattson, 2016). In addition, children are also taught about healthy sexual development, gender identity, and interpersonal relationships (Goldman,2008). The interaction between parents and children also includes topics such as affection, intimacy, and body image for all adolescents, including adolescents with disabilities, chronic health conditions, and other special needs (Goldman,2008). Since parents are their children’s first and main educators, there is also a general agreement that parents play a vital role in the development, growth, and health of their children (Turbull,2008). Through sexuality education, parents provide their children with information that helps them

to form attitudes, beliefs and values about identity, relationships, and intimacy (Sheldon and Johnson,2008). The National campaign (2012) also emphasises that parents are the single largest influence on their adolescents' decisions about sex. Therefore, parents, guardians, and other care takers play a critical role in sexual education for adolescents and young people under their custody.

Evidence indicates that a well-implemented school-based sexuality education program contributes to the reduction in the rates of early teenage pregnancies and supports positive educational, and health outcomes among school going children (Le Mat et al., 2020). However, the rising number in pregnancy-related school dropouts among school going children in Zambia may indicate that the delivery of sexuality education in schools is being frustrated and lack of parental involvement and school related challenges may be some of the factors which are frustrating the implementation of sexuality education (ZDHS,2018). Failure to provide sexuality education to children by parents can lead to negative outcomes such as unintended pregnancies, contracting sexually transmitted diseases including HIV, risk of early pregnancies and school dropouts (UNESCO,2023).

Although sexuality education is vital in adolescent sexual health, families still have challenges on how the communication or interaction ought to be done. Evidence suggests that parents may delay conversations about sexuality because they are afraid of putting ideas into their child's head before they are ready or because they equate talking about sexuality with giving unspoken permission to explore sexual behaviours (Ashcraft and Murray,2017: page 305-320). This study was therefore undertaken to explore parental involvement in the implementation of school-based sexuality education programs in rural schools in Nyimba District in Eastern Province of Zambia.

The provision of CSE in Primary schools in Zambia was rolled out in 2013 (Nyimbili *et al.*, 2019, & Muzata *et al.*, 2023). This was done through the 2013 curriculum framework and the purpose of implementing the curriculum was to empower learners with critical values, knowledge, and morals to reduce risky behaviours that may lead to undesirable consequences such as unintended pregnancies, unsafe abortions, and high levels of school dropout among learners.

The 2013 curriculum framework underscores the importance of using reproductive health as a tool to aid pupils to gain vital knowledge on how their bodies operate and how to manage issues that relate to sexuality. In addition, the framework also encourages education institutions to make sure that CSE becomes a fundamental element of the curricula at primary, secondary, as well as in higher and tertiary education institutions (Muzata *et al.*, 2023). The curriculum also addresses issues that relate to physical, social, and emotional changes that take place at various developmental stages of a pupil. For instance, the curriculum emphasises changes such as onset of menstruation and menstrual hygiene, love and friendship, mood swings, and the appearance of pubic hair, and breasts in boys and girls respectively (Muzata *et al.*, 2023).

The health goals of the framework include the reduction of early pregnancies, sexually transmitted infections, including HIV, and the hope that young learners will delay their sexual debut, reduce the frequency of having sex, thereby reducing negative health outcomes. Mwape and Munsaka (2020) state that CSE is being implemented in public schools to equip adolescents with knowledge and skills to be able to help young people navigate relationships and protect themselves from vices, such as unintended teenage pregnancy.

The provision of CSE in primary schools in Zambia has not been without challenges. For instance, in 2020, the implementation of sexuality education in schools faced opposition from key stakeholders in society (Hon. Syakalima, 2020). The church and parents opposed the teaching of sexuality education because they felt that they were not consulted on whether to

teach CSE in schools or not. Another challenge faced during the delivery of sexuality education was the opposition from key members in society who represent the interests of pupils who were living with disabilities. The representatives of learners living with disabilities felt that their members were being denied vital information upon which to make well-informed decisions regarding the teaching of sexuality education in primary schools. The third challenge faced had to do with the age-appropriateness of sexuality education. Members of society, including parents, felt that the proposed age at which schools should start teaching sexuality education was not age appropriate. These stakeholders expressed worry that children were still young at this age to start learning about sexuality education. This study was therefore conducted to establish parental involvement in the provision of school based CSE in Nyimba district.

## **1.2 Statement of the Problem**

Teenage pregnancies are a concern to educational stakeholders worldwide (UNESCO, 2018; Ministry of Education, Science and Vocational Training and Early Childhood, 2014). At global level, 10% of childbirth is to adolescents and 90% of these births take place in developing countries (Kassa *et al.*, 2018). Across Zambia's 10 provinces, Eastern province has the 3<sup>rd</sup> highest prevalence of teenage pregnancies (Tembo *et al.*, 2023). In 2020, Nyimba district alone recorded 78 early pregnancies among school going children (Lusaka Times, 2020). Although CSE is understood by policy makers, parental involvement in sexuality education especially in rural parts of Zambia is not understood.

Teenage pregnancy can affect the educational potential of adolescents, can result in ill health for young mothers, and can lead to population growth which may not match availability of national resources (Kassa *et al.*, 2018). In addition, teenage pregnancy is associated with increased risks of pregnancy related complications and childbirth outcomes compared to older women (Kassa *et al.*, 2018). For instance, statistics indicate that more than 70,000 adolescent

girls die annually from pregnancy related complications such as anaemia, and hypertension (Kassa et al., 2018).

Therefore, the study sought to explore involvement of rural parents in the delivery of sexuality education in selected primary schools in Nyimba district as an intervention to reduce early child pregnancies among learners.

### **1.2.1 General objective**

To explore parental involvement in the provision of Comprehensive Sexuality Education in primary schools in Nyimba district in Zambia.

### **1.3 Research Objectives**

1.To determine how Comprehensive Sexuality Education is delivered in rural Primary schools in Nyimba district.

2.To explore the challenges faced by teachers in teaching Comprehensive Sexuality Education in the selected schools.

3.To establish parental involvement in teaching of comprehensive sexuality education in primary schools in Nyimba district.

4.To establish the challenges faced by parents when communicating with their children about sexuality matters.

### **1.4 Research Questions**

1.4.1 Explain the approach that is used to teach CSE in your school.

1.4.2 Describe the challenges faced by teachers in the provision of Comprehensive Sexuality Education in your school.

1.4.3 How are parents involved in the provision of comprehensive sexuality education in primary schools in Nyimba district?

1.4.4 Describe the challenges faced by parent when communicating with their children about sexuality matters.

### **1.5 Significance of the Study**

A search of literature indicated that there was no study that was conducted to investigate the involvement of parents in the provision of school based CSE in rural Primary schools in Nyimba district. Therefore, it was necessary to conduct a study on parental involvement in provision of sexuality education in rural Primary schools to prescribe evidence-based interventions. Conducting research was also necessary because the findings would also help to establish the role that parents, and care givers may play in the delivery process of the program. Further, the study was necessary to add value to the existing body of knowledge and act as an intervention tool for policy makers in bridging the knowledge gap that may exist between teachers on one hand and parents and care givers on the other hand. Further, the findings may be used as a tool for educating parents and caregivers on the importance of providing sexuality to the children. In addition, an investigation on sexuality education is important because it may be used as a tool for behavioural change for young people towards unhealthy sexual activities and contribute to positive social change.

### **1.6 Limitation of the Study**

The findings of the study may not be generalized because the study was specific to parental involvement in sexuality education in rural Primary Schools in Nyimba District in Zambia and

as such, it may not be generalised to other non-urban communities in Zambia. Therefore, the findings should be understood from that point of view. Another limitation is that due to the sensitive nature of the topic and the prevailing cultural norms in the study location, the participants may not have been completely free in giving their responses.

### **1.7 Delimitation of the study**

The study focused on parental involvement in the provision of sexuality education in rural Primary schools in Nyimba district. The study focused on Nyimba district because of the high rates of unintended pregnancies among school going children.

### **1.8 Theoretical Framework**

Two theories that have to do with how parents can influence their children's development were used to guide this study. These theories are Vygotsky's sociocultural theory and Bronfenbrenner's ecological systems theory. The study utilized two theories to enhance validity and credibility of the findings while mitigating potential research biases.

The Vygotsky's sociocultural theory was developed in the late 1920s and it was developed by Levy Vygotsky. The Vygotsky theory is a set of principles that describe the way members of the community and parents, teach, and allow children to socialise. The theory is concerned with the ways that teachers, parents, and peers contribute towards an individual's learning (Mahn and John-Steiner,2012). According to this theory, social interaction between parents and children or between teachers and children is key to the process of learning and proper development of a child (Mahn and John-Steiner,2012). The theory emphasises the influence of social interaction and cultural factors on an individual development. It highlights how learning, and psychological processes are shaped by social relationships, cultural norms, and the collective knowledge of a particular society (Mahn and John-Steiner,2012). For instance,

children learn language through social interactions with their caregivers and the cultural context in which they are raised. The theory believes that children learn differently depending on their social environments and that children's development will differ depending on their culture (Mahn and John-Steiner,2012). The theory also explains how cultural norms and beliefs influence individuals' problem-solving strategies and decision-making processes (Mahn and John-Steiner,2012).

The sociocultural theory offers valuable insights into the relationship between CSE and cognitive development. The theory relates to CSE through the social context. CSE occurs within a social context, and which means that educators, parents, peers, and cultural norms influence how CSE is delivered in a classroom. Secondly, the theory relates to the topic under study through language and communication. CSE depends to a larger extent on effective communication. Therefore, conversations about sexual health involve language, understanding, and interpretation. Further, the theory relates with CSE through the guidance that teachers, parents, and peers offer to learners. Parents, teachers, and peers provide guidance to learners through discussions, answers, questions, and through the provision of accurate information to learners. According to the theory, CSE content should be tailored to the learner's developmental level and should be age appropriate. Information given to children should aim to challenge the learners just beyond their current understanding, thereby promoting growth among learners. The theory also implies that CSE topics must be culturally sensitive. CSE differs across cultures and cultural norms, values, and beliefs determine how sexuality education is delivered.

The second theory which was used in in this study was the Ecological Systems Theory by Bronfenbrenner. The Ecological Systems Theory is a framework in developmental psychology, and it demonstrates how environmental factors influences human development. The theory views child development as a complex system of relationship which are affected by various

factors such as the surrounding environment, the immediate family, school setting, cultural values, laws, and cultures.

The theory suggests that an individual's development is shaped by several interlinked environmental systems, and these range from family and broader societal structures such as culture. According to the Ecological Systems Theory, the person's environment is divided into five levels, and these are the microsystem, the mesosystem, the exosystemic, the macrosystem, and the chronosystem.

The microsystem, which is the first level of the ecological systems theory, is concerned with things that are found in the immediate environment and things that a child gets in direct contact with on a regular basis. According to the theory, things like the child's parents, siblings, classmates, teachers, and neighbours contribute greatly to the development process of a child (Crawford,2020). The relationships and interactions that take place in the immediate environment have an impact on the life of a child and helps to alter the beliefs of other people around the child (Crawford,2020). The interactions between the child and the thing in the immediate environment directly supports the child's development and helps the child to learn (Crawford,2020). For example, parents and teachers help the child to read and do other school related activities which in turn positively stimulates cognitive and language skills of a child.

The second level of the Ecological Systems Theory is the mesosystem which indicates that interactions that take place between parents and teachers offer consistency in the life of a learner. According to the theory, open communication between parents and teachers is vital to support the proper development of a child (Crawford,2020). In an event that parents and teachers do not work together, tension may arise which may negatively affect the learner's development and learning. The mesosystem is also concerned with the interaction that happen between peers and the family. The theory suggests that if interactions between the child and

his or her peers are toxic, this may spill over to the family and impact the interactions in the family as well.

The exosystem, which is another component of the ecological theory, merges other formal and informal social structures of society (Crawford,2020). Even though the exosystem does not directly interact with the learner, it still impacts the interaction of the child with its parents, siblings, teachers, and peers (Crawford,2020). For example, if a parent is affected by a lack of finances due to job loss, the parent may not be available to support to their child and this may in turn negatively impact the life of the child as well as the home environment where the child comes from. Other examples are with regards to decisions made by the school which may affect the quality of education of a child and policies formulated by the government which may also shape the future of a learner although these policies may not necessarily interact with child.

The fourth component of the ecological theory is known as the macrosystem, and this component is concerned with how cultural elements affect a child's development and learning (Crawford,2020). The emphasis of this component is how society as a whole and culture negatively affects the development of a child (Crawford,2020). For example, the prevailing beliefs in a particular society about gender roles, independence, and family structures establish norms and values that filter into a child's immediate environment.

The last component of the ecological systems theory is what is called chronosystem. This level of the theory relates to the shifts and transitions throughout the child's development. Some of the changes that a child goes through may be predictable while others are not predictable (Crawford,2020). For instance, starting school is predictable because everyone knows that the child has now grown and needs to start going to school while loss of employment by a parent on the other hand is unpredictable. These changes have the potential to affect the development and learning of a child.

In the current study, the Ecological Systems Theory assisted in developing an understanding of how multiple systems interact to shape the delivery of Comprehensive Sexuality Education in schools. According to the ecological theory, CSE programs take place mainly in schools, families, and in peer groups and that effective CSE involves open communication, accurate information, and appropriate environments which the theory believes in. The theory supports the view that there must be collaboration between parents, schools, and community-based organisations to ensure a comprehensive approach to the delivery of CSE programs. The theory also suggest that policies, societal attitudes, cultural norms, and legal frameworks impact the quality and availability of CSE to learners. Lastly, the theory of the view that as societal attitudes evolve, CSE content and methods of delivery may also change over time.

### **1.9 Definition of Terms**

**Sexuality Education:** a lifelong process of acquiring information and forming attitudes, beliefs, and values. It encompasses sexual development, sexual and reproductive health, interpersonal relationships, affection, intimacy, body image, and gender roles. It involves a comprehensive course of action by the school, calculated to bring about the socially desirable attitudes, practices and personal conduct on the part of children and adults that will best protect the individual as a human and the family as a social institution.

**Sexuality:** a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy, and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles, and relationships.

**Parents:** One that gave birth to the child (a father or mother) or a caregiver of a child that takes part in raising a child

**Comprehensive Sexuality Education:** (CSE) is a curriculum-based process of teaching and learning about the cognitive, emotional, physical, and social aspects of sexuality. It aims to equip children and young people with knowledge, skills, attitudes, and values that will empower them to: realize their health, well-being, and dignity; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others; and understand and ensure the protection of their rights throughout their lives.

### Summary

In chapter one, I provided the background to the study as well as the statement of the problem. Research objectives, research questions, significance of the study as well as limitations of the study were also provided. Further, the chapter also covered the study delimitations, theoretical framework, and it ended with definition of terms.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Overview**

Chapter one of the provided the background to the study as well as the statement of the problem. Research objectives, research questions, significance of the study as well as limitations of the study were also provided. Further, the chapter also covered the study delimitations, theoretical framework, and it ended with definition of terms. This chapter presents reviewed literature related to the study on parental involvement in CSE in primary schools in Nyimba district. It begins with a description of CSE; global debates about school-based sexuality education, sexuality education in Zambia, merits of teaching sexuality education, involvement, and non-involvement of parents in sexuality education, factors affecting parental involvement in sexuality education, and literature gap in line with the study objectives. The chapter ends with a summary.

### **2.1 The Concept of Comprehensive Sexuality Education**

Generally, UNESCO (2018) defines Comprehensive Sexuality Education (CSE) as a;

*Curriculum based process of teaching and learning about the cognitive, emotional, physical, and social aspects of sexuality. It aims to equip children and young people with knowledge, skills, attitudes and values that will empower them to: realize their health, well-being and dignity; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others; and understand and ensure the protection of their rights throughout their lives (UNESCO, 2018:16).*

In this case, CSE is a method of providing sex education based on a curriculum and that the aim is to provide learners with knowledge, attitudes, skills, and values that will help them to make informed decisions in their sexual lives. The overall goal of teaching CSE is to enable learners to understand their body and reproductive processes, engage in safer sex, reduce unintended pregnancies, and lower the rates of sexual-related violence.

CSE covers a broad range of issues relating to the physical, and biological aspects of sexuality as well as the emotional and social aspects of human beings (Pop and Rusu,2015). It acknowledges that humans are sexual beings, is concerned with more than just the prevention of disease or pregnancy, and it covers areas such as the development of attitudes, beliefs, sexual behaviour, sexual orientation, body image, intimate relationship, growth, and development (Pop and Rusu,2015).

Sexuality education has been in existence for as long as the beginning of the 1800s. In the beginning, sexuality education was merely a biological message where school going children were taught facts of life relating to sex (Grossman, 2013). School children learnt of sexuality matters as part of marriage and marriage was portrayed as being the moral and healthy way of living (Grossman, 2013). During sexuality education lessons, the emphasis was that there was a difference between men and women and teachers in those days spent time explaining about the dangers of getting involved in promiscuous activities which would lead to Sexually Transmitted Infections such as syphilis. Today, things have changed, and sexuality education is now being taught in schools as Comprehensive Sexuality Education.

## **2.2 Global Debates on Sexuality Education**

There have been divergent views among people of different cultures, beliefs and traditions concerning teaching of sexuality education in schools. 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 (Marques and Ressa, 2013; Berglas, *et al.*, 2014). With such information, are more likely to make informed decisions and 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 sexuality education, stress that giving such information to young people perpetrates bad behaviour and encourages them to indulge in premarital sex (Berglas, *et al.*, 2014). They argue that 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. Other studies have also demonstrated that parents themselves are uncomfortable to get involved in the provision of sexuality education to their children. A study conducted in Malaysia revealed that despite the benefits of parental involvement in sexuality education, Asian parents were against the idea of participating in discussions on sexuality matters with their children because of the sensitive nature of the subject (Abdullah *et al.*, 2020). In another study conducted by Robinson (2013), the findings also revealed that parental involvement in sexuality education has not been short of tensions and controversies and that the main cause of these anxieties is sociocultural beliefs that perceive sexuality education as being irrelevant and age-inappropriate (Robinson,2013). These studies are a clear indication that parental involvement in sexuality education has not been smooth. Mugumya and Kizito carried out another study on parental involvement in 2013 in Uganda and the study finding indicated that in most communities where the study was conducted, educating children about sexuality was a difficult responsibility by parents and family members (Mugumya and Kizito,2013). One of the reasons for this was that most parents were uncomfortable to talk about sexuality, were

scared to expose their own ignorance about the sexual and reproductive system of a person and how it functions. The other reason why parents were not ready to get involved in sexuality education was because of the age at which children begin to be taught about sexuality education (Mugumya and Kizito, 2013).

### **2.3 Sexuality Education in Zambia**

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 and problem solving (Ministry of Education, 2003; Ministry of Education, Science, Vocational Training and Early Education, 2014). Therefore, sexuality education in Zambia is not a stand-alone subject as it is in Malawi and other countries.

In Zambia, the Ministry of General Education has developed interventions to accelerate the provision of CSE in schools (Ministry of Education, Science, Vocational Training and Early Childhood Education, 2014). The interventions were aimed at giving pupils better information regarding the dangers of early sexual debut, as well as accurate information about pregnancy and STDs such as HIV, Syphilis, and Gonorrhoea.

### **2.4 Advantages of teaching Sexuality Education**

Sexuality Education has merits and demerits. One of the merits of sexuality education is that young people are offered a chance to discover their own values and attitudes towards sexuality matters. Another benefit of sexuality education is that it helps young people develop strong skills in decision -making regarding healthy sexual practices and relationships. In this sense, sexuality education equips young people with knowledge, skills, attitudes, and values to realize their health, well-being, and dignity. Further, sexuality education enables young people to

make respectful social and sexual relationships, develop an understanding about how their own decisions impact the lives of other people around them. In a hostile world with high rates of cases of gender-based violence, inequality, early pregnancies, and HIV, sexuality education assists young people to find their way through such a hostile environment. Therefore, this means that teaching sexuality education in schools may in fact reduce the high levels of pregnancies and STIs. The other benefit of sexuality education is that it has shown to enhance the communication and risk reduction skills in various facets of sexuality.

Although sexuality education has many advantages, the subject is a highly controversial matter and as such, it has some disadvantages. One disadvantage of SE is that it increases teachers' fears and limits their freedom to teach. When teaching sexuality education, teachers are constrained by the fear of socio-cultural norms, community values, and societal opposition to sex education (Zulu *et al.*, 2019).

## **2.5 Non- parental involvement in SE**

Teaching SE to young people is a team effort rather than a duty of teachers alone. This means that teaching SE is not a responsibility that can be left to teachers alone but also for many players such as parents and care givers (Whittaker, 2009). Whittaker (2009) argues that parents play the most important role in sex education because they are the primary source of socialization with children. In fact, studies have revealed that the absence of parental involvement in a young person's SE has led to emotional distress, low self-esteem, and increased risk sexual behaviours (Whittaker, 2009). A lack of parental participation in SE may also make parents to lose control over what their children should learn regarding sexuality matters. For instance, without parental control on the kind of information being given to young people, sexuality information may be presented as superficial and may lack context, emotional or relationship component. Further, side-lining parents from getting involved in sexuality

education programs may be a catalyst for opposition to the successful provision of SE in schools.

The other problem of not involving parents in school-based Sexuality Education is that when children knock off from school, parents may begin to pass on conflicting information from what teachers teach children regarding sexuality education thereby rendering all that children learn at school useless. A lack of parental involvement in sexual and reproductive health issues is of particular concern when one considers that many school children are in danger of sexual harassment. It is therefore quite clear that if school sexuality education programs must succeed, schools must begin to look at parents as partners and start involving them in sexuality education programs.

## **2.6 Parental involvement in Sexuality Education**

The importance of involving parents and other care givers in SE cannot be overemphasized. To start with, parents are the primary source of information on sexual and reproductive health matters. Therefore, leaving parents and guardians out of sexuality education matters take away the task and duty of parents to engage with their children. Kesterten (2012) suggest that parents have the responsibility to be involved the physical and emotional development of their children. Therefore, SE cannot be complete without the active involvement of parents (Kaluba, 2015). In addition, involving parents and guardians in sexuality education offers an opportunity to both the children and the parents to keep the conversation as an on-going activity. This is necessary because children will always feel that they can come back to the discussion anytime they so wish unlike in the school environment where there is a limitation in terms of contact with the teachers.

The other reason why it is important to involve parents in sexuality education is that teaching sexuality education is a team effort and as such, it cannot be left to teachers alone. It must

therefore be noted that even if a school is good in terms of its education standards, parental advice on the intimate topics of relationships, puberty, growing up, and sex cannot be substituted. Involving parents in sexuality education is also important because such a practice offers a great opportunity for parents to transfer family values to their children. For instance, if the family believes that sex must be preserved for marriage only, then parents have an opportunity to teach such beliefs to their children during family conversations on sexuality matters.

## **2.7 Factors affecting parental involvement in Sexuality Education**

The two institutions that play a critical role in educating children about their sexuality are the school and the family and this is because they both enable children to acquire sexual health and general well-being during their lives (Pop and Rusu, 2015). Evidence indicates that schools have a very limited impact on children concerning sexuality education and that the provision of formal sexuality education is still a challenge to access. Therefore, the family as a primary education agent takes up the biggest responsibility of providing adequate sexuality education to their children. However, this responsibility remains a difficult one for parents because of factors such as the family structure, the gender of the parents, communication style, cultural beliefs, attachment style, parental level of education, parental attitudes, and values (Bersamin *et al.*, 2008)

The structure of the family plays an important role in the upbringing of children in any community. Family structure is defined as the composition of those individuals who have an ongoing family relationship with each other (Wamoyi *et al.*, 2015). A well-functioning family structure increases the amount of time that is spent between parents and children, and this is important because it enables parents to monitor what is happening in the lives of their children. A disintegrated family structure on other hand makes parenting difficult because parents have

little time to spend with children and this lessens the connection or interaction time between parents and children. Further, it also affects the ability of parents to regulate the behaviour of children and share information on sexuality with children. A disintegrated family structure is therefore a barrier to parental involvement in sexuality education.

Traditional and cultural beliefs, and gender of parents are another factor which may affect parental involvement in sexuality education (Kawonga, Mbozi, and Daka, 2021). These factors determine how parents interact with their children. For instance, gender norms influence the amount of attention given to children and the allocation of time spent in talking to children about sexuality matters. It also affects how a parent talks to a child of the opposite sex on sexuality matters. Therefore, gender norms are a barrier to parental involvement in sexuality education.

Parent child communication also affects parental involvement in sexuality education and is linked to delayed sexual activity (Ashcraft and Murray, 2018). Discussions with parents on sexuality matters can become the benchmark against which children measure other information regarding sexuality and may act as a buffer against early sexual activity (Ashcraft and Murray, 2018). Communication styles is another factor which affects parental involvement in sexuality education. This happens when sexuality talks between parents and their children become less than ideal and parents exclude positive topics such as pleasure, love, healthy relationships, pregnancy, STIs, sex abuse and exploitation in favour of negative topics such as warnings (Ashcraft & Murray, 2018).

Other factors which also affect parental involvement in sexuality education of their children are the beliefs and attitudes of the parents. Parents may not participate in teaching sexuality education to their children because of the belief that they are not competent enough to offer quality and adequate information on sexuality matters (Lukolo & van Dyk, 2015). Other than

the belief that they are ill prepared to talk about sexuality, parents may also have emotional challenges to talk to their children about sex education.

## **2.8 Why it is necessary to teach CSE**

Sexuality education is important because it plays an important role in overcoming Sexual and Reproductive Health related challenges which adolescents and young people face daily (Zulu *et al.*, 2019). It also acts as a tool for delaying the sexual debut, reduce the number of partners, and increase safer sexual practices among young people. In addition, it improves knowledge, skills, and values that are related to sex and sexuality and in turn, this allows adolescents and young people to realize their health, well-being, and dignity (Zulu *et al.*, 2019). Sexuality education also enables young people to develop enjoyable social and sexual relationships and to develop an understanding and ensure the protection of their rights (UNESCO,2018).

Sexuality education increases knowledge and skills about sexual and reproductive health. Zulu (et al.,2019) states that In Zambia, sexual and reproductive health (SRH) knowledge is inadequate and unevenly distributed, leading to considerable SRH-related problems among Zambian adolescents. CSE helps young people make well informed decisions regarding sexuality matters.

Adolescents may resort to peers and social media for information regarding sexuality if it is not taught in school and at home. The information obtained may be incorrect and may not benefit the adolescent (Zulu et al., 2019). CSE helps to prevent high teen pregnancy rates, raise awareness about sexuality among young people, promotes health and well-being, better sexual outcomes.

## **2.9 Implications of not teaching CSE**

There are several consequences that may arise from a lack of SE among children. Failure to teach CSE in learning institutions could have both negative public health outcomes as well as negative effects on the psycho-social well-being of learners (Thobejane, 2015). For example, insufficient and erratically disseminated information on sexuality matters can result in sexual and reproductive health-related challenges among learners (Joseph *et al.*, 2019). Inability to offer learners information on sexuality has the potential to result in an increase in rates of teen pregnancies (Mothiba and Maputle, 2012). Further, failure to provide sexuality education can put learners at risk of contracting infectious diseases such as HIV and other sexually transmitted infections.

## **2.10 Impact of early sex on education**

Early sex debut increases the risk of teenage and unintended pregnancies which may result in school dropout (Bengesai and Khan, 2017). It also exposes adolescents to multiple sex partners, and this exposes the young people to HIV and unsafe abortions which in turn may affect their health and well-being (Bengesai and Khan, 2017). Poor health may in turn result in failure to continue with school which may lead to economic shocks in future.

Bengesai, Khan and Dube (2018) state that early sexual debut is of major concern because it is a correlate for health and economic shocks experienced in adulthood. Overall, the results reveal that early sexual debut is correlated with long-term negative educational outcomes (Bengesai *et al.*, 2018). Individuals who experience early sexual debut are less likely to complete high school than their counterparts who make their sexual debut later in life. This effect is worse for Africans, who also disproportionately have an earlier sexual debut than other race groups (Omona and Ssuka, 2021). Apart from race however, the findings also reinforce the effect of other demographic factors on high school completion, namely, place of residence and family socioeconomic status as measured by parental education and household income. Hence, early

sexual debut adds another layer of inequality and worsens the plight of Africans, females, those living in rural areas and those who come from low-income families (Mwape & Munsaka,2021) The controversy on the usefulness of CSE in reducing teen pregnancy in Zambian schools raises concern among educationists and stakeholders.

benefits of comprehensive sexuality education, including delayed sexual initiation; reduced risk-taking; increased use of contraception; and improved attitudes related to sexual and reproductive health.

### **2.11 Literature Gap**

From the reviewed literature, CSE is widely taught in schools globally, including Zambia. However, a search of the literature failed to reveal studies conducted on parental involvement in school-based sexuality education in rural Primary schools in Nyimba district. Therefore, this study endeavoured to address this literature gap.

## **CHAPTER THREE: METHODOLOGY**

### **3.0 Overview**

The previous chapter reviewed literature that is related to parental involvement in school based CSE. In addition, the chapter also reviewed literature on global debates on SE, SE in Zambia, and the merits of teaching SE I schools. The chapter also looked at parental and non-parental involvement in SE, the importance of teaching SE in schools, the consequences of not teaching SE, and the impact of early sex on education success. This chapter presents the methods that were used to carry out the study on parental involvement in teaching of SE in selected Primary Schools in Nyimba District. It introduces and describes the following: research design, target population, sample size, sampling methods, research instruments, data collection procedures, methods of data analysis and ethical issues. The study applied qualitative methods of data collection by using semi structured interviews.

### **3.1 The Research Team**

The research team was made up of the Principal Investigator who has a bachelor's degree in education and was supported by four Research Assistants. The principal investigator collected data and carried out data verification. The four Research Assistants were responsible for making appointments with participants. The research process was carried out by the Principal Investigator. Ethical approval was granted before commencement of data collection.

### **3.2 Research Approach**

This study employed a qualitative approach. The qualitative approach was used to understand the beliefs, experiences, attitudes, behaviour, and interactions of the participants regarding CSE teaching.

### **3.3 Research Design**

This was a case study. A case study is defined as an empirical inquiry which involves an in-depth investigation of an event, program, activity, process, individual, a family, a household, community, or an organization (Priya, 2020). Heale and Twycross (2017) argues that a case study research design is employed when a researcher wants to describe, compare, evaluate, and understand different aspects of a research problem. For this study, a case study was suitable because it helped the researcher to gain concrete, and in-depth knowledge about parental involvement in sexuality education. The case study also enabled the researcher to explore important characteristics, meanings, and implications of parental involvement and non-involvement in the teaching of sexuality education among adolescents in Primary schools. Further, the research design was utilized to explain why or how parents in rural Nyimba District are involved or not involved in teaching of sexuality education to adolescents (Priya, 2020).

The design was supported by qualitative methods of data collection and data analysis. This provided the researcher an opportunity to garner the individual concerns of rural parents as they pertain to the teaching of CSE in primary schools in Nyimba district. The researcher obtained a deeper understanding of the problem at hand through listening to participants' voices as they shared their perceptions towards CSE. In supporting this approach, Creswell (2007) stated that conducting qualitative research empowers researchers to gather rich data from participants so that a detailed understanding of an issue can be gained. In this study, the position of the researcher is interpretivism because the researcher believes that reality is subjective.

### **3.4 Target Population**

White (2003) defined a study population as the universe of units from which the sample is to be selected. The study population comprised of all parents and teachers in selected rural

primary schools of Nyimba district. The participants were selected because they were better positioned to offer the most informative data for the research questions.

### 3.5 Sample Size

The sample for this study comprised 28 study participants: 12 teachers and 16 parents from the selected 4 rural Primary Schools in Nyimba District. Each school and community contributed 7 participants: 3 teachers and 4 parents. Parents were selected as participants because they draw from very different experiences, present unique details and play an important role in the lives of their children and all the qualities would help to answer study questions in detail. On the other hand, teachers were selected as participants because they are on the frontlines of experiencing classroom dynamics and pupil interaction and their perspectives on parental involvement in sexuality education provided rich insights into the challenges, successes, and levels of parental involvement. In addition, teachers were also selected as participants because they possess practical knowledge about teaching sexuality education and pupil engagement and their experiences contributed to the research outcomes that may directly impact educational practices.

**Table 1: Frequency distribution of participants according to Gender (N 28)**

<b>Gender</b>	<b>Frequency</b>
Male	<b>05</b>
Female	<b>23</b>
Total	<b>28</b>

### 3.6 Sampling Procedure

Heterogeneous purposive sampling was used to select participants (Shaheen *et al.*, 2019). This kind of sampling enabled the researcher to speak with as many kinds of participants as possible

to construct a robust view of the factors affecting parental involvement in sexuality education in Primary Schools in Nyimba District. Heterogeneous sampling also provided sufficient insight and a diverse range of information relevant to parental involvement and teaching of sexuality education in Primary schools. The first sampling process involved providing information to parents and teachers about the study and this was done in school offices and in family homes within the community. Consent from each teacher and parent was then sought and only participants who consented to take part in the study were recruited and participated in the study. This group of participants was recruited because of their experience and knowledge in parenting and teaching of sexuality education.

### **3.7 Data Collection Techniques**

In-depth interviews were conducted with 12 teachers and 16 parents using a structured questionnaire. Eight parents were females while the remaining eight were males. The in-depth interviews provided an opportunity to probe and gain a deeper understanding on the factors that may be affecting parental involvement in sexuality education in rural Primary schools in Nyimba District. In-depth interviews were conducted in a room with one parent or teacher at a time and this enhanced privacy and confidentiality. Each interview took approximately 30 minutes.

Interview Guides were preferred because they were deemed suitable for gaining people's understanding of prevailing situations and for describing their experiences, ideas, and opinions towards sexuality education. Like many other researchers, Creswell (2009) noted that the use of interviews in social research was important, as it allows the researcher to ask follow-up questions, and hence, get well-detailed clarifications. The interview guide was used on a face-to-face interaction with the teachers and parents in each school visited. The interview guides contained open-ended questions.

### **3.8 Data Analysis**

In this study, data was manually recorded and was analysed using thematic analysis. Thematic analysis is the process of analysing raw data which has been collected through the qualitative research (Castleberry and Nolan,2018). Thematic analysis is done to identify the necessary information and trends from the data which has been collected (Castleberry and Nolan,2018). In this research, the Principal Investigator developed the interview schedule, developed research questions, led the face-to-face interviews and was responsible for the transcription of the data. This process allowed the Principal Investigator to get familiar with the interview data from the onset and before actively engaging in the analysis of the data.

The first step that I took in the process of data analysis was to familiarize myself with the data and this was done through reading and re-reading of the data. This helped me to gain a sense of the context, content, and nuances. I then took notes on the initial impressions and ideas. The second step was to code the data. Under coding, I systematically coded the data by identifying relevant segments of the data and then I used labels to capture every important concept. I then grouped codes which were similar. Once I had completed the process of coding, I then generated themes. This was done by looking for recurring patterns across the coded data. The fifth step which was undertaken was defining and naming of themes. During this process, each of them was defined and meaningful names were given that captured the essence of the themes. Lastly, findings were organized into a coherent narration. Each theme was then described and discussed according to their significance. An interpretation of the themes was done according to their implications, and the themes were then related to the research objectives.

## Themes Presentation

Theme	Theme description
Topic integration	The practice of weaving content from one subject area to another
Lack of materials	The absence of instructional materials or lack of sufficient learning and teaching materials in schools
Time constraint	The limit imposed by a specific time frame within which a task must be completed
Sensitive nature of CSE	The complexities and delicate issues surrounding the teaching of SE, and this include understanding cultural, ethical, and personal values that people hold regarding sexuality.
Traditional beliefs	An inherited, established, or customary pattern of thought, action or behaviour that have existed for a long time without changing.
Cultural beliefs	Shared values, norms, and assumptions that guide the behaviour and worldview of a group of people
Low educational level	Less than primary, primary, or lower secondary level of education
Age difference	Difference in age and expressed in years, months, or days
Fear of embarrassment	Self-conscious emotion that arises when a person feels that they have violated social norms and are judged negatively by others.
Parent attitude	A set of emotions, beliefs, and behaviours towards a particular object, person, thing, or event.

### 3.9 Trustworthiness

Trustworthiness in research reduces researcher bias and enhances believability of a study. In this study the researcher ensured trustworthiness through credibility and dependability (Adler

2022). The researcher ensured credibility by having prolonged engagement where intensive amount of time was spent in the field. A lot of time was spent with the participants and with the data. The extended field work ensured that more interactions and the researchers understood the data and clarified any issues that were not clear. Member checking was also done by requesting the participants to verify the verbatims thus ensuring that the participants were understood correctly, and that the data was accurate. The researcher ensured dependability by keeping field notes and writing all assumptions from the beginning of the study which assisted in maintaining an audit trail

### **3.10 Ethical Considerations**

Informed consent was sought before the study was undertaken. Adequate information and guarantees about taking part in the study were given to participants to allow them to understand the implications of participation. Upholding ethics in research is very important because it promotes moral and social values and upholds scientific integrity (Barrow, Brannan, and Khandhar,2020). A study conducted in Malaysia and Pakistan recommended that research should share fairly the benefits and burdens of the study as well as contribute to advancing global justice (Hyder *et al.*, 2008). Other studies indicate that there must be ethical commitment when making appointments with research participants and this is important because ethical assurance is a core commitment in the field of research (Barrow, Brannan, and Khandhar,2020). Therefore, participants took part in this study voluntarily without being pressured or being coerced. Participants had the right to withdraw from participation at any stage of the study if they wished to do so. All the information that was collected during the period of the research will be kept strictly confidential and participants will not be able to be identified in any reports or publications. There are no immediate benefits for individuals who participated in the study. However, it is hoped that the findings of this study may be used as a

tool to re-align, refine, and strengthen policies on teaching of sexuality education in schools in Zambia. To maintain privacy and confidentiality, the data collected did not contain any identifiable information such as names. Numbers were used instead of names. In addition, the researcher only reported aggregated findings and not individual level data to the public.

Due to the sensitive nature of the topic, it could have led to some discomfort when communicating with Primary school teachers who were selected as participants. The researcher was aware of the impact of the questioning on the participants, especially the teachers. To reduce this effect, the researcher used the premeditated approach to questioning.

### **3.11 Inclusion criteria**

Only teachers and parents were included in this study. The parents and teachers were included in the study because they were a homogeneous group with a precise study outcome. Parents were specifically selected compared to children because they draw from very different experiences, present unique experiences on sexuality education, and play important roles of educating and raising children.

### **3.12 Summary**

Chapter three presented the methods that were used to conduct the study. In this chapter, the research approach, research design, target population, and sample size were highlighted. In addition, the sampling procedure, data collection technique, data analysis, trustworthiness of the study, and ethical consideration were also highlighted.

## CHAPTER FOUR: RESEARCH FINDINGS

### 4.0 Overview

In the previous chapter, methods that were used to conduct the study were presented. In this chapter, the research approach, research design, target population, and sample size were highlighted. In addition, the sampling procedure, data collection technique, data analysis, trustworthiness of the study, and ethical consideration were also highlighted. Chapter four presents the findings of the study on the provision of CSE in rural Primary schools in Nyimba District. It will also present findings on the role that parents play in sexuality education, factors that affect parental involvement in the teaching of CSE in selected rural Primary schools in the district. The findings have been presented according to objectives of the study.

### 4.1 How sexuality education is delivered in Primary schools in the District.

#### Mode of delivery of Comprehensive Sexuality Education

All the selected schools had standard subjects that are usually taught to learners as per Ministry of Education guidance. To avoid increasing the number of stand-alone subjects to be taught to pupils, it was reported that the selected Primary schools incorporated sexuality education topics in the existing subjects. Teacher1 said that:

*“I don’t teach sexuality education as a stand-alone subject, but I offer it together with other existing subjects. For instance, I teach sexuality education together with Home Economics”. I find it easier to do it that way because of time factor and the fact that I already teach too many subjects”.*

## 4.2 Teaching of sexuality education in primary schools in Nyimba District

### *Challenges faced by primary schools to teach sexuality education*

#### *Lack of teaching materials*

The findings revealed that although comprehensive sexuality education is taught in all the selected primary schools in the district, lack of appropriate and adequate teaching and learning materials were a hindrance to the provision of sexuality education in these schools. Teacher 1 said that:

*“As a teacher, I struggle to teach some topics on sexuality education because I don’t have the appropriate teaching materials to use. At the same time, my learners have challenges to read more on these topics because the reading materials on sexuality education are not sufficient”*

However, another participant who is also a teacher reported that although teaching materials are a challenge, several teachers were trained in the provision of CSE and that these were using some handbooks which were given to them during training. Teacher 4 said that:

*“During my training in CSE, I was given a handbook which contains a materials which I depend on to deliver CSE lessons to learners”.*

#### *Time constraint*

It was also reported that lack of time has negatively impacted the length of sessions dedicated to teaching SE topics and how much material should be covered. Teacher 3 said that:

*“As it is, we already have too much to teach and adding sexuality topics has even increased our workload. Topics on sexuality education are also many and as a result, we do not have sufficient time to cover everything and this mean that the learners are missing out on other important topics that we would have loved to teach but we can't because of time constraint”.*

#### *Sensitive nature of CSE*

The findings also revealed that seven teachers were apprehensive about how pupils reacted to being taught sensitive topics such as sexual violence. It was reported that teachers were concerned about the possibility of being personally involved in legal matters which would come about because of cases of sexual violence being reported to courts of law. Teacher 5 said:

*“Teaching these pupils about sexual violence as an offence may mean that they now start reporting these cases to law enforcement agencies. If that be the case, I may end up being involved in these cases as the teacher who taught these children where to report to in case of an abuse. I am therefore not ready to be part of these issues”.*

#### *Traditional beliefs*

It was also reported that some teachers in the selected Primary schools had difficulties to deliver lessons with a component of sexuality for fear of going against traditions and beliefs in the areas around the schools. Teacher 2 said that:

*“When you look at this school, it surrounded by villages which have strong traditions and beliefs with regards to what children should learn or what they should not learn. These customs make it hard for parents to participate in discussions that involve sexuality matters and the parents cannot even talk about sexuality matters even freely”.*

#### **4.3 The parental involvement in teaching of CSE in Primary Schools**

The leadership and members of staff in the selected Primary schools in Nyimba District used several platforms to encourage parental involvement in teaching of CSE. Some of the platforms included PTA meetings, Annual General meetings, Guidance and Counselling sessions, sports, homework, and re-entry policy.

All Primary schools which were selected under the study indicated that they held regular PTA meetings where various matters were discussed including learner behaviour. It was reported that schools utilized PTA meetings to get opinions and input on how best to teach SE activities in the schools. It was also reported that parents demonstrated how they provide information to their children at home. Teacher 7 said that:

*“We invite parents to attend PTA meetings in this school and during these meetings, parents tell us how they pass on information on sexuality to their children and we get encouraged that they are trying to support us as a*

*school. I must mention though that not all PTA members attend these meetings”.*

It was reported that this was another platform of getting parents involved in CSE. It was reported that during the AGM, topics such as puberty, menstruation, menstrual cycle, and relationships were discussed. Teacher 12 explained that: *“All parents and guardians who are present during the AGM are*

*granted an opportunity to talk about how they share information on sexuality education with their children. Some courageous parents do speak about these matters while some simply keep quiet. Once parents have concluded talking, a teacher is requested to provide additional information on Comprehensive Sexuality Education”.*

To cross-check the information provided by the local school regarding parental involvement in sexuality education of their children, parents views were also collected, and parent 9 said that:

*“I always attend meetings at our local school, and they ask me to explain how I provide information to my grandchild on sexuality education. It is very difficult for me explain how I do it because the school has not told us how to it”.*

Some teachers in the schools indicated that the involvement of parents and guardians in sexuality education takes places during guidance and counselling sessions with children and parents. Teacher 9 explained that:

*“Parents and guardians are sometimes requested to come to the school for a*

*discussion about the behaviour of their children. During those discussions, parents can explain what they do at home to guide their children with regards to the risky sexual behaviours that the children get involved in”.*

It was reported by a parent that the sessions that are conducted with the teachers have been a good platform for them to seek further guidance on how they can strengthen their skills to share information on sexuality with their children. Parent 1 said that:

*“When I have been called by the school for a matter that concerns the behaviour of my child, I do explain to the school what I have been helping my child to avoid getting involved in risky behaviours. Together with the Guidance and Counselling teacher, we come up with some interventions to support my child with useful information which can help to focus on school”.*

The selected schools in the district utilized the re-entry policy to engage and involve parents and guardians to support the teaching of CSE. It was reported schools encouraged parents to share information on the policy with their children and talk to the children about sexuality matters that arise from the policy. Teacher 6 indicated that:

*“For children who had dropped out of school due to early pregnancy and early marriage, we meet with parents to encourage them to return their children to school. Parents also tell us how they are providing guidance to their children on sexual behaviour and how to prevent a recurrence in future. A teacher provides additional information to the parents to ensure*

*that they are well equipped with information on sexuality”.*

Some class teachers in the selected schools reported that parents and guardians are involved in the provision of CSE by supporting their children with homework and reading of materials that related to sexuality education. Teacher 11 explained that:

*“As class teachers, we regularly give homework to children as part of their learning process and we encourage parents to get involved in explaining and completing the work. Apart from homework, we also books to children to read at home and encourage parents to read these books with their children”.*

It was reported that parental involvement in teaching of CSE happens during sporting activities which are usually organized by schools in the district. Whenever the selected schools organize sports such as netball and football, parents are granted an opportunity to provide health talks on specific subjects such as love and relationships, unwanted pregnancies, sexual gender-based violence, and Sexually Transmitted Infections, including HIV. Teacher 8 explained that:

*“As a school, we always encourage parents to be present during sports activities and we give parents an opportunity to give health talk concerning love and relationships, the dangers of unsafe abortion, and the importance of delaying sexual debut”.*

#### **4.4 Challenges faced by parents when communicating with their children about sexuality.**

##### *Cultural beliefs*

Nyimba is a rural district and most of the people still live in villages with strong traditions and cultural beliefs that hamper parental involvement in teaching of CSE. It was reported that these traditions make it difficult for parents to freely talk to their children on matters of sexual nature.

Parent 3 explained that:

*“In our culture and tradition, it is a taboo for a man like me to talk to my female children about issues of sexual nature. According to our tradition, it is the responsibility of my wife or our female relatives to talk to my girls about sexuality matters”.*

##### *Low education levels*

Although parents and guardians are involved in the delivery of CSE in the communities around the selected schools, low levels of education among parents and guardians were hampering full participation of parents in these matters. It was observed that most of the parents and guardians are neither able to write to nor read and this situation affected assertiveness levels of the parents to talk about sexuality education with their children. Parent 4, said that:

*“My highest level of education is grade three and as such, I have challenges to communicate with my children in a manner that would make them understand what I am saying. I am not actually confident enough to deliver messages to my children about this sensitive topic”.*

### *Age difference*

Most of the parents who were interviewed were resentful about discussing matters concerning CSE with their children because they felt that their children were still young to participate in such discussions. The main fear expressed by parents was that such discussions would end up robbing children of their innocence and corrupt their minds. Parent 1 explained that:

*“I am very uncomfortable to talk to my 13 years old child about sexuality matters because she is still too young to listen to such sensitive matters.*

*I know that there are things that I can freely talk about with my children but not issues relating to sexuality”.*

However, not all parents and guardians were resentful about discussing matters of sexual nature with their children. In fact, some parents supported the idea and saw it as an opportunity to correct the behaviour of their children. Parent 5 explained that:

*“The behaviour of our children is worrying, and it is important that we openly talk to our children about sexual matters. Our children are no longer scared about being involved in risky behaviours and it seems that they have forgotten that HIV is still a problem and still killing people”.*

### *Fear of embarrassment*

Some parents indicated that they could not participate in the implementation of CSE because of the sensitive nature of the contents of sexuality education. Parents and guardians were too uncomfortable to be involved in these matters because they that they may end up being embarrassed. Parent 8 explained that:

*“I cannot sit with my children and begin to discuss with them such a sensitive matter with them. My children may end up telling their friends what I would have discussed with them, and these other children may start laughing at me”.*

#### *Parent’s attitude*

Some of the participants from the surrounding villages were less caring about being involved in the provision of CSE in the schools around the area. The findings also revealed that some parents had a negative attitude towards sexuality education. Parent 7 said that:

*“When I was growing up, my parents never talked to me about sexuality matters. My parents would chase me each time I attempted to bring up a matter to do with sexuality and I grew up with good morals without necessarily being a naughty child. Why then should I spend energy and time talking to my children about sexuality matters when all I might end doing is encouraging them to engage in sexual immorality?”.*

#### *Time for introducing CSE*

Some parents indicated that they are not involved in the implementation of CSE because it is difficult for them to judge when the right time was to commence these discussions with their children. It was also reported that some parents found it difficult to provide sexuality education to their children because they do not know when to start sharing information with their children on sexuality education.

Parent 13 said that:

*“ I am not sure what the right age is to start talking to my children about sexuality matters. Sometimes I feel like it’s too early to start sharing such sensitive information with young children because they misunderstand me and also end up misusing the information”.*

## **CHAPTER FIVE: DISCUSSION**

### **5.0 Overview**

The previous chapter presented findings of the study in line with the approach used to teach CSE, the challenges faced by teachers in the provision of CSE, parental involvement in teaching CSE, and challenges faced by parents when communication with their children on matters relating to SE. Chapter five discusses the findings presented in the previous chapter.

### **5.1 How sexuality education is delivered in Primary schools in the District**

#### **5.1.1 Integrated model**

The findings of the study revealed that Primary schools in Nyimba district taught CSE through topic integration. In a similar study entitled “Why teach sexuality education in schools? Teacher discretion in implementing Comprehensive Sexuality Education in Zambia” conducted in Zambia by Zulu and others (2019), revealed that teachers in schools had adopted the integrated model of teaching Comprehensive Sexuality Education. The findings of the study conducted by Zulu and others agree with the current findings. Although the two studies were conducted in different locations by two different researchers, the findings may be similar because both studies relied on qualitative methods, analysed data using similar methods, and because the sample characteristics were similar.

Subject integration is an educational approach that involves the incorporation of multiple academic subjects into a unified and interconnected curriculum. The aim of using this approach is to break down the conventional silos of subject-specific learning and create a more holistic interdisciplinary educational experience for learners. By integrating various subjects, teachers

can assist learners make connections between different disciplines and deepen their understanding of complex concepts.

Subject integration is based on several key principles that guide the design and implementation of integrated curricula. The first principle of subject integration is interdisciplinary connections which suggests that subject integration emphasises the interconnectedness of different academic disciplines and encourages teachers to create meaningful connections between subjects. By integrating subjects such as maths and social studies, pupils can see how concepts from one subject area relate to and compliment subjects in another area. The other principle of subject integration is known as real-world relevance. This principle indicates that integrated curricula often incorporate real-world applications of academic concepts, making learning more relevant and engaging for learners. By connecting classroom learning to practical, real-life scenarios, teachers can help pupils understand the practical implications of the knowledge they acquire. The third principle of integrated learning is referred to as hands-on-learning. Subject integration promotes hands-on, experimental learning opportunities that allow pupils to apply their knowledge in practical settings. By engaging in hands-on activities, such as experiments and simulations, pupils can deepen their understanding of complex concepts and develop critical thinking and problem-solving skills. Collaborative learning is another principle of subject integration. Integrated curricula often involve collaborative learning experiences that encourage pupils to work together to solve problems, analyse information, and develop innovative solutions. By working in groups, pupils can learn from one another, share their knowledge and skills, and develop important teamwork and communication skills.

Subject integration provides a wide range of benefits for both the educators and the learners. To start with, subject integration can lead to enhanced learning outcomes (Peicu, 2019). Integrated curricula have the potential to improve learning outcomes by helping pupils make connections between different subjects and deepen their understanding of complex concepts

(Nguyen & Thai, 2023). By integrating subjects, educators can offer pupils a more comprehensive and holistic educational experience which fosters critical thinking, creativity, and problem-solving skills. In addition, subject integration can result in increased engagement between teachers and pupils. It can increase learner engagement by making learning more relevant, meaningful, and interactive (Peicu, 2019). By incorporating real-world applications, hands-on learning, and collaborative learning experiences, educators can create a more engaging and dynamic learning environment that motivates pupils to actively participate in their education. The third benefit of subject integration is that it can lead to improved retention. Integrated curricula can enhance pupil retention of information by presenting concepts in a variety of contexts and reinforcing learning through multiple perspectives. By connecting concepts across different subjects, teachers can help pupils retain information more effectively and transfer their knowledge to new situations. The fourth benefit of subject integration is that it can lead to the development of transferable skills. Subject integration can assist learners develop a wide range of transferable skills such as critical thinking, problem-solving, communication, and collaboration. By engaging in interdisciplinary learning experiences, pupils can develop the skills they need to succeed in a rapidly changing and interconnected world.

Apart from the above benefits that can be derived from subject integration, another benefit of implementing Comprehensive Sexuality Education using the integrated approach is that it allows teachers to apply skills from more than one subject area to teach a topic and this helps to enhance their personal skills. In addition, integrating sexuality education into existing subjects allows teachers to organize curriculums around important problems and issues that have been jointly identified by parents, teachers, and learners. For pupils, integrating sexuality education and existing subjects allows pupils to make meaningful connections between different disciplines. It also allows learners to appreciate why they need to think critically and

acquire certain skills or knowledge. The advantage is that when pupils learn sexuality education together with other subjects, pupils master the content and understand it at a higher level. Pushing pupils to higher level of critical thinking is vital because it motivates to learn more new things.

Although subject integration offers several benefits, it also presents many challenges that teachers may face when delivering integrated curricula. Integrating multiple subjects into a cohesive curriculum can be challenging due to differences in content, standards, and instructional approaches across the disciplines. Therefore, teachers should carefully align the curricula to ensure that all subjects are appropriately integrated and that learning objectives are met. The other challenge of implementing integrated curricula is that it requires ongoing professional development for teachers to help them develop the knowledge and skills needed to deliver integrated curricula effectively. Teachers may need training in interdisciplinary teaching strategies and assessment practices. The third challenge of implementing integrated curricula is that the strategy may require additional resources such as time, reading and teaching materials, and technical support to implement the program successfully. Therefore, teachers may need access to interdisciplinary teaching materials, technology tools, and collaborative spaces to create an integrated learning environment and experience for learners. The last challenge that comes with subject integration is that assessing pupil learning in integrated curricula can be challenging, as traditional assessment methods may not capture the full range of skills and knowledge that pupils acquire through interdisciplinary learning experiences. Teachers may need to develop innovative assessment strategies that align with the integrated curriculum and measure student learning effectively.

## **5.2 Challenges faced by teachers when teaching sexuality education in primary schools in Nyimba District.**

The findings of the study brought to light several challenges faced by teachers in the implementation of Comprehensive Sexuality Education in the district.

### **5.2.1 Traditions and cultural beliefs**

It was revealed that traditions and cultural beliefs posed a challenge for the school authorities to implement CSE properly. A study conducted by Kawonga *et al.*, (2021) in schools in Chibombo district also found that traditional beliefs affected the provision of sexuality education. In most rural communities of Zambia, including Nyimba, matters relating to sexuality education are not discussed openly. At home level, parents and guardians cannot talk about sexual related matters freely because this is considered as a taboo. In the Zambian culture, boys received counsel on sexuality matters from men while girls are talked to by women. In sexuality education, the scenario is different because both girls and boys are taught sexuality matters at the same time and this is inconsistent with the traditional way of teaching sexuality education. As a result of this difference in the way sexuality education ought to be taught, teachers have reservations to teach SE.

### **5.2.2 Lack of teaching materials**

The findings also revealed that lack of teaching materials in the selected schools created a challenge for the schools to offer CSE. In a study conducted in Kabwe by Zulu and others in 2019, the finding revealed that learning and teaching materials were a facilitator in the provision of CSE in schools. In the absence of teaching and reading materials, educators may find it difficult to offer comprehensive and accurate information about CSE to learners. For example, when educators have no access to up-date and appropriate curricula, visual aids, and

other relevant teaching tools, teachers might end up depending on obsolete or incomplete information to offer lessons to learners.

### **5.2.3 Time constraint**

Lack of adequate time to cover additional material resulting from the introduction of CSE topics was identified as a challenge to the delivery of sexuality education lessons in schools. Time is one of the most important elements of a well-functioning education system. This is because time allows both teachers and learners to cover material in detail. Without adequate time, teachers are unable to cover course content and as a result, learners learn less. In addition, limited time within the school timetable poses a challenge to teachers. When educators have too much content to cover, and insufficient time, they may choose to focus more on other subjects rather than CSE. SE topics that may be provided in a rush way, can lead to inadequate understanding and retention among pupils. Therefore, the proper delivery of SE requires thoughtful and unhurried teaching.

### **5.2.4 Sensitive nature of CSE**

Another challenge faced by the selected schools in the provision of CSE was the sensitive nature of the subject matter. The contents of CSE are sensitive and as such it was difficult for the schools to talk about it with learners and parents. Teachers were uncomfortable to teach sexuality education related topics because of fear of going against traditional and cultural practices in the areas surrounding the schools.

### **5.2.5 Parental involvement in the provision of CSE in schools in Nyimba district**

Parents play a fundamental role in the implementation of sexuality education in schools and education systems are progressively working to aid conversations about sexuality education

between parents and their children. The overall goal of these conversations is to guarantee that parents and guardians understand, support, and are involved in the teaching CSE in schools.

The findings of the study revealed that schools were using several strategies to involve parents in the provision of CSE. Among the strategies adopted were allowing parents and guardians to provide health talks during sports activities, scheduled school meetings, and through support to children during home reading sessions. These strategies were vital because they help schools to listen to parents concerns as well incorporate parents suggestions on how best to implement these programs. The strategies also grant parents an opportunity to take part in various sensitization activities during organized events such as sports day although the current study demonstrated that parents were involved in teaching of SE, a study conducted by UNESCO in 2017 revealed that some parents may not be engaged by schools in the provision of sexuality education. Failure to involve parents in the provision of sexuality education may be a missed chance for open communication, guidance, and a missed opportunity for parents to reinforce the information and values that may have been taught by educators in schools.

### **5.3 Factors that affected communication between parents and children on sexuality education matters**

The findings revealed several challenges that parents and guardians were facing in communicating SE matters with their children. Among the challenges were level of education, age difference with their children, parental attitude, traditions and cultural beliefs, embarrassment, and timing when education is initiated.

#### **5.3.1 Parental attitudes**

The findings revealed that although parents and guardians were not against the teaching of SE in schools, their attitude was negative towards what was being taught. A similar study which

was conducted in Lesotho by Khau (2012) also found that parents supported the introduction of CSE in schools but had a negative attitude towards the content of sexuality education. In both cases, parents felt that learners were being given materials which opposed their traditional practices and beliefs, and this resulted in parents criticizing teachers about what they were teaching. In return, the criticism affected the way teachers delivered lessons on sexuality education.

### **5.3.2 Parents level of education**

Another factor which affected parents communication on sexuality education with their children was their level of education. In a study conducted by Nyarko (2014), the findings also revealed that low levels of education among parents affected the provision of sexuality education in schools. Parents with low education levels, especially those that are found in rural areas, are more likely to cling onto cultural beliefs and traditions that are likely to oppose the introduction of sexuality education in schools.

### **5.3.3 Age at which CSE is initiated**

The age of the children at which sexuality education topics are introduced was another factor which affected the delivery of CSE in Primary schools in Nyimba district. Parents and guardians believed that at their age, the children were still young to be taught sexuality education because early CSE initiation could be harmful to the morals of children. In Ghana, parents also expressed their displeasure towards the delivery of sexuality education for children in lower primary levels and the parents argued that at this age, it was too early to start talking to children on matters relating to sexuality. In a study conducted in Ethiopia, a significant number of parents recommended that it would be appropriate to implement sexuality education in a structured manner (Feutahun *et al.*, 2012). The parents suggested that topics that relate to

abstinence-only should be taught to primary level pupils while topics with abstinence plus should be taught to secondary level pupils. The findings further revealed that most parents also shun such topics as they consider it unethical to discuss sexual issues with children whom they consider to be young.

#### **5.3.4 Fear of embarrassment**

Fear of embarrassment by some parents was also reported to be a key factor that influenced communication between parents and children on sexuality matters. The feelings and fear of embarrassment arose from the fear of judgement from others that may surround conversations about sexuality education. Embarrassment is also attributed to the cultural discomfort that teaching children sexuality education encourages sexual immorality. Fear of embarrassment reduces the ability of parents or guardians to pass on vital information to children. In addition, embarrassment also caused parents to struggle to open conversations with children about sexuality education.

#### **5.3.5 Pupils attitude towards sexuality education**

The study found that negative attitude by some learners negatively affected the ability of parents to effectively communicate with their children on matters relating to SE. A study conducted in rural schools of South Africa by Adekola and Mavhandu-Mudzasi (2021) agrees with the current findings. Both studies found that poor learner attitude towards SE had the potential to hinder the free flow of information between parents and children on issues relating to sexuality.

## **CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS**

### **6.0 Overview**

The previous chapter discussed findings of the study and related them to what other researchers also found in other areas. Chapter six presents' conclusions about the study and these conclusions were made on the basis on the findings. In addition, the chapter will also present the recommendations that were made.

### **6.1 Conclusion**

The study has brought out various important findings with regards to parental involvement in school-based sexuality education. The findings revealed that Primary schools in Nyimba district teach CSE through topic integration. This is an encouraging development because it will help to resolve several sexual health related challenges faced by learners in rural areas.

Further, the study found out that there were also several challenges faced by teachers in the provision of sexuality education and among them include lack of teaching and learning materials, lack of sufficient time to cover the subject comprehensively, poor pupil attitudes towards sexuality education, cultural beliefs within the surrounding communities, and the sensitive nature of CSE which created fear among teachers.

The findings also indicated that parental involvement in school-based sexuality education took place at various platforms including Parent Teacher's Association meetings, Annual General Meetings, during sports events, and through parental support to children during reading and homework.

The study also found out that the main challenges faced by parents when communicating with their children on sexuality matters included parental attitudes towards sexuality education, the

level of education of the parents, the age at which sexuality education is taught, fear of embarrassment, and poor communication skills.

## **6.2 Recommendations**

In view of the results of the study, the following are the recommendations:

- The Ministry of Higher Education should review policies on implementation of sexuality education so that the policies incorporate parent-training.
- It is also recommended that schools should engage experienced parents in teaching learners on Comprehensive Sexuality Education in schools through clubs.
- The research should be upscaled to a quantitative study to obtain a generalizable picture of not only Nyimba district.

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**APPENDICES**

**Appendix 1: Interview Schedule**

**UNIVERSITY OF ZAMBIA**

**Parental involvement in school based Comprehensive Sexuality Education in Selected rural Primary Schools in Nyimba District in Eastern Province, Zambia**

Dear respondent,

My name is Mweene Masilani studying Master of Education in Educational Psychology at University of Zambia. I am conducting a study on perceptions of rural parents towards comprehensive sexuality education in primary schools. You have been purposively selected to assist in this study. Your participation is voluntary and all information you provide will be treated in a strictly confidential manner.

Your cooperation is highly appreciated.

Date: \_\_\_\_\_

Questions:

1. Explain the approach that is used to teach CSE in your school.
2. Describe the challenges faced by teachers in the provision of Comprehensive Sexuality Education in your school.
3. How are parents involved in the provision of comprehensive sexuality education in primary schools in Nyimba district?
4. Describe the challenges faced by parent when communicating with their children about sexuality matters.

Any further comments?

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

Thank the respondent

## Appendix 2: Grant Chart

Activity	Unit cost	Number	Frequency	Total cost
Pay allowances for research assistants	K5,000	4	3	K60,000
Transport for research assistants	K30	4/day	3	K360
Procure plain paper	K300	10	1	K3,000
Procure pens	K15	18	1	K270
Printing	K5/copy	500 copies	1	K2,500
Binding	K500/copy	4 copies	1	K2,000
Ethical clearance fees	K2,500	1	1	K2,500
<b>Total</b>				<b>K70,300</b>

### Appendix 3: Study Timeline

ACTIVITY	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
Proposal writing	x	x	x									
Proposal submission				x	X							
Proposal defending						X						
Questionnaire development						X						
Data collection						X	x					
Data cleaning, analysis, and interpretation							x	x				
Data analysis /compilation								x	x	x		
Thesis presentation and correction			x	x								
Thesis submission					X							

## **Appendix 4: Participant Information Sheet**

### **Introduction**

My name is Mweene Masilani. I am student at the University of Zambia, and I am currently pursuing a master's degree in educational psychology.

### **Procedures**

You will be asked questions relating to parental involvement in school-based Comprehensive Sexuality Education and you will be requested to provide answers. During this process, you are free to ask the researcher questions or seek clarifications. You will not be requested to perform any procedures.

### **Confidentiality**

All the information collected from you during the period of the research will be kept strictly confidential. You will not be able to be identified in any reports or publications. Your institution will also not be identified. In addition, the researcher will only report aggregated findings and not individual level data to the public.

### **Risk/Benefits**

There are no immediate benefits to individuals participating in the study. It is however hoped that the findings of this study may be used as tool to re-align, refine, and strengthen policies on parental involvement in school based CSE. Another benefit is that the findings may be used to enhance the teaching practice on CSE. There is a minimal risk of alterations in relationships between parents and teachers based on the information provided by each category of participants. This risk will be reduced by keeping information provided confidential and by not disclosing identities of the informants.

### **Voluntary participation**

Participants in this study will participate voluntarily without being pressured or being coerced.

### **Right to withdraw or seek clarification**

Participants in this study have the right to withdraw from participation at any stage of the study without giving reasons. Participants are also free to seek clarification on any matter concerning the study.

**Provision for standard of care**

Kindly note that the researcher will not provide any standard of care under this study

**Contact details**

If you have further questions to ask or you would like to seek clarification, the following are the persons or institutions you can contact:

Mweene Masilani,

University of Zambia,

P.O. Box 32221,

Lusaka.

e-mail address: mwwene.nkhoma@unza.zm

Cell no: +2600977811574

Participant's signature.....

Participant's thumb print.....

**Appendix 5: Consent Form**

NAME OF RESEARCHER: Mweene Masilani

CONTACT NUMBER: 529003041

RESEARCH TITLE: Parental involvement in school based Comprehensive Sexuality Education in rural Primary schools in Nyimba District in Eastern Province, Zambia

Please read and complete this form carefully. If you are willing to take part in the study, circle the appropriate response. Sign the form and indicate the date of declaration. In case you do not understand the information contained in the form, please seek clarification.

1. The researcher has satisfactorily explained to me what the research is all about YES/NO
  
2. I understand that information will be collected from me through interview/audiotape and that it will take 45 minutes YES/NO
  
3. I understand that I am free to withdraw from the study at any time without providing an explanation. My decision to withdraw from the study will not affect my future care and treatment YES/NO
  
4. I understand that any information about me will be handled with maximum confidentiality and that my name will not be written in any work arising from the study YES/NO
  
5. I also understand that the information which I will provide will only be used for research purposes and will be destroyed on completion of the study YES/NO
  
6. I understand too that the results of this study will be discussed with others at the University of Zambia YES/NO

I freely give my consent to participate in this study and I have been given a copy of this form for my own information.

Signed.....

Date.....



**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**  
**HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE**

Telephone: +260-211-290258/293937  
Fax: +260-211-290258/293937

P O Box 32379  
Lusaka, Zambia

E-mail [drgs@unza.zm](mailto:drgs@unza.zm).

**Approval of Study**

5<sup>th</sup> December, 2017

**REF. NO. 2017-NOV-028**

Ms. Mweene Masilani  
C/O School Education  
Department of Educational Psychology,  
Sociology and Special Education  
University of Zambia  
P.O Box 32379  
**LUSAKA**



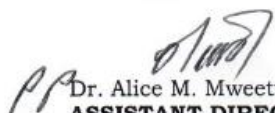
Dear Ms. Mweene,

**RE: "PARENTAL INVOLVEMENT IN IMPLEMENTATION OF COMPREHENSIVE SEXUALITY EDUCATION"**

Reference is made to your request for waiver of ethical approval of the study. The University of Zambia Humanities and Social Sciences Research Ethics Committee IRB has approved the study noting that there are no ethical concerns.

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. In future ensure that you submit an application for ethical approval early enough.

Yours faithfully,



Dr. Alice M. Mweetwa  
**ASSISTANT DIRECTOR (RESEARCH)**  
**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**

cc: Director, Directorate of Research and Graduate Studies  
Assistant Registrar (Research), Directorate of Research and Graduate Studies



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 OFFICE OF THE ASSISTANT DEAN (POSTGRADUATE)  
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REPUBLIC OF ZAMBIA  
 MINISTRY OF EDUCATION  
 7 NOV 2017  
 DEPUTY HEADTEACHER'S OFFICE  
 NYIMBA EAST PRIMARY SCHOOL  
 P.O. BOX 570074, KUSINZA

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TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**RE: FIELD WORK FOR MASTERS/PHD STUDENTS**

The bearer of this letter Mr. Ms. Mweene Masilani Computer number 529003041 is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her.

Yours faithfully,

Sitwe Benson Mkandawire (PhD)  
 ASSISTANT DEAN- POSTGRADUATE  
 c.c. Dean, Education  
 Director, DRGS

THE UNIVERSITY OF ZAMBIA  
 ASSISTANT DEAN (POSTGRADUATE)  
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