

**TEACHERS' AND PUPILS' VIEWS ON TEACHING OF
COMPREHENSIVE SEXUALITY EDUCATION IN SELECTED
SECONDARY SCHOOLS IN CHINGOLA DISTRICT, ZAMBIA**

By

Margaret Bwendo

**A dissertation submitted to the University of Zambia in partial fulfilment of the
requirements for the award of Master of Education in Sociology of Education**

The University of Zambia

Lusaka

2019

DECLARATION

I, Bwendo Margaret, do hereby declare that this dissertation is my own work and has not been submitted in any form for another degree or any award at the University of Zambia or any other institution. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given.

SignatureDate

COPYRIGHT

All rights reserved in this dissertation. No quotation from it or information derived from is to be published without full acknowledgement or prior permission of the author. The dissertation is to be used for private study or non-commercial research purposes only

© BWENDO MARGARET, 2019.

APPROVAL

This dissertation prepared by Bwendo Margaret is approved by the University of Zambia as fulfilling part of the requirements for the award of the degree of Master of Education in Sociology of Education.

Internal Examiner

Signature..... Date.....

Internal Examiner:

Signature..... Date.....

Internal Examiner s:

Signature..... Date.....

Chairperson of Board of Examiners

Signature.....Date.....

Supervisor:

Signature.....Date.....

ABSTRACT

The study investigated the views of teachers and pupils on teaching of comprehensive sexuality education (CSE) in three selected secondary schools in Chingola District. The objectives of the study were; to investigate teachers and pupils' views on the teaching of comprehensive sexuality education, to establish the benefits of the teaching of comprehensive sexuality education, and to ascertain the challenges faced by teachers and pupils in the teaching of comprehensive sexuality education in three selected secondary schools in Chingola District. The study employed a qualitative approach using a descriptive research design. A total sample of 39 participants consisting of 9 teachers and 30 pupils was drawn from three selected government secondary schools in Chingola District. Data were collected through interview guides and focus group discussion. Analysis of data was done through the use of themes.

The findings of study revealed that some teachers and pupils' were against the teaching of comprehensive sexuality education in schools. Such teachers complained that they were not consulted in the implementation, while pupils' were reticent out of shyness due to cultural beliefs which had conflicting interests with the teaching of comprehensive sexuality education. However, other teacher's supported the provision of comprehensive sexuality education in schools. They argued that CSE would yield useful information and skills essential to the prevention of the spread of HIV and AIDS and STIs among others. Regarding the benefits of teaching comprehensive sexuality education in schools, the study revealed that it provided information and skills in protection against HIV infection and other sexual health problems, preparing learners to live a productive life in the society, methods of preventive measures, how to live with people with HIV and AIDS, reduce rates of unwanted pregnancies, reduces rates of contracting sexual transmitted infections. As for challenges faced by the teachers and pupils in the teaching of comprehensive sexuality education in the sample schools, the study showed shortage of trained teachers, lack of teaching equipment, lack of funds, negative attitudes from parents, lack of sensitization of the general public, lack of support from parents and overcrowding.

Based on the findings of the study, it was recommended that teachers must be trained in comprehensive sexuality education; conduct more sensitisation campaigns on comprehensive sexuality education to enlighten parents on the need of comprehensive sexuality education and government to develop human capacity for quality delivery of comprehensive sexuality education in schools.

Key Words: Views, Comprehensive Sexuality Education, Secondary School, Teachers, Pupils and Zambia

DEDICATION

I dedicate this work to my children Chanda and Mapalo

ACKNOWLEDGMENT

I would like to acknowledge the contributions of the following to this study.

To almighty God to whom all things are possible, thank you for giving me the courage and strength to reach this far. To my supervisor, Dr Oswell Chakulimba, thank you for your knowledge, guidance and continuous support. With profound gratitude, I thank you.

To my lovely friends Aubrey, Monday, Lawson, Chinyama, Sinyiza, Frinah, Mpande and Chilaka who gave friendship, advice, encouragement and feedback generously throughout my course of study and for the duration of this research project, I say thank you.

I extend my heartfelt love and appreciation to my beautiful children Chanda and Mapalo, for providing unconditional love, support and belief in me. My Mother and my father I know that your support, love and encouragement will never waver, my thanks to my siblings thank you for your support especially Iness who took the responsibility of being a mother to my children. I love you all.

LIST OF APPENDICES

APPENDIX A: Consent Form.....	67
APPENDIX B: Semi-Structured Interview Guide for Teachers	68
APPENDIX C: Focus Group Discussion Guide for Learners.....	70

ACRONYMS

AIDS:	Acquired Immunodeficiency Syndrome
CDC:	Curriculum Development Centre
CPD:	Continuous Professional Development
CSE:	Comprehensive Sexuality Education
DEBS:	District Education Board Secretary
FDG:	Focus Group Discussion
HIV:	Human immunodeficiency Virus
MOE:	Ministry of Education
SRHR:	Sexual and Reproductive Health Rights
SIECUS:	Sexuality Information and Education Council of the United States.
STI:	Sexuality Transmitted Infections
UNESCO:	United Nations Educational Scientific and Cultural Organization
UNZA:	University of Zambia
WHO:	World Health Organization
ZDHS:	Zambia Demographic Health Survey

OPERATIONAL DEFINITIONS OF TERMS

Comprehensive Sexuality Education is a lifelong learning of acquiring information and forming attitudes, beliefs and values which addresses age appropriate physical, mental, emotional and social dimension of human sexuality education.

Unprotected sex is indulging in sex without using a condom or other protective means.

Premarital sex is sex before someone gets married, common among youths.

Sexuality is an issue relating to sex knowledge and education.

Sexual Health is a state of physical, emotional, mental and social well-being in relation to sexuality.

TABLE OF CONTENTS

DECLARATION	i
COPYRIGHT	ii
APPROVAL	V
ABSTRACT	VI
DEDICATION	VII
ACKNOWLEDGMENT	VIII
LIST OF APPENDICES	X
LIST OF ACRONYMS	XI
OPERATIONAL DEFINITIONS OF TERMS	xii
CHAPTER ONE:INTRODUCTION	1
1.1. Overview	1
1.2. Background to the Study	1
1.3. Statement of Problem	3
1.4. Purpose of the Study	4
1.5. Objectives of the Study	4
1.6. Research Questions	5
1.7. Significance of the Study	5
1.8. Theoretical Framework	5
1.9. Delimitation of the Study	6
1.10. Limitations	6
1.11. Operational Definitions of Terms	XII
1.12. Summary of the Chapter	7
1.13 Organisation of the Study.....	7
CHAPTER TWO:LITERATURE REVIEW	8

2.1. Overview	8
2.2. Studies on Comprehensive Sexuality Education at Global Level.....	8
2.3. Studies on Comprehensive Sexuality Education in Africa	14
2.4. Studies on Comprehensive Sexuality Education in Zambia	20
2.5. Literature Gap	26
2.6. Summary of the Chapter	26
CHAPTER THREE:RESEARCH METHODOLOGY	28
3.1. Overview	28
3.2. Study Design	28
3.3. Target Population	29
3.4. Sample Size.....	29
3.5. Sampling Technique.....	30
3.6 Instruments For Data Collection	30
3.6.1 Semi-Structured Interview Guide.....	31
3.6.2. Focus Group Discussion (Fdg).....	31
3.7 Data Quality Assurance.....	32
3.8 Data Collection Procedure	32
3.9 Data Analysis	33
3.10 Ethical Considerations.....	34
3.11 Summary of the Chapter	34
CHAPTER FOUR:PRESENTATION OF FINDINGS	35
4.1. Overview	35
4.2. Views of Teachers and Pupils on Teaching of CSE.....	35
4.2.1. Teachers’ Views	35
4.2.2. Pupils’ Views	40

4.3. Benefits of the Teaching of Comprehensive Sexuality Education.....	42
4.3.1 Teachers’ Views.....	42
4.3.2. Pupils’ Views	43
4.4. Challenges Faced by Teachers and Pupils in the Teaching of CSE.....	44
4.4.1. Teachers’ Views.....	44
4.4.2 Views of Pupils	44
4.5. Summary of the Chapter	45
CHAPTER FIVE:DISCUSSION OF FINDINGS.....	47
5.1. Overview	47
5.2. Views of Teachers and Pupils On Teaching of Comprehensive Sexuality Education.....	47
5.3. Benefits of the Teaching and Learning of Comprehensive Sexuality Education	50
5.4. Challenges Faced by Teachers and Pupils on Teaching of Comprehensive Sexuality Education.....	52
5.5. Summary of the Chapter	54
CHAPTER SIX:SUMMARY, CONCLUSION AND RECOMMENDATIONS	56
6.1. Overview	56
6.2. Conclusion.....	58
6.3. Recommendations	59
6.4. Areas for Further Research	60
REFERENCES	61
APPENDICES	67

CHAPTER ONE INTRODUCTION

1.1. Overview

The chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study. Further, it looks at the theoretical framework, delimitation and limitation of the study and ends with the operational definition of terms.

1.2. Background to the study

Early engagement into sexual activities among adolescents is on the increase, not only in many societies but also in schools among school going children in the world today, including Zambia (UNESCO, 2009 and Perry, 2003). This is a source of concern because it tends to erode the morals of these children which affect their academic pathway. Furthermore, there is a rise in bad health related concerns such as HIV and AIDS, (ZDHS 2014). From the aforementioned scenario it that appears lack of proper knowledge may have led to the concern above.

Frank (1998: 4) argues that “early sexuality among the adolescents is on the increase as a result of ignorance, lack of appropriate guidance and counselling, indiscipline and lack of moral education, inadequate parental care, bad role model of parents, adolescents’ rebellious attitude, certain cultural influences and practices, and the influence from the media.”

There has been a global outcry that many young people do not get adequate information regarding their sexual lives. This leaves them vulnerable to sexual abuse, unintended pregnancies, HIV and AIDS and other sexually transmitted diseases. Many young people approach the adult world faced with conflicting ideas about sex and gender and often made worse by embarrassment silence and disapproval of open discussion of sexual matters by parents and teachers at a very time when such discussions are important and needed. Young people need accurate information and advice (Namagyal, 2015).

A major problem affecting the youths in schools is the absence or depth of comprehensive sexuality education. There are many reasons for this including negative parental reaction to CSE, teachers' discomfort when discussing sexual issues, lack of resources and misunderstandings about the nature, purpose and effects of sex education (Savitri, 2015). Research suggests that many young people, including staff in the Ministry of Education, school managers and teachers, may not be convinced of the need to provide sex education or reluctant to provide it because they lack the confidence and skills to do so (UNESCO, 2009).

Concern for comprehensive sexuality education and the quality of sex education has never been as high as it is now. However, it must be noted that sex education has remained unsuccessful because social taboos and cultural sensitivity make sexual issues uncomfortable to talk about.

Zambia, like many other countries, has not been slow to respond to global calls and concerns about sexuality education. Formally, the teaching of sex education in schools was introduced in the mid-1990s due to the high prevalence of HIV and AIDS in Zambia (Rasing, 2003). Topics in sex education were integrated and taught in subjects like Social Studies, Biology, Home Economics and Environmental Science which were part of the school curriculum in all schools from grade five (Rasing, 2003). The Anti AIDS clubs that comprised a limited number of the young people who joined voluntarily covered some of the topics and these clubs were in existence in almost all the schools in Zambia. The main emphasis of the lessons was to encourage young people to abstain from premarital sex as a way of protecting themselves from HIV and AIDS and other sexually transmitted diseases.

In 2013 the school curriculum in Zambia was revised to include aspects of comprehensive sexuality education in all primary and secondary school subjects in order to expatiate awareness among learners (MOE, 2013). The importance of understanding the need for sex education in primary school is that it acquaints pupils with knowledge of sexuality and therefore reduces their vulnerability to various forms of sexual abuse, unwanted pregnancies and sexually transmitted diseases (STIs). Teachers play a critical part in ensuring that students develop skills which

would assist them in making informed decisions, to protect themselves from unwanted pregnancies and HIV and AIDS pandemic. Research also has highlighted that teachers have concerns about various factors that affect their willingness to teach sexual health education. Various concerns that were revealed in literature include discomfort, conflict with personal beliefs, availability of resources, and lack of training and pedagogical knowledge (Cohen, Byers and Sears; 2012 and Sambucharan, 2013).

In Zambia the Ministry of Education, together with its cooperating partners, held a sensitization workshop on comprehensive sexuality education (CSE) in 2017, for the purpose of informing teachers of the need for comprehensive sexuality education curriculum to be engaged in at all primary schools. A number of issues had risen involving sexual matters that warranted some sort of intervention. The theme of CSE within the curriculum is based on a holistic model of sexual health that is ideal for dealing with some of the issues currently being experienced by the learners. However, teachers are reluctant to teach CSE curriculum although it is mandatory as put forward by the Ministry.

Further, teaching comprehensive sexuality education in primary schools in Zambia is a major part of public concern in the face of high alarming numbers of school dropout due to pregnancies. According to 2017 report by the Parliamentary Committee, no fewer than 15000 children of primary school age in Zambia left school because of early marriages and pregnancies. In 2013 the school curriculum was reoriented so that CSE became part of the curriculum, with its content integrated in science and social science subjects (CSE framework, 2014). Comprehensive sexuality education is taught at age-appropriate levels in such grades as five through high school. The motivation behind this inquiry is that if lack of comprehensive sexuality education is not addressed through incorporating it effectively, it may lead to erosion of morals whose consequences may be ill health.

1.3. Statement of Problem

Comprehensive Sexuality Education has increasingly been recognised worldwide as an essential component of the school curriculum in providing knowledge essential to the growth of the youth in terms of their sexuality awareness (Namagyal, 2015; Bwalya, 2011; UNESCO, 2009; Perry, 2003; Frank, 1998; Rasing, 2003; Mweembe, 2016 and MOE, 1996). This prompted many countries including Zambia to integrate

the component of comprehensive sexuality education in their education systems (MOE, 2013). In 2014, the Government of the Republic of Zambia in partnership with NGOs initiated many advocacy programs and seminars about early marriages, HIV and AIDS and other major sexual illnesses common in the country.

Although up to date statistics are not available about the Zambian youths facing these challenges, anecdotal information suggests that there is no doubt that many Zambian youths engage in teenage sexual escapades.

However, it has been noted that from the reaction of the research community, empirical evidence shows that most studies looked at the main stakeholders who are the teachers, learners and parents as separate entities in terms of perceptions. There is therefore little information on this topic which combines both the learners and teacher's perspective (Mweembe,2016 and Bwalya 2011). Given this situation, there was a compelling need to investigate the views of teachers and pupils on the teaching of Comprehensive Sexuality Education in three selected secondary schools of Chingola District that has not been done. If this study is not undertaken it might also mean that comprehensive sexuality education will not be strengthened leading to learners engaging in sex vices that will be harmful.

1.4. Purpose of the study

The purpose of the study was to explore the knowledge and views of teachers' and pupils' in the teaching of comprehensive sexuality education in three selected secondary schools in Chingola District in order to make recommendation for improving the teaching of CSE in secondary schools..

1.5. Objectives of the Study

The objectives of research are to:

1. To find out the views of teaching comprehensive sexuality education in three selected secondary schools in Chingola District.
2. To find out the benefits of teaching sexuality education in three selected secondary schools of Chingola District.
3. To identify the challenges that teachers and learners face in the teaching of comprehensive sexuality education in three selected secondary schools of Chingola District.

1.6. Research Questions

The study will attempt to answer the following questions in relation to the objectives outlined above:

1. What are the benefits of teaching comprehensive sexuality education in three selected secondary schools in Chingola District?
2. What challenges do teachers face in the teaching of comprehensive sexuality education in three selected secondary schools of Chingola in Chingola District?
3. What challenges do learners face in the learning of comprehensive sexuality education in three selected secondary schools of Chingola in Chingola District?

1.7. Significance of the Study

It was important to carry out this study because its findings could enable teachers to develop positive perceptions about comprehensive sexuality education. In this way, teachers may teach CSE more effectively to the benefit of their learners. It may also arouse pupils' awareness and curiosity about reproductive health and encourage their active participation in resolving challenges with regards to sexuality at an early age. Findings of the study might help policy makers to rethink how best comprehensive sexuality education could be more effectively integrated into the school curriculum and how teachers can be supported in its implementation. Further, the findings of the study might add value to the already existing body of knowledge and be used as a point of reference for future researchers.

1.8. Theoretical Framework

The study was guided by the constructivism theory propounded by Vygotsky (1978). The theory holds that people construct their own understanding and knowledge of the world through experiencing things and reflecting on their perceptions and experiences. This implies that learning is an active, contextualised process of constructing knowledge rather than acquiring it. From this perspective, pupils draw upon, connect and analyse their prior knowledge and perceptions through self-discovery and interaction with other students and with the teachers. The primary rule is to engage students in inductive, hands-on- activities, group work and integration of knowledge involving more capable people guiding those less capable to understand ideas beyond their developmental level. Vygotsky describes this as the Zone of Proximal Development (ZPD) (Du plesis and Muzaffer, 2010). In this case, an assumption was that teachers and the knowledgeable others in the teaching process

of comprehensive sexuality education may act as scaffolds leading learners to the Zone of Proximal Development (ZPD).

Building on the Vygotskian framework, all mental functions are first experienced socially, mutually built, and constructed through social interaction with others. In this way, experiences in social context provide an important mechanism for the development of students' critical thinking, creativity, interactions, communication and understanding (Moran and John-Steiner, 2003).

This study was an attempt to investigate the views of teachers and pupils on teaching of comprehensive sexuality education. Therefore, the selection of this theory was based on the appreciation that human beings construct knowledge and meaning from their views and experiences in the social context and on its goal which relies, as much as possible, on participants' views of the situation being studied (Creswell, 2009). Therefore, this theory was appropriate for conceptualizing the optimal views of teachers and pupils on teaching comprehensive sexuality education in a more persuasive manner, given the purpose of the study at hand.

The theory is applicable to this in that this study in that both the learners and the teachers also construct their own understanding and knowledge of the world through experiencing any phenomenon and are able to draw own conclusions. For the current study it is with respect to the views of teachers and learners on the phenomenon of comprehensive sexuality education.

1.9. Delimitation of the study

The scope of study was restricted to only three selected secondary schools in Chingola District which included Grade 9 secondary school teachers and pupils of comprehensive sexuality education.

1.10. Limitations

Msabila and Nalaila (2013) postulate that, limitations of a study include potential challenges anticipated or faced by the researcher. Likewise, this study could not be conducted without limitations. Therefore, since the participants sampled for this research were only 39 in Chingola District of the Copperbelt Province, the number of participants in the study was small compared to the target population of the District, province and the nation at large. Therefore, the findings of this study might not be generalised to other public secondary schools in the District and Zambia at large.

1.12. Summary of the Chapter

This chapter gave a background to a study on teachers' and pupils' views on teaching comprehensive sexuality education in schools. The chapter also presented a statement of the problem, purpose of the study, research objective and questions, significance of study, theoretical framework, delimitation, limitations and operational definitions of terms used in this study. Therefore, the next chapter endeavours to review and present literature deemed relevant to the study based on Global, Africa and Zambian context.

1.13 Organisation of the Study

The chapter presented the introduction of the study. The issues in this chapter included, among others the statement of the problem, objectives, limitations, delimitations and significance of the study. The literature review is presented in chapter two. This chapter explored some of the existing literature on capacity building at global, regional and international levels. Chapter three provided the methodology which was used in conducting this study; it highlighted the research design, population, sample and sampling procedure, and data collection procedures. The research findings of the study were presented in chapter four. Chapter five discusses the findings of the study. The final chapter, which is six, provided the conclusion and made recommendations based

CHAPTER TWO LITERATURE REVIEW

2.1. Overview

The chapter reviews literature and studies that have been conducted in different countries on views of teachers and pupils towards the teaching of comprehensive sexuality education in schools. This is done by the aid of emerging themes from the research objectives which include; views of teachers and pupils in the teaching of comprehensive sexuality education; benefits of teaching and learning of comprehensive sexuality education and the challenges faced by teachers and pupils in teaching comprehensive sexuality education.

2.2. Studies on Comprehensive Sexuality Education at Global Level

Sexuality education has taken different dimensions in different countries. In Western countries such as the United States of America, sexual education has been propagated to be a mechanism through which teenage pregnancies and sexually transmitted diseases could be combated. This emanated from the notion that equipping young adults with knowledge facilitated the preventive measures due to the level of awareness aiding their decision making process. In other parts of the world, for example, in Netherlands, De Haas et al (2017) stated that school based sexuality education programmes should support students to challenge and negotiate structural factors such as gender roles and socio-cultural norms that influence sexual practices and increase vulnerability. The study also found that student engaged in sexual activity despite their belief that contraception was ineffective. While the aforementioned study highlighted factors such as gender roles and socio-cultural norms that influence sexual practices and increase vulnerability, it was not known whether the same factors could influence sexual practices and vulnerability among Zambian school- going children.

A study by UNESCO (2015) on comprehensive sexuality education refers to curriculum based education that approaches sexuality and relationships by providing information that is age-appropriate, culturally relevant, scientifically accurate, gender and rights-based, and non-judgmental. CSE gives opportunities to explore attitudes and values and to practice decision-making and other life skills needed to make

informed choices about sexual and reproductive health and relationships. It is a vital part of HIV and STIs prevention, including preventing unintended pregnancy. However, the current investigated the views of teachers and pupils on the teaching of comprehensive sexuality education in order to establish whether or not the subject could give opportunities to explore attitudes and values and to practice decision-making and other life skills needed to make informed choices about sexual and reproductive health and relationships in Zambia, particularly in Chingola District.

Comprehensive refers to breadth and depth of the topics (UNESCO, 2015). It implies that topics cannot be included or excluded at random. It is a package to increase knowledge and understanding. It is aimed at explaining and clarifying feelings, values and attitudes and to develop and strengthen skills, and to promote risk-reducing behaviour. Young people today receive different, and sometimes, confusing messages about sexuality and gender, and they are exposed to sexually explicit content through the internet and other media. Young people are increasingly becoming sexually mature and active at an early age. They are also marrying later, which creates a longer period between sexual maturity and marriage.

Without correct information youth are more vulnerable to coercion, abuse, exploitation, unintended pregnancy, STIs, and HIV and AIDS. CSE is a part of the right to health and young people must be provided the knowledge and skills they need to make informed, responsible decisions about their sexual and reproductive health. UNESCO (2015) documented that; comprehensive sexuality education can help learners, take advantage of educational and other opportunities that will impact their lifelong well-being, avoid unwanted pregnancies and protect themselves against Sexual and Transmitted Infections (STIs) including HIV and other sexual related diseases.

According to UNESCO (2010), CSE has demonstrated impact in terms of improving knowledge and self-esteem, changing attitudes, gender and social norms, and building self-efficacy. This is particularly critical during adolescence; as young people make the transition into adulthood. Integrating content on gender and rights, and delivering CSE together with efforts to expand access to a full range of high quality, youth-friendly sexual and reproductive health services and commodities, make sexuality education even more effective.

United Nations Population Fund (UNFPA) (2014) article on “Comprehensive Sexuality Education: A Focus on Human Rights and Gender” stated that, quality assurance for in-school and out-of-school CSE programmes had specific potential, but face particular challenges. Curricula in schools may be more formally developed and more systematic, providing, for example, assessment instructions and relatively uniform content to be used by all teachers. However, teachers may lack the training needed to present the material in ways that are comfortable for them and engaging for learners.

It is important to target after school programmes accordingly, so that they reach vulnerable youth rather than relatively more privileged groups. Out-of-school programmes can introduce content and other elements that are not feasible in school settings, such as workshops, health services, social support activities, information hotlines and joint parent/child activities. In every region and many countries, there are creative and vibrant examples of out-of-school programmes, for example, narrative writing/film-making programmes, advocacy campaigns, and education for parents, including fathers, to empower their daughters. However, robust for assessment, along with a deliberate focus, are needed to adapt content and teaching activities to diverse audiences, who often have disparate learning needs and disparate concerns regarding their sexual health. (UNFPA ,2014).

Further, UNESCO (2009) documented that comprehensive sexuality education was recognized as an ‘age-appropriate, culturally relevant approach to teaching about sexuality and relationships by providing scientifically accurate, realistic, non-judgmental information. Across the world there are many different names for, and approaches to, comprehensive sexuality education. The objective of CSE is to ensure that young people are receiving comprehensive, life skills-based sexuality education to gain the knowledge and skills to make conscious, healthy and respectful choices about relationships and sexuality. Core elements of CSE programmes share certain similarities: firm grounding in human rights including the rights of the child, and the empowerment of children and young people and a reflection of the broad concept of sexuality as a natural part of human development.

Effective sexuality education starts early in childhood and progresses through adolescence and adulthood, building knowledge and skills that are appropriate for

each stage through a carefully phased process over time, like any other subject in the curriculum. There is clear evidence that CSE has a positive impact on sexual and reproductive health (SRH), notably contributing towards reducing sexually transmitted infections (STIs), the Human Immunodeficiency Virus (HIV) and unintended pregnancy. Evidence has confirmed that sexuality education does not hasten sexual activity but has a positive impact on safer sexual behaviours and can delay sexual debut and increase condom use (UNESCO, 2009).

UNESCO (2009) argued that young people received a range of conflicting and confusing messages about sexuality and gender on a daily basis. We believe that a thorough and highquality curriculum-based sexuality education programme can help all children and young people navigate these messages, and develop positive norms about themselves, enabling them to build better relationships, in regard to their health as well as responsible citizenship. Although most governments have some type of sexuality education programmes in place, such programmes are often weak or unevenly implemented. Importantly, emerging research findings about effective approaches, along with the advent of new resources for implementing these approaches, make this a particularly opportune moment for advancing this basic human right. The current study has a lot to learn from the UNESCO Report of 2009 in that it managed to share on the issues of conflicting and confusing messages about sexuality and gender on a daily basis, while the current study embraced teachers and pupils regardless of their gender by exploring their views on the teaching of comprehensive sexuality education.

Comprehensive Sexuality Education emphasizes a holistic approach to human development and sexuality. UNESCO identified the primary goal of sexuality education that children and young people become equipped with the knowledge, skills and values to make responsible choices about their sexual and social relationships in a world affected by HIV. The International Planned Parenthood Federation (IPPF) (2012) defined a rights-based approach to Comprehensive Sexuality Education as to equip young people with the knowledge, skills, attitudes and values they need to determine and enjoy their sexuality physically and emotionally, individually and in relationships. In this case, sexuality is within the context of emotional and social development, recognizing that the provision of information alone is not enough. Young people need to be given the opportunity to

acquire essential life skills and develop positive attitudes and values. Comprehensive Sexuality Education is an approach that recognizes and promotes human rights, knowledge, values and skills necessary for HIV prevention, and gender equality (UNESCO, 2009). While the aforementioned findings in line with the comprehensive sexuality education were true in the light of the UNESCO (2009), the views of the teachers and pupils in the teaching of comprehensive sexuality education were not established hence, the current study.

A study by Bhuiyan (2014) on inclusion of Sex Education in School Curriculum of Bangladesh: established that, 48.3% of parents supported sex education whilst 25% did not support sex education and rest were found in neutral position among 120 respondents. The study analysed the implementation of comprehensive sexuality education in school curriculum of Bangladesh. Nevertheless, the findings were constrained on the effects of varying cultures. In Bangladesh, the levels of parental participation are overwhelming due to the modern family trends. The study also assessed the relationship between schools in rural areas and those in urban against the parents' demographic characteristics (residence, sexual orientation, religious belief, occupation, and educational background) and their attitude towards sex education. Those schools in urban areas had frequent lessons on sexuality as opposed to those in rural areas. The study employed a quantitative approach the sample size and was too small to be generalised. The study examined the attitude of Bangladeshi parents' regarding inclusion of sex education in school curriculum of Bangladesh. This study was helpful in terms of being contextualised to the present inquiry because it advocated for the inclusion of sex education into the curriculum of primary education using parent's ideas in Bangladesh. However, the current study used the same thought but targeted learners and teachers. Further the difference is that the aforementioned study used a quantitative approach while the present study used a qualitative approach and investigated the views of teachers and pupils in the teaching of comprehensive sexuality education.

A study by Mahajan and Sharma (2005) on Parents attitudes towards imparting Sex Education to their adolescent girls documented that, sex was still considered as a taboo subject in the Indian society. Another reason was because parents themselves lacked scientific knowledge about it. Adolescents needed to be taught about this topic since ignorance perpetuated myths and mixed belief. The sample of the study

consisted of 200 parents (100 urban and 100 rural areas of Jammu) of adolescent girls. A random sampling technique was used to select the sample. Interview Schedule was used to collect the data. Results of the study revealed that these mothers were reluctant to talk about sex education to their daughter as they found it embarrassing to discuss these issues. Generally, they avoided any mention of sex in their day-to-day relationships with their children. The above reviewed study was informative and insightful into the understanding of the issue of sexuality education globally and Zambia in particular. However, the study targeted views of parents on the topic under discussion while the current study looked at the actual stakeholders who were the teachers and the learners' views on the teaching of comprehensive sexuality education in Chingola District.

Another study by Passang (2015) in Trinidad found out that the importance of teaching sexuality education had benefits to the learner with the rise in the number of unwanted pregnancies and STDs among teenagers, owing to inadequate information about sexuality. It would help the girl child in avoiding being sexually abused. He went on to find that there were no challenges in implementing the sexuality education into the curriculum. It was further established that both teachers and learners supported the introduction of sexuality education because of the benefits it had on the children in terms of protection from sexual abuse. Although this study is insightful in that it targets both teachers and learners in the secondary school dispensation it differs from the present inquiry in that the present study is conducted in Chingola while the other study is from a different cultural background in Trinidad. Further, the sample size for the aforementioned study was 120 which was pure quantitative. On the contrary, the current study had a sample size of 39 and had adopted qualitative approach.

Another study by Dawn (2014) in Quebec that targeted teachers found out that the lack of proper organisational training had led the participants into being confused over what to teach regarding comprehensive sexuality education. It was further established that the teachers were inexperienced in that they lacked the necessary training. He also went on to state that culture was one issue that affected the teaching of the course. This study was insightful because it brought into perspective the perceptions of teachers on lack of proper organisational training. However, the major

difference was that the current study included the input of pupils who were not captured in Quebec's study.

A study by Savitri (2015) who conducted a study in West Indies on sexuality education found that one of the challenges in the teaching of sexuality education was that parents opposed the new curriculum stating that it promoted erosion of morals and that it was going to encourage early sex in the teenagers. The reason for the negative attitude was because the parents were not sensitized on the importance of sexuality education. While this study brought out issues on challenges in the teaching of sexuality education such as parents opposed the new curriculum stating that it promoted erosion of morals and that it was going to encourage early sex in the teenagers, the challenges faced in the teaching of comprehensive sexuality education in Chingola District were not known.

2.3. Studies on Comprehensive Sexuality Education in Africa

In Africa, sexuality education has struggled to fill up most curricula due to religious beliefs, traditional beliefs, strong cultural borders and divergent ethical attitudes. This has forced most of the schools to implement comprehensive sexuality education in secrecy and biased manner. Teachers have failed to teach comprehensive sexuality education effectively due to culture inconsistencies, fears of intimidation and accusations of flirting with girls. As a result, the teaching and learning of this sensitive subject has been left to each sex of teachers orienting pupils on the knowledge they have already.

According to Mark (2011) in Ghana, a confluence of cultural, religious and geographical factors created a sensitive environment where issues of sexual and reproductive health have remained highly a taboo for decades. Because of the outlined taboos the issue has since been met with a resistance from parents as an inclusion in the school curriculum. It was established that it would just lead children into indulging into sexual activities. The two studies are at variant with each other in that the current study focused on views of the teachers and pupils on the teaching of comprehensive sexuality education at secondary school level while the Ghanaian study concentrated on confluence of cultural, religious and geographical factors at primary level.

A similar study by Ayyuba (2011) revealed that parents had a negative perception of sexuality education in schools probably because of religious beliefs, socio-cultural norms and values. Many adults find it hard to talk about sexuality with the young people especially their own children. Culture also limited the amount of freedom parents would enjoy when discussing such issues, hence the school should exercise a lot of influence especially in term of sexual and reproductive message dissemination. This has also made sexuality education difficult to be implemented in Nigerian schools. While this study was very insightful, it was different from the current study in that its approach was general in scope as opposed to the current study which was restricted only to secondary school level.

In Ethiopia a study by Browes (2014) on the strategies of teachers and learners in sexuality education indicated that teachers and students of the programme, regardless of gender were able to discuss issues of sexuality, despite acknowledging this to be against the cultural norm. The cultural context was also seen to influence the interpretation and discussion of information. This led to programme modification in which both teachers and student play a key role. It was also found that stakeholders perceived the need for sexual health education, yet no consensus on the form this should take. The findings showed that, comprehensive sexuality education was an effective method for sexual health education, with the school identified as a fitting site of implementation. Its holistic and participatory nature endeavoured to develop the knowledge, attitudes and life-skills of students to help them secure their sexual and reproductive health and rights (SRHR). This qualitative study aimed to better understand aspects of CSE implementation in one context. Specifically, it focuses on the effects of the cultural setting, considering how gender and sexuality norms influence teacher and student implementation strategies.

The research was carried out in one secondary school in Ethiopia, which delivered a Dutch-developed programme throughout 2013. Over 50 in-depth interviews were conducted with teachers and students, influential community members and experts in SRHR. Data were also gathered through focus group discussions and classroom observations. Results show that CSE teachers and students, both male and female, were able to discuss issues of sexuality. However, the cultural context was seen to affect interpretation of programme information, influencing the nature of this discussion. For an impactful implementation, it is recommended that sexuality

education aims to engage with and involve the wider community, to reduce contradictory messages and increase programme support. Furthermore, teachers should undergo extensive and comprehensive pre-programme training that addresses their attitudes and values, not just their knowledge.

Fentahun et al (2012) in their study measured the perception and attitude of parents in selected schools of Ethiopia, when recognising the benefits of a sex education and assessed the attitude of teachers and parents towards school sex education. A cross-sectional quantitative and qualitative approach was conducted on randomly selected 386 students, 94 teachers and 10 parents. The results indicated that after having a thorough understanding of what exactly the programme would entail and the implications it would have on the child, parents were much more likely to allow their children to take part in the sexual education programme. The participants also agreed that the content of the school sex education should include abstinence-only and abstinence-plus based on the mental maturity of the students. Teachers said it encouraged learners to experiment when they were being taught the subject. Although the aforementioned study measured the perception and attitude of parents by involving teachers and parents, the current study took slightly a different version of involving teachers and pupils in the inquiry of the teaching of comprehensive sexuality education in schools.

A study by Mukoro (2017) on Sex Education in Nigeria: When knowledge conflicts with cultural values, established that, sex education consists of the two main elements of knowledge and value, since both aspects are fundamental to a good sex education. This position resonates with that of Halstead and Reiss in their affirmation that sex education is a 'value-laden activity'. In an ideal case scenario, the knowledge and values which form the basis of sex education ought to be in harmony, and also support and complement each other instead of expressing contradictory positions. In other words, proven scientific facts and cultural practices that are communicated in sex education ought to be in sync with each other in order to prevent a disorganised or confusing sex education. Yet in reality, this is often not the case. The study engaged with the problems which ensued when friction or disharmony between knowledge and values in sex education existed. An important aspect of this study was to demonstrate the distinction between facts and values, particularly when this occurred in sex education in the Nigerian context. Thereafter,

several possible models of confronting these problems were analysed in order to discover their strengths and weaknesses. On this basis, conflict-awarded sex education was advanced as a much better model of sex education in the light of these problems. While the aforementioned study endeavoured to come up with several possible models of confronting these problems, the current study was ushered into the investigation of views of teachers and pupils on the teaching of comprehensive sexuality education in schools as guided by the revised curriculum framework of 2013.

Another study on teaching Sexuality Education in Primary Schools in Tanzania: Challenges and Implications by Bilinga and Mabula (2014). The purpose of the study was to investigate the effectiveness of school-based sexuality education in promoting knowledge and skills relating to the prevention of pregnancy and HIV and AIDS. The rationale was that understanding how teachers and pupils experience sexuality education in schools could perhaps contribute to better ways of mitigating HIV and AIDS and pregnancies. In this regard, the study focused on exploring the way in which sexuality education was provided in primary schools, explore teachers' training on sexuality education provision, pupils' source of sexuality education knowledge and challenges that affected the provision of sexuality education. The study used mixed method design, where by both quantitative and qualitative approaches were utilized. The study population was drawn from a total of 120 teachers and 204 pupils. Data collection tools included questionnaires and interviews. The research findings showed that, although sexuality education seemed to be integrated in subjects, pupils' source of sexuality knowledge seem to be not from schools teaching and learning but rather other sources out of schools. On the other hand there was evidence of inadequate training for teachers on how to teach and handle sexuality classes in primary schools. Furthermore pupils faced difficulties in learning sexuality topics due to different factors such as cultural barrier, religious beliefs and personal background, teachers with relevant teaching skills and learning facilities.

The study recommend several approaches to improve sexuality education in schools which included training for teachers to improve the content and methodology for teaching sexuality education, providing teaching and learning facilities relevant for improving sexuality education teaching. It was concluded that an opendiscussions on

sexuality education among parents, pupils, religious leaders and policy makers should be carried out so as to develop a guideline on what should be included in the syllabus for sexuality education topics and how the contents should be taught. The study therefore calls for other researchers to investigate the application of sexuality knowledge and skills to pupils in protecting them from sexual risks. The aforementioned study is similar to the current study in that both looked at comprehensive sexuality in education. However, a difference was noted in the methodological approach as the current study did not use a mixed method.

Further, a study by Jimmy et al (2013) on perception of students' teachers' and parents' towards Sexuality Education in Calabar South Local Government Area of Cross River State in Nigeria, established that, masturbation, abortion and contraceptives were unanimously agreed not to be included in sex education content. A substantial proportion of the respondents agreed that abstinence-plus should be the main message of sex education in schools. Training for both parents and teachers should be provided by government and NGOs for accessibility of appropriate resources to develop capacity and confidence to deliver effective sexuality education to school adolescent. Policy makers need to formulate a definite, explicit, and workable sexuality education policy.

The study was aimed at assessing the perception of students, teachers and perception in Calabar South Local Government Area of Cross River State, Nigeria. A cross sectional survey was employed and a structured questionnaire was used to generate both qualitative and quantitative data from 850 respondents using the multi-stage stratified sampling technique. Most students were within the age bracket of 13-18 476 (95.2%), teachers were mostly within 25-29 years 54 (27.0%) and parents were mostly 40-44 years of age 22 (22.0%). Most study participants shared similar opinion that sex education should cover areas such as abstinence, HIV/AIDS, sexually transmitted diseases, basis of reproduction. This study was insightful because it looked at the issue of comprehensive sexuality education. However, it had included a category of parents as opposed to the current study which only involved teachers and pupils.

A research conducted in secondary schools in Cross River State, Nigeria by Akpama (2013) showed that Parental perception of the teaching of sex education to adolescent in

secondary schools in significantly negative that is, parents, irrespective of their gender nor education status view introductory sex education to youths as a bad, moral issues that should not be encouraged. Similarly, a recent study carried out in Kano state in Northern Nigeria revealed that parents had a negative perception of sex education in schools probably because of their religious belief and socio-cultural norms and values. Nevertheless, several studies in Nigeria have validated the introduction of sex education in schools, such as a cross-sectional study carried out in Kwara state; Nigeria which reported that 78% of the respondents suggested that sex education should be made compulsory in school. While the aforementioned study is educative in nature and reported on parental perception of the teaching of sex education to adolescent, the current study brought together teachers and pupils and investigated their views on the teaching of comprehensive sexuality education.

Another study was conducted by Myeza (2008) on the attitudes of high school learners towards Sexuality Education in Zululand against the constant rise of HIV and AIDS and pregnancies amongst teenagers in South Africa. The purpose of the research study was to investigate and evaluate attitudes held by teenagers towards their sexuality education. The study examined teenagers attitudes towards sexuality education with a questionnaire, eliciting both quantitative and qualitative data, which was administered in two schools, one urban and one rural, to 200 participants whose ages ranged from 12 to 20 years. The findings indicated that learners held generally positive attitudes towards sexuality education, with female and urban learners holding significantly more positive attitudes than male and rural learners. Learners indicated that the sexuality programme provided valuable information especially with regard to their own bodies and self-respect. They were of the opinion that teenage pregnancy and HIV and AIDS could be prevented through abstinence, condom and contraceptive use, parental involvement, stopping grants for teenage pregnancy, promoting virginity, masturbation the use of sex toys, Finally they thought that sexuality education could be improved by parents and teachers telling the truth, through the teaching of values and morals and by making the subject more practical, prominent in churches. Discussion is concerned with findings and recommendations which are of special relevance in the South African context. While the aforementioned findings were contextualised in the light of South Africa, it was not known whether the current study would find the similar findings based on the views of teachers and pupils on the teaching of comprehensive sexuality education.

Eko et al. (2013) advocated that primary school comprehensive sexuality education was particularly more critical because it had potential to reach a wider audience embracing pupils, teachers and parents. CSE therefore may enhance intergeneration influence. These scholars' further emphasised that, the school was a privileged setting for formal articulation of sex education as children and adolescents spent a considerable amount of their time at school with teachers and other agent of sex education like the internet. This because first love usually occurs at school age and school has human and material resources for providing education. Sex education programmes have been shown to delay sexual initiation or increase condom use among those who are already sexually active. This reduces the rate of teenage pregnancies and abortion. This was the reason the current study was undertaken specifically at secondary school level.

2.4. Studies on comprehensive sexuality education in Zambia

In Zambia sexuality has divided the masses due to strong religious beliefs of numerous churches, repulsive traditional beliefs, and trending sexual knowledge from Non-Governmental Organisations in the fight against HIV and AIDS.

Statistics show that teenage pregnancy has become a major concern, especially among school children and their parents. According to MOE (2014), from 2009 to 2013, the schooling system recorded a total of 76,567 pregnancies among school girls in primary and secondary schools, with 86% occurring in rural areas. This further translates into pupils who failed to complete school because they lacked skills, values and attitudes to enable them respond positively towards finding solutions to reproductive health problems. This was a reason enough to investigate the teachers and pupils' views on comprehensive sexuality education in schools.

A study by MOH (2007) on early pregnancies and unprotected sex among school going children found that about 60% of the boys received peer pressure from the community and the school to engage in pre-sex. Most respondents stated that they engaged in such to conform to existing peer norms. The study further showed that 15% of the Zambian population is between 13 years and 19 years of age. As such these people's behaviours, attitudes and health trends are influenced and shaped by the information they got from home, schools and the media. While the MOH was mandated to report on issues to do with early pregnancies and unprotected sex among

school going children, the current study followed the Ministry of General Education directive of teaching comprehensive sexuality education in schools in order to empower school going children with issues of early pregnancies and unprotected sex.

A study by Chirwa (2015) on youths' perceptions of church and secular HIV and AIDS intervention strategies in schools, established that, the majority of the youths were aware of how people got infected with HIV and possible ways of preventing the infection. The purpose of the study was to investigate youths' perceptions of church and secular HIV and AIDS intervention strategies in schools of Lusaka District of Lusaka Province. A survey approach was used in conducting this research. Data was collected through interviews, questionnaires, and Focus Group Discussions from a sample of 85 pupils, 4 clergymen 2 representatives of the civil society to accurately represent the population under study. The study used mainly qualitative methods in the collection of data. However quantitative method was also used for numerical data, though to a very minimal level. The finding showed that, among the noted common possible ways of getting the HIV and AIDS infection were having unprotected sex, sharing unsterilized equipment and Mother to Child Transmission, while the most common ways of preventing the infection were by abstinence and condom use. The study also showed that the measures taken by pupils to safeguard themselves from the dangers of HIV and AIDS was by abstaining while others felt that having "good company" would reduce the chances of infection. Condom use was regarded as the last resort. In terms of information provision to the pupils by the Church and secular organisations, the study revealed that such messages mostly came from the secular organisations, very little if any, came from the Church.

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

the HIV and AIDS pandemic. While this study advocated for sexuality of education in order to curb HIV and AIDS, it was not known whether the findings of the current study would enlighten and come up with a finding similar to what has been reported already.

Bwalya (2011) revealed that very few parents discussed issues of sexuality with their children due to certain social norms or because they are too busy to do so. This issue cuts the link between the parent's assistance to the issue of comprehensive sexuality education hence it makes it difficult for the learner to fully comprehend the subject matter. Although the aforementioned study was insightful and helpful to the current study, the two studies were at variant as Bwalya's study only concentrated on parents as opposed to the current study which considered investigating the views of both teachers and pupils on comprehensive sexuality education.

A similar study by Creel and Perry (2003) focusing on Lusaka showed that parents were too shy to provide sexual health related information to their children. In this context there was need to stream line CSE so that the concerns it raised in parents due to beliefs were addressed. This would win support from parents and other stakeholders for CSE. In other words, education policy requires being reoriented to address the concerns of parents. Creel and Perry's study was helpful as it provided direction and basis for the current study but focused on the parent's attitudes towards comprehensive sexuality education as opposed to gathering information on teacher's as well learners.

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

This situation provides an opportunity for schools to promote CSE among learners.

The current study sought to find out teachers' and pupils' views of CSE in secondary schools in Chingola. It was premised on the assumption that teachers and pupils' in Chingola District might not be fully acquainted with CSE and therefore might pay lip service. This situation was not ideal for disseminating CSE, related skills, knowledge and norms essential to promoting sexuality education.

Another study was conducted by Tembo (2015) as an Ethical Assessment of Teacher and Pupil Sexual Relationships. A case study design adopting a qualitative research methodology was used to collect and analyse data. The methods of data collection involved primary and secondary data. The primary data was collected using in-depth interviews, semi-structured questionnaires, and Focus Group Discussions. Secondary data collection involved relevant literature from the journal articles, internet, books, and newspapers. A non-probability sampling technique was used to select the participants for the study. Focus Group Discussions and questionnaires were used for the purposively sampled 51 pupils, making a total sample of 98 participants in the study. Utilitarianism, deontological and virtue ethical theories were used to ethically assess the forms, and perceived influences and effects of teacher/pupil sexual relationships in schools and guided the collection of data. The study was conducted in Mpongwe District and sample was drawn from six selected schools. The study aimed at ethically assessing the forms, perceived influences, and effects of male teacher and female pupil sexual relationships in Zambian schools. The study involved three secondary schools: one day, one co-education boarding, and single sex girls' boarding schools and three primary schools from Mpongwe. Though there had been a lot of reported cases of teacher/pupil sexual relationships in schools, with some ending up in courts of law, incidents of such cases continued.

The study revealed that, teacher-female pupil sexual relationships in schools were widespread, and that both male teachers and female pupils contributed to such incidences. The relationships took many forms which included the use of suggestive sexual language and gestures, fondling of female pupil's breasts and patting on their buttocks, and sexual intercourse between teachers and pupils. Influences, among others, included lack of adequate boarding school facilities, love of material things by pupils, and the search for academic favours. Teacher-pupil sexual relationships in schools affect not only pupils and teachers but also the education standards and society at large. The researcher did not state the type of qualitative approach but

rather said he used qualitative method. In addition, the existing code of conduct is not effectively used as it is too general to the public service and lacks specific reference to the teaching profession. The ethical evaluation concluded that both male teachers and female pupils contribute to accelerating sexual relationships in schools as they do not consider consequences and nature of their actions.

Another study was conducted by Bwalya (2010) an ethical perspective on the “UNESCO International Guidelines on Sexuality Education” in Zambian secondary schools. The objectives of the study were to: explain the debate for and against school-based sexuality education, assess the current curriculum on sexuality education in Zambian secondary schools, find out views from key informants concerning the implementation of school-based sexuality education in Zambian secondary schools, and to give an ethical evaluation of how the UNESCO International Guidelines on Sexuality Education should be implemented in Zambian secondary schools. The data was collected through documentary research and also by conducting interviews with some key informants from the Ministry of Education, religious groups, Forum for African Women Educationists Zambia (FAWEZA) and parents. Different interview schedules were used to collect data from these different groups. The methodology employed was empirical research combined with an ethical analysis that applied the ethical theory of Utilitarianism and Rights Theory. The study showed that, the Ministry of Education in Zambia did not have a serious policy with regard to sexuality education in schools. Although there was a statement made in the Education Policy Document Educating Our Future concerning the teaching of sexuality education, very little had been done to enforce it.

The study also revealed that young people learned about their sexuality in Environmental Science, Biology, Civic Education and Religious Education. Nonetheless, these subjects did not cover most of the essential information and skills that young people needed. Besides, these subjects are optional except environmental science which is compulsory at grades 8 and 9. This makes young people potentially vulnerable to risky sexual behaviour which in turn affects their health and their education process. Further, very few parents discuss issues of sexuality with their children due to certain social norms or because they are too busy to do so.

The study established that, views of those opposed to school-based sexuality education were that school programmes talked about sexual issues in a crude way. For instance, young people were taught to use contraceptives and condoms. This encourages them to indulge in premarital sex. Nevertheless, considering the overall results of the findings and based on human rights and utilitarianism, it is concluded that implementing the UNESCO International Guidelines is preferable because it promotes the well-being of young people better than home-based sexuality education and what is in the current curriculum for secondary schools. Based on these findings, the study made some recommendations. The study did not focus on how stakeholders such as parents, teachers among others would perceive the teaching of comprehensive sexuality education.

A recent study by Mweembe (2016) who looked at the role of sex education in mitigating teenage pregnancy in secondary schools in Namwala District and revealed that through sex education, learners acquired skills in dealing with their sexuality and knowledge about how human bodies function and to deal with their sexual desires. The study also reported that sexuality education helped change learners' attitudes and values in dealing with sexual desires which had resulted into the reduction of teenage pregnancy and transmission of sexually transmitted diseases. Further, the findings revealed that sex education was not very much emphasised and that learners did not receive enough knowledge and skills on sex education due to lack of materials designed specifically for sex education and lack of trained teachers as well as traditional beliefs that hindered the delivery of sex education. Additionally, he maintained that comprehensive sexuality education provided information about comprehensive sexuality education which informed the young ones to start practicing illicit activities such as having sexual intercourse prematurely. While the aforementioned study brought out numerous challenges as regard to sex education in Namwala District such as lack of materials, teachers and the influence of tradition beliefs, the current study was an attempt to explore the views of teachers and pupils on the teaching of comprehensive sexuality education and these challenges were not known whether they would be established in Chingola District.

2.5. Literature Gap

Cross examining the reviewed literature above, it is clear that minimal attention has been paid to how Comprehensive Sexuality Education is implemented in primary schools. The reviewed research studies were pre-occupied with defining and explaining the impact of comprehensive sexuality education. Further, each cited study is limited to specific areas of research. The literature is rich with excellent studies on various methods and programmes for the implementation of sexuality education, problems related to sexuality, the importance of sexuality education as well as the delivery of the curriculum in different countries.

However, the literature does not address adequate information on how comprehensive sexuality education is being implemented in secondary schools. The literature bank becomes even more depleted within the local context of Zambia and severely lacking in Chingola District. It is against this background that this study endeavours to address this lacuna or gap. It is important to note that all the literature cited is of great relevance as it serves to broaden one's understanding and insight into the phenomenon under investigation.

The focus of other research studies was on either from the perspective of separate entities of either learners, or teachers and parents.

The identified knowledge that the literature has looked appears not to have captured studies that combined both the learners and the teachers. This therefore, becomes a compelling gap that the study needed to address.

2.6. Summary of the chapter

The chapter discussed the literature review. It began by reviewing studies done at global level. This was followed by studies conducted within Africa with an exception of Zambia. Eventually, studies done in Zambia were reviewed. From the foregoing review of literature, it was observed that at global, African and Zambian levels, the importance of teaching comprehensive sexuality education was recognized. This was clearly demonstrated by the various findings that had been revealed in this chapter. It was also observed in Zambia, particularly Chingola District, that studies in the teaching and learning of comprehensive sexuality education had been inadequate

thereby creating knowledge gap that the current study intended to address. The next chapter discusses the methodology employed in this study.

CHAPTER THREE RESEARCH METHODOLOGY

3.1. Overview

The previous chapter gave a review of some important literature on teachers and pupils' views according to Global, Africa and Zambian contexts with respect to their views towards the teaching comprehensive sexuality education in educational settings. The current chapter presents the methodology that was used in the study which included the research design, population, sample and sampling techniques that were employed in the study. It further explains the research instruments, data quality assurance as well as data collection and analysis procedures. This section finally looks at ethical considerations.

3.2. Study Design

Kombo and Tromp (2006) describe a research design as a plan on how a study will be carried out or a detailed outline of how a research will take place. Borg and Gall (1989:321) add that a research design refers to “all the procedures selected by a researcher for studying a particular set of questions or hypothesis.” That indicates that a research design is a programme that guides the researcher as he or she collects analyses and interprets data. It is a logical model of proof that allows the researcher to draw inferences concerning causal relationships among the variables under investigation. Similarly, Kothari (2004) explains that a research design is a pre-plan of the methods that are to be used for the data collection. It takes account of techniques to be adopted in the analysis, while adhering to research objectives, time or monetary resources available. Further, Ghosh (2003) points out that a research design is not a rigid plan to be followed without deviation, but a series of flexible guide posts to help the research maintain the focus of the study.

This study employed a descriptive research design which intended to collect data on occurrences such as perceptions, opinions, attitudes, feelings, and habits. Creswell (2009:4) says that “... a qualitative research is a means of exploring and understanding the individual or group attributed to a social human problem.” This entails that an individual or group becomes the hub of the study. Bryman (2008) says that a qualitative research design has various characteristics: it is inductive or

contextual, naturalistic, process bound, meaning oriented or descriptive. By being inductive it entails that no hypothesis or theory is provided but the aim is to see a phenomenon take shape as data is being collected and examined thus making it contextual.

The justification for the use of this design was because it has the capacity to elicit perceptions, opinions and attitudes of both the learners and the teachers on the issues related to Comprehensive Sexuality Education. Through using interviews the researcher was able to have an in-depth understanding of the issue.

3.3. Target Population

White (2003) defined a study population as the universe of units from which the sample is to be selected. In view of this, the target population comprised of all the teachers and pupils of comprehensive sexuality education at three selected secondary schools in Chingola District, Copperbelt Province.

3.4. Sample Size

According to Orodho (2002), a sample is a small portion of a target population. Any statements made about the sample should also be true of the population. Similarly, Orodho and Kombo (2002) say that a sample is a selected number of individuals or objects from a population. The sample size of the study refers to the number of items to be selected from the universe to constitute a sample. Hence the size of sample should neither be excessively large, nor too small. The study had a total sample of 39 participants which comprised nine (9) teachers, three (3) per school and thirty (30) were pupils, ten (10) from each of three selected secondary schools in Chingola District.

Nine (9) teachers were in the sample, five (5) of them were males and four (4) of them were females. With regard to the participant's age five (5) participants were in the age group 20-30 years, three (3) participants aged 31-40 and one (1) above 40 years of age. In relation to the academic qualifications, four (4) teachers were degree holders and five (5) were diploma holders. As for learners, there were thirty (30) participants selected from the three selected fifteen (15) boys and fifteen (15) girls. Twenty-two (22) were in the age range of 11-15 while (8) were in the range of 16-20 and none were in the age range of 5-10.

The schools were allocated with pseudo names (not real names) Apapa secondary school, Apupu secondary school and Apepe secondary school. Apapa secondary school 3 teachers were recognised by the letters A, B and C. The 10 learners were recognised by letters beginning from A1 to A10. Apupu secondary school 3 teachers were recognised by the letters D, E and F. The 10 learners were recognised by B1 to B10. Apepe secondary school 3 teachers were recognised by the letters G, H and I. The 10 learners were recognised by C1 to C10.

3.5. Sampling Technique

A sampling technique is a plan that explains how the respondents for the study are to be selected from the population (Kasonde, 2013). A sampling technique merely helps the researcher in selecting those to participate in the study. This study used purposive sampling techniques to select both the participants and schools. Achola and Bless (1988) stated that “purposive sampling method is based on the judgment of the researcher regarding the characteristics of a representative sample”. Manion and Morisson (2007) also agreed that in purposive sampling a researcher uses his or her own judgment or intelligence to handpick the cases to be included in the sample on the basis of their typicality or possession of the particular characteristic been thought to meet the researcher’s requirements. Additionally, Kombo and Tromp (2009) also states that the power of purposeful sampling procedure lies in selecting information rich cases for in-depth analysis related to the central issue under study. In view of this, purposive (Homogenous) sampling was chosen for the study because the researcher needed a sample that was rich with information on views of the teaching and learning of comprehensive sexuality education in schools. The elements that were selected all came from grade nine for both the learners and the teachers. They were purposively sampled because they were taking most the subject in which sex education was integrated and therefore, they were familiar with the phenomena under study.

3.6 Instruments for data collection

Data collection instruments refer to devices used to collect data such as questionnaires, tests, structured interview schedules and checklists. Kombo and Tromp (2006) identify the following as some of the research instruments that a researcher may use to collect data from the respondents. These include

questionnaires, interviews schedules, Observations and focused group discussions. For this study, semi-structured interview guide for teachers and focus group discussion for pupils were adopted.

3.6.1 Semi-Structured Interview Guide

Semi-structured interview guide (appendix B) for teachers were used to collect data, about their views, benefits and challenges that teacher's encounter in teaching of comprehensive sexuality education in Chingola District. Interview guide were used to gather information because they gave respondents an opportunity to ask the interviewer to explain or clarify certain questions which were not clear. The researcher was able to probe further as well as counter check some of the major and interesting issues arising from the responses. The researcher wrote down all the relevant responses.

Kombo and Tromp (2006) state that semi-structured interviews are based on the use of an interview guide which is a list of questions or topics to be covered by the interview. Semi-structured interviews are flexible because they consist of both open and closed-ended questions. They are important because they gather in-depth information which gives the researcher a complete and detailed understanding from open ended questions. Therefore, using semi-structured interviews enabled the study to get first-hand information from teachers about the teaching and learning of comprehensive sexuality education holistically.

3.6.2. Focus Group Discussion (FDG)

Focus Group Discussion (appendix C) method is designed to obtain information on participants' experiences, beliefs and perceptions on a defined area of interest (Kombo and Tromp, 2006). Focus group discussion was used in this study to collect data from pupils. The rationale for choosing the FGD for pupils was to help them feel comfortable to express their opinions in the presence of their peers who were in this regard helped to create a natural environment for them. Due to this, the researcher decided to categorise them into focused groups as the only way to elicit information as they would socialize and interact amongst themselves in a simplistic manner. According to Black (1999), a focus group discussion is a group discussion of 5-12 persons guided by a facilitator during which members talk freely and

spontaneously about a certain topic. The purpose of focus group discussion is to obtain in-depth information on concepts and ideas of the group due to its open endedness that enables it to collect subjective views from participant.

3.7 Data quality assurance

This was obtained through trustworthiness and credibility of the research's instruments. Trustworthiness and credibility is the extent to which an empirical measure or several measures of a concept accurately represent the concept (Bless and Achola, 1988). Data are considered authentic if the research instrument contains items that correctly represent the issue under investigation. Bless and Achola (1988) argue that data quality control is involved when the interest is to find out the extent to which a research instrument is being representative of the full content of the phenomenon under investigation. This entails that all the aspects of the phenomenon, challenges of science education was covered. In this study issues of trustworthiness and credibility of instruments were addressed through conducting a pilot study in the effectiveness of the instruments used for data collection were tested prior to data collection. Also, Trustworthiness and credibility of the data collected was assured by applying an '*epoche principle*' which means reporting '*verbatim*' the actual words as they came from the participants through indention as reality is embedded in the minds of the participants (Guba and Lincoln, 1994). *Credibility*; were ensured by choosing of the correct research design or plan which was the existential phenomenology hence the data is correct and is acceptable academically. *Dependability*; were done through standardizing the research instruments so that they get the desired information hence the data is correct and is acceptable academically. *Conformability* was done by ensuring the phenomenological reduction or 'epoche' or bracketing of pre conceived ideas through listening and taking the information as it comes. *Transferability* was done through the afore mentioned in that the study has the capacity of being contextualized with other studies so as to come up with similarities which can lead to identification of gaps by other studies.

3.8 Data Collection Procedure

Data collection is the gathering of specific information aimed at proving and refuting some facts on how a researcher collects data and with what instruments (Kasonde-Ng'andu, 2013). Therefore, in trying to follow the data collection procedure, an

introductory letter was sought from the University of Zambia to allow the researcher to go for data collection, and written permission was sought from the District Education Board Secretary (DEBS). At the school level, verbal permission was obtained from the head teachers of respective schools to use their facilities before proceeding with data collection. After the researcher was given permission to go ahead with data collection by the respective head teachers, he then went on to administer focus group discussions among the learners and semi-structured interviews among teachers on different days. However, before collecting data from the participants, the aim of study was thoroughly explained to them and assurance was given that data collected was purely for academic purposes. During data collection, a voice recorder was used to record the conversations to capture opinions and views of the participants in order to help the researcher with data analysis. When this was done, the researcher then categorised the statements and summarised them in narrative form. Key statements were quoted and thereafter a report was written on each of the 09 individual teachers interviewed and 30 pupils from three selected secondary schools.

3.9 Data Analysis

Kasonde-Ng'andu (2013) defines data analysis as a manipulation of the collected data for the purpose of drawing conclusions that reflect on the interest, ideas and theories that initiated the study so as to uncover the underpinning structures and extracting cardinal variables thereby testing any underlying assumptions. However, the appropriate methods of data analysis are determined by the data type, variables of interest and the number of cases. Therefore, the data collected from the field through semi-structured interviews and focus group discussion on teachers and pupils' perceptions regarding the teaching and learning of comprehensive sexuality education was qualitatively analysed using themes. This method of analysis allowed the researcher to categorise the collected data and generate themes from it in line with the objectives of the study. Smith and Eatough (2006) argue that a theme is a suitable approach to analysing qualitative data when one is trying to find out what experiences individuals have towards a particular situation they are facing, and how they make sense of their personal and social world. The method is especially useful when one is concerned with the complexity, process and novelty of a phenomenon; in this regard comprehensive sexuality education in the education system. Therefore,

the analysis of raw data enabled the researcher transform it into meaningful information.

3.10 Ethical Considerations

Ethical issues were upheld in the study. First and foremost, a clearance letter was obtained from the Directorate of Postgraduate Studies and the researcher sought consent from the University of Zambia relevant authorities, District Education Board Secretary (DEBS), school managers from the respective secondary schools, and participants to find out whether they were willing to participate in the study. Participants were assured that data collected would be kept confidential and only be used for research purposes. Furthermore, the researcher assured the participants that names and personal details would not be revealed or published and that the data collected would be kept confidential and only be used for academic research purposes. Names of schools and participants were represented by certain codes; this ensured anonymity. Additionally, the researcher ensured that participation by the teachers and learners was voluntary. This was done by explaining to them the procedure, relevance and purpose of the study. The researcher had to take full responsibility for the study and any unforeseen consequences it could attract. All the mentioned activities were done in order to ensure that the rights of the participants were respected and their dignity as human beings was safeguarded. Further, Cohen et al (2000) explain that ethical issues are matters which are highly sensitive to the rights of others.

3.11 Summary of the Chapter

This chapter discussed the methodology employed in this study. Under methodology, the following items were captured: research design, target population, sample size and sampling techniques, research instruments, trustworthiness and credibility of instruments, data collection procedure, data analysis and ethical issues. Having presented the aforementioned, the next chapter presents the findings of the study from three sampled secondary schools.

CHAPTER FOUR PRESENTATION OF FINDINGS

4.1. Overview

The previous chapter highlighted the methodology employed by the researcher to generate data by means of the stated research instruments. This chapter presents the findings of the study. The findings were derived from information by the participants. The findings are presented according to the following study questions:

1. What are teachers and pupils' views on teaching of comprehensive sexuality education (CSE)?
2. What are the benefits of teaching CSE in secondary schools?
3. What are the challenges faced by teachers and pupils in the teaching of CSE secondary school?

4.2. Views of teachers and pupils on teaching of CSE

The researcher interacted with the participants through face-to-face interviews and focus group discussions so as to appreciate their personal views regarding the teaching and learning of CSE. This research question presents both teachers' and pupils' views on the teaching of CSE. In line with this, teachers' views are addressed first and thereafter pupils'.

4.2.1. Teachers' views

Teachers being the implementers of most education programmes through the teaching and learning processes were key participants in this study. This was because they play a major role in facilitating the teaching of education programs including comprehensive sexuality education among pupils in schools, and gathering their views over the teaching of comprehensive sexuality education was worthwhile. In line with this, therefore, teachers were asked to state whether comprehensive sexuality education was taught as an integrated subject at the three participating secondary schools. The following were their responses;

All of the nine (09) teachers who participated in the study agreed that comprehensive sexuality education was taught as an integrated subject in their schools. Teachers were further asked to state their views on the teaching of comprehensive sexuality

education in schools.

The study revealed that teachers' views on the teaching of comprehensive sexuality education were not in favour of the subject. The study showed that teachers argued that teaching comprehensive sexuality education to children in schools would corrupt the morals of society. This was explained on the premise that the teaching of comprehensive sexuality education in schools would make children experiment with sex at an early age, as one teacher reported that:

I have tried to deal with children; kids like to try to do anything that they are being refused to do. For example, if you tell kids something that is new to them, they develop curiosity and they want to know more and more. So, if you start telling them about sexual relationships between boys and girls, I tell you, in other words you will be asking them to go and try.

The study also indicated that teachers expressed a concern that the information about sex education would encourage children and adolescents to experiment having sex. To support this finding, one female teacher reported that:

Pupils may want to experiment with premarital sex. In our culture, they taught us to hide about sex. When we give the adolescents the information about sex, they would want to try. Then they will experiment having sex. But for foreigners, this is their culture. So, it is not a big problem for them.

The study also found that the majority of teachers opposed the teaching of comprehensive sexuality education in schools for reasons based on cultural and traditional values. They argued that teaching young people about issues of sex was not in line with the Zambian traditions and cultural values, and that comprehensive sexuality education was more of a Western idea that would corrupt the minds of children. This was supported by one teacher who made the following statement that:

I think our biggest problem with our education today is that we are taking too much things from other countries, especially from the developed countries. All this is aimed to make our children to despise our traditional values and respect those of the

developed countries. So, even this education, what you call sex education, falls on this same category. It is just a way to promote their values and downplay ours. Maybe time has not yet come for these things, we should leave them to the white people; these things to be taught to African children..., I think we are going too far.

Another teacher echoed the same sentiments as those of the other teachers above in objecting the teaching of comprehensive sexuality education to the Zambian children as she indicated that:

I think I want to join my colleagues who have just spoken; teaching our children about sex at their age I think is not proper. I think we are heading to a situation where we are going to kill the traditional values and culture of our nation. Look here, even us we did not learn about these things when we were as young as them. As age goes on, they will come to a point of understanding these things just automatically. I don't think if this subject is meant for Africans, this is for people in Europe where they talk sex things in front of their children, not us.

Another teacher added by stating that CSE:

It is against our traditional norms and beliefs to talk about this subject in places like the classroom, it's a taboo.

The study further revealed that teachers objected to the teaching of comprehensive sexuality education in schools for lack of confidence in teachers and schools to deliver this education to their children. This was supported by the views of one teacher who stated that:

All I can say is that we should not confuse children with dirty talks about sex; I don't know safe sex, NO! What do you think is going to happen if they teach it at school and we don't do anything at home? They will just confuse kids with dirty and bad information. So, the least we can allow is if they just teach, we

should also teach at home. I tell you if they teach at school and nothing happens at home, it will be like playing music to a goat! You cannot really trust teachers on these things.

On the other hand, teachers reported by citing various reasons for supporting the teaching of comprehensive sexuality education in schools such as equipping young people with information and skills they need in protecting themselves against HIV infection and other sexual health problems. This was authenticated by one teacher who made the following remarks:

I support the idea that CSE should be taught in schools because it will help young people to avoid the dangerous diseases which are so rampant now days, especially HIV and AIDS.

The findings of the study also indicated that teachers' views favoured the teaching of comprehensive sexuality education in schools. In this vein, teachers indicated that sexuality education is vital in that it comprises the knowledge development and life skills package that provided pupils with the decision-making skills and to address issues relating to healthy sexual behaviours. To support this, one teacher stated that:

Sexuality education plays an important role. If the adolescents are taught about the changes that occur during puberty, their physiological development and the changes that they should expect, they would be able to manage their health, personal hygiene and the effects of not abstaining from sex.

The study also reported that teachers considered comprehensive sexuality education as an important tool for providing the much-desired awareness among young people with life skills required not only for the prevention of HIV and AIDS and other sexual health problems, but also for enabling them to live a productively in the society. The study found that teachers argued that, for example, the subject was instrumental in instilling and inculcating good manners in children and young people. Teachers also argued that schools were the right place to teach young people about comprehensive sexuality education because they had trained teachers who could disseminate information appropriately. To support this finding, one teacher stated that:

For me, I think this education CSE should be taught in schools. This will enable children to understand various things concerning their life because I believe this education covers more than issues of sex. And let's face the fact that issues of sex are personal issues and it is the individuals who should decide what to do with their sexuality; if they are taught at school how to deal with their sexuality it will help them enormously when they decide to have sex.

Another teacher added by stating that:

Even if they are not going to be taught at school, they will still learn from the society through media and other means, but the trouble is in society where they learn all the bad things. We expect that if they get this education through schools, they will be able to make proper decisions about sexual matters because schools have trained teachers who know how to deal with children.

Further, another teacher interviewed in the study also had made the following remarks:

Let this education be taught in schools. It will relieve us [parents] of the burden of warning our children about bad manners. Those who oppose this education do so because they don't know its benefits. The idea that we should not discuss about sex openly is quite strange because we know children these days start having sex at a very young age compared to our times. Even if this education is not taught in schools they will still do it; may be if they're taught it will help them to protect themselves against the dangers of HIV and AIDS and many other problems in the society.

In another related development, teachers who supported the teaching of CSE in schools rejected the notion that teaching young people about CSE would lead them to experiment with sex at an early age. They argued, somewhat liberally, that young

people should not be treated exceptionally in the society by wanting them to practice chastity while everybody else was not. This was explained by one teacher who stated as illustrated:

I think this question of saying they will practice sex is nonsense and cannot help us; this is inevitable because even now they are doing sex without even being taught, and unfortunately, they are doing it wrongly and ignorantly. Even us adults, look at our church leaders, they always tell us not to engage in sex outside our marriages, adultery, but we do exactly what they tell us not to do! So it is not about the children alone. Even these church leaders are doing exactly what they are preaching us not to do (laughs). So, for me I wanted to say that there is no human being who is perfect, whether a child or an adult, this is why I think this education should just be taught and let everybody decide what to do, but do so knowledgeably.

4.2.2. Pupils' Views

Concerning pupils' views on the teaching of comprehensive sexuality education in schools, the study found that pupils had different views regarding to the subject in question. Collectively all the pupils confirmed that comprehensive sexuality education was taught to them in schools. The study therefore revealed that pupils did not feel comfortable to talk about sexual related matters because they believed that sex was a sensitive matter that should not be mentioned to any elderly person. To usher this into perspective, one the pupils stated that:

Learning comprehensive sexuality education is really... really difficult because it requires you to talk about sex and its related terminologies which are not friendly and age appropriate to our culture and norms. This for me is not good and is against what our parents tell us at home about staying away from sexual activities.

The study also found that pupils were of the views that learning comprehensive sexuality education was limited as they could not ask about what they wanted to know in the lessons and could only make use of their imagination and consult

friends, and search for information from magazines, books, or internet instead of asking parents or teachers. This raised concern about authenticity of information pupils shared on comprehensive sexuality education. As one pupil observed that:

This subject is really limiting our coverage of knowing what we supposed to know, there are things that one cannot ask from either the teacher or parents for clarity. For example, when given a home work, one need to ask parents, brothers or sisters for guidance, now for this subject, it is not easy to be helped with homework because it would sound as though you want them to teach about sex which they always talk against in the house. So, it is kind of shallow in inquiry of information and this makes us even fail to understand certain concepts.

Further, the findings of the study indicated that most pupils were of the view that learning comprehensive sexuality education was one way of exposing them to knowing too much about sexuality related matters which at their age-group was not appropriate as it posed a lot of risks. Additionally, one pupil stated that:

Due to our experimental nature, we believe in doing as a saying goes "seeing is believing", so we would want to experiment and believe after wards. So with the coming of this CSE in schools, we will see a number of us misbehaving not out of our wish but in order to fulfil the requirements of the subject as it always talks about sex. By so doing, we will be exposed to so many danger and risks of contracting sexuality related diseases which are harmful to our health status.

The study found that pupils' reported that comprehensive sexuality education contradicted with the culture and norms that shaped societies of their origin. This came to the researchers' attention during focus group discussion when pupils stated that their cultural beliefs were not in conformity with the demands of comprehensive sexuality education. In line with this, one pupil made the following remarks:

It is confusing to follow what this subject wants us to do because on one hand it kind of encourages us to talk about sex openly but on

other hand it is against our moral upbringing in society, So.....which...Oneis ...which? This contradiction for me makes the all thing confusing because there is no common ground here where we can belong. So I would safely say CSE is not welcome as it fails to strike a balance between what society wants and its position in that society.

4.3. Benefits of the teaching of comprehensive sexuality education

4.3.1 Teachers' views

When asked to state their perceived benefits of teaching and learning CSE. The study found that the majority of teachers expressed their views, that CSE is important and relevant because it equips children with knowledge that is needed for a positive lifestyle. One teacher puts it that:

Despite its shortcomings, comprehensive sexuality education has come to stay amongst us and therefore we need to embrace it. This is because our pupils are fond of engaging themselves in illicit vices that affect their youthful being. However, with the introduction of this subject in schools, we expect our children to change their life as they will be reflecting on lesson of comprehensive sexuality education.

Teachers were also of the view that comprehensive sexuality education provided pupils with the knowledge and skills on the dangers of illicit sex, methods on how to prevent HIV and AIDS, unwanted pregnancies and reproductive health information. They therefore should be taught in schools to provide information needed in the prevention of Sexual Transmitted Infections and unwanted pregnancies. Teachers' indicated that comprehensive sexuality education empowered with pupils with knowledge useful as demanded by the world. To support this, one teacher explained that:

Comprehensive sexuality education to me is of great value because it enlightens most of us with relevant and critical information concerning our health. The subject provides us with means and ways of protecting ourselves from diseases which may be harmful to our

life.

Another teacher made the following remarks:

Comprehensive sexuality education as a subject imparts knowledge and skills to our pupils and informs them on how well to take care of them and adopt preventive measures to safeguard themselves in the near future. It is common sense that today.....our nation is invaded by numerous communicable and sexual transmitted diseases that we all need to be aware of and fight.

4.3.2. Pupils' views

In relation to the question of pupils' perceived benefits of the teaching and learning of comprehensive sexuality education in schools, learners were also asked to give their position with regards to the benefits of CSE. Learners reported that it was beneficial in so many ways as it helped in the;

- Provision of relevant information on how to live with people with HIV and AIDS.
- Reduction rates of unwanted pregnancies
- Reduction rates of contracting sexual transmitted infections
- Reduction frequency of sex
- Reduction in the number of sex partners
- Provision of information on the prevention methods from sexual related diseases
- Provision of school-based employment opportunities.

In view of this one learner in the focus group discussion had this to say:

Comprehensive sexuality education makes it possible for us to have relevant information in dealing with our sexuality and prevention from sexual abuse by boys and men.

Further another learner explained that:

Comprehensive sexuality education makes it possible for us to realise the consequences of engaging in unsafe sex such as unwanted pregnancies, acquiring HIV and AIDS and other sexually transmitted diseases among others.

4.4. Challenges faced by teachers and pupils in the teaching of CSE

4.4.1. Teachers' views

When asked to state the challenges that teachers faced in the teaching and learning of comprehensive sexuality education in schools. They had their own unique views as regards to the challenges faced in the teaching and learning process of comprehensive sexuality education. In as much as they appreciated the benefits of comprehensive sexuality education in schools, they could not teach without some challenges. In view of this, teachers gave out a number of challenges as presented below.

- Shortage of trained teachers
- Lack of teaching equipment
- Lack of funds
- Negative attitudes from parents
- Sense of embarrassment when teaching CSE to pupils
- Lack of proper planning for the implementation of the subject
- Lack of sensitization to the general public

The lack of sensitization as one of the challenges faced by teachers in the teaching of CSE, one teacher made the following remarks:

The manner in which public programmes are being implemented in this country is a pity. This happens by the law makers without taking into consideration the grassroots who are us teachers who translate these policies into teaching. This is so because some of these policies are too sensitive in nature that one can't even explain them to our children who happen to be pupils in classrooms. In the end, we are the ones who suffer the humiliation through teaching and educating the community on things that are controversial.

4.4.2 Views of pupils

When pupils were asked to state the challenges faced in the teaching of comprehensive sexuality education. Their submissions were as follows;

- Lack of support and poor attitude towards CSE from parents
- Lack of teaching and learning materials

- Lack of resources
- Promoted a sense of discomfort
- Promoted overcrowding in classes

Stressing on overcrowding as a challenge brought about teaching of comprehensive sexuality education. One pupil reported that:

Overcrowding is not good because it brings a lot of negative developments which retrogress the learning of comprehensive sexuality education. This is because some of us are delayed by our friends who do not have knowledge and skills to understand certain concepts. They find pleasure asking such questions to teachers. Due to overcrowded classrooms, we fail to benefit from the teaching of this subject.

Another pupil reported that:

The other challenge is that because of overcrowding, in most cases time is always limited to finishing our tasks and teachers also fail to make us understand all due to inadequate time as some of us take it so personal in trying to quiz teachers for more explanations and even make funny of certain topics as they have the freedom to ask questions.

4.5. Summary of the chapter

This chapter presented the findings of the study in line with the study questions. The study found that teachers' and pupils' views on the teaching and learning of comprehensive sexuality education varied as it had moral, age related, cultural and tradition implications on school going children.

Regarding the benefits of teaching and learning of comprehensive sexuality education in schools, the study reveals that CSE promoted the provision of information and skills pupils' need in protecting themselves against HIV infection, other sexual health problems, equipping them with information that enables them to live a productive life in the society, preventive measures and information on how to live with people with HIV and AIDS, unwanted pregnancies and contraction of

sexual transmitted infections as well as reduces frequency of sex and number of sex partners.

The following were the major challenges faced by the teachers and pupils in the teaching and learning of comprehensive sexuality education; shortage of trained teachers, lack of teaching equipment, lack of funds, negative attitudes from parents, sense of embarrassment when teaching CSE to pupils, lack of proper planning for the implementation of the subject, lack of sensitization to the general public, lack of support from parents and overcrowdings.

This chapter endeavoured to present the findings of the study in a more coherent manner through qualitative techniques. In the next chapter, some of the foregoing findings of the study will be discussed in relation to the reviewed relevant literature.

CHAPTER FIVE DISCUSSION OF FINDINGS

5.1. Overview

The previous chapter presented the findings of the study. The present chapter discusses the findings of the study under the following sub-headings which have been derived from the research objectives:

1. Views of teachers and pupils in the teaching and learning of comprehensive sexuality education at grade 9 level
2. Benefits of teaching and learning comprehensive sexuality education among the teachers and pupils at grade 9 level
3. Challenges faced by teachers and pupils in the teaching and learning of comprehensive sexuality education at grade 9 level

5.2. Views of teachers and pupils on Teaching of comprehensive sexuality education

The study revealed that teachers' views on the teaching of comprehensive sexuality education indicated that they were not in favour of the subject. The study showed that teachers and pupils argued that teaching comprehensive sexuality education to children in schools would corrupt the morals of society. This was explained on the premise that the teaching of comprehensive sexuality education in schools would make children experiment with sex at an early age in the quest to discover information and knowledge about the subject. Vygotsky (1978) acknowledges this finding in his argument that learning is an active, contextualised process of constructing information or knowledge rather than acquiring it through self-discovery. Wagner (2008) also supported the finding of this study by revealing that comprehensive sexuality education eroded the morals of societies and the appropriate age of children for sexuality education, and family values that has to do with morality. This entails that sexuality information was not talked about directly as it is being done in schools today.

Shetty, Kowli and Patil (1999) further pointed out that the mothers were reluctant to talk about sex education to their daughters for fear of going against morals. Although, the mothers perceived that girls should talk only about menstruation and it

is necessary for the girls to be aware of intercourse or other important aspects pertaining to sex education. The mothers find it embarrassing to discuss on such issues with their daughters. This makes parents feel uncomfortable often to talk about sex related topics with their children because they feel embarrassed and experience discomfort when doing so. They believed that sex was a privacy matter and it was individuals' experience. Some thought that it was immoral talking about sex and they worried about social judgement from the teenagers and saw it as the most challenging barrier to teaching sexuality education. In this discussion it turned out that boys were more to open discuss issues pertinent to CSE across all the three schools in the study. While boys freely expressed their appreciation of CSE girls turned out to be too shy and less willing to disclose their views and sentiments related to sexuality. Undoubtedly, this situation arose from the perception that girls should be reserved in matters of sexuality. The unwillingness of girls to discuss issues of CSE was the result of being labelled immoral by the society they are in. this conforms to the cultural expectations that boys may indulge in sex without much fear of social disapproval.

This applied to the educators also who were not comfortable with certain issues and admitted that it was due to their own stereotyping. Therefore, it is imperative for the parents and other stakeholders involved adjusting the manner through which they perceive the teaching and learning of the comprehensive sexuality education as a subject in schools as it has come to stay as enshrined in the school curriculum to avoid having negative thoughts about it.

The study also indicated that teachers expressed a concern that the information about sex education would encourage children and adolescents to experiment having sex. This finding is in tandem with the findings of Mweembe (2016) who argued that the information provided about comprehensive sexuality education informed the young ones to start practicing illicit activities such as having sexual intercourse prematurely. This implies that as much as people appreciate the introduction of sexuality education in schools, it is imperative to also pay attention to what group of individuals the information should be disseminated. Therefore, teachers and other stakeholders should give extra attention to sensitive issues regarding the subject to avoid the new generation entangling themselves in unacceptable behaviours.

The study also found that the majority of teachers opposed the teaching of comprehensive sexuality education in schools for reasons based on cultural and traditional values. They argued that teaching young people about issues of sex was not in line with the Zambian traditions and cultural values, and that comprehensive sexuality education was more of a Western idea. This finding is consistent with the findings of Mark (2011) who contended that a confluence of cultural factors created a sensitive environment where issues of sexual and reproductive health have remained highly a cultural debate. Similarly, Abdu (2006) revealed that sexuality education in schools was not taught properly because of cultural norms and values. This entails that many adults found it hard to talk about sexuality with the young people especially their own children as it compromised the moral uprightness of the society and that culture also limited the amount of freedom parents would enjoy when discussing such issues, hence the school should exercise a lot of influence especially in term of sexual and reproductive message dissemination. Training can improve the attitude and modify the culture of teachers. UNESCO (2010) emphasized like other members of society, teachers live within a network of cultural and traditional beliefs that must be acknowledged and addressed if they have a attitude to effective teaching of CSE.

The study also indicated that, some teachers had a different view teaching young people about comprehensive sexuality education would not lead them to experiment with sex at an early age. This was explained on premise that young people should not be treated exceptionally in the society by wanting them to practice chastity while everybody else was not. This finding was in line with Pasaang (2015) who argues that teaching comprehensive sexuality education can help motivate learners to abstain from doing sexual activities or at least cause them to take precautions when engaging in sexual behaviour to prevent diseases. This entails that CSE helps an individual to cultivate a sense of responsibility towards others and oneself, hence schools should be a safe place for the development of all their learners and everyone should be open to discussion about sex education and help the young people understand what sex education is. Therefore, more education on sexuality has to be taught to everyone.

5.3. Benefits of the teaching and learning of comprehensive sexuality education

The study revealed that the benefit of teaching and learning of comprehensive sexuality education was provision of information and skills to pupils in protecting themselves against sexual related diseases such as HIV infection. This finding is agreement with the finding of Myeza (2008) who looked at the attitudes of high school learners towards Sexuality Education in Zululand against the constant rise of HIV and AIDS and pregnancies amongst teenagers in South Africa revealed that sexuality programme provided valuable information especially with regard to their own bodies and self-respect. The current study's findings also indicated that teenage pregnancy and HIV and AIDS could be prevented through abstinence, condom and contraceptive use, parental involvement, stopping grants for teenage pregnancy, promoting virginity. This is so because comprehensive sexuality education recommended and encouraged the truth, through the teaching of values and morals thereby making the subject more practical and prominent in churches.

The other benefit of teaching comprehensive sexuality education in schools was the provision of information on other sexual health problems such as reduction in the numbers of sexual partners. This finding resonates with the findings of Tembo (2015) who reported that sexuality education provided learners with an appropriate information which helped them to refrain from having sexual intercourse at an early age and the avoidance of forming teacher-female pupil sexual relationships in schools which were widespread, and that both male teachers and female pupils contribute to such incidences. The study further revealed that relationships take many forms which include the use of suggestive sexual language and gestures, fondling of female pupils' breasts and patting on their buttock, and sexual intercourse between teachers and pupils. Factors, among others, include lack of adequate boarding school facilities, love of material things by pupils, and the search for academic favours. Teacher-pupil sexual relationships in schools affect not only pupils and teachers but also the education standards and society at large.

One of the benefits of comprehensive sexuality education among others is the equipping of pupils and teachers with information to enable them to live a productive life in the society as among other benefits of the teaching of comprehensive sexuality education in schools. This finding is consistent with the findings of Chirwa (2015)

who reported that sexuality education was key in as far as promoting of safety and productive life was concerned. Similarly, the constructivism theory of Vygotsky (1978) agrees with this finding as it puts it that knowledge and information is constructed through social interaction involving the more capable people guiding those less capable to understand ideas beyond their development level described as Zone of Proximal Development. The study went further to report that sexuality education provided information on possible ways of avoiding getting the HIV and AIDS infection. These were having unprotected sex, sharing unsterilized equipment and Mother to Child Transmission, while the most common ways of preventing the infection were by abstinence and condom use. The study also showed that the awareness taken by pupils to safeguard themselves from the dangers of HIV and AIDS was by abstaining while others felt that having “good company” would reduce the chances of infection. Condom use was regarded as the last resort.

The study further revealed that comprehensive sexuality education also provided information on methods of prevention and reduction in rates of unwanted pregnancies. This finding is in line with Chirwa (2015) who carried out a study on youths’ perceptions of church and secular HIV and AIDS intervention strategies in schools and established that, comprehensive sexuality education made it possible for the majority of the youths to be aware of how people get infected with HIV and possible ways of preventing the infection. The purpose of the study was to investigate youths’ perceptions of church and secular HIV and AIDS intervention strategies in schools of Lusaka District of Lusaka Province. The findings of the study indicated that, the behaviour currently exhibited by the pupils towards HIV and AIDS was to a greater extent externally influenced by poverty and behaviour towards sex education and information which led to early pregnancies and unprotected sex among school going children. The most common reasons given for this situation were peer social norms. Therefore, it is imperative to monitor children and their peer groups in order to reduce on the peer pressure exhibited as they socialise especially in the learning of institutions such as schools and colleges.

Another benefit of teaching comprehensive sexuality education was that it was considered to be an examinable and employment opportunities generator. This finding is unique and peculiar to this study. This came to light after a deep synthesis of contextualisation of available literature with the findings of the current study and

what has come out clearly was that the examinable nature and employment opportunity generator of comprehensive sexuality education have not been reported by any study thereby making this study to be very valuable as it has contributed new knowledge to the pool existing literature.

This was so because comprehensive sexuality education was viewed as one of those other subjects that required had an examination at the end of the term or year. In this vein, pupils were compelled to learn about it for the sake of the examination and other avenues while teachers taught the subject for the sake of employment opportunity.

5.4. Challenges faced by teachers and pupils on teaching of comprehensive sexuality education

The findings of the study revealed that there were a number of challenges with the prime one being the lack of teaching materials such as text books. This was explained on the premise that the effective teaching and learning of any subject is supposed to be supported by appropriate and designated materials. However, based on the findings of this study regarding challenges encountered, teachers and pupils reported that there was lack of teaching and learning equipment such as text books as the subject has just been introduced in schools. This finding was in line with the revised curriculum framework (2013) which argued that lack of teaching and learning equipment in schools had a negative impact on the flow of information and outcome of the teaching and learning process. The revised curriculum framework highlighted certain pertinent equipment such as text books, chalk board and markers to be readily available especially in the teaching comprehensive sexuality education in schools. However, this was not the case with the findings of this study as it reported lack of such pertinent equipment. This was spotted out as a challenge faced by teachers and pupils in the delivery of comprehensive sexuality education and therefore, much desire and need must be instituted in schools by the Ministry of General Education to have adequate teaching and learning materials for the smooth flow of the subject.

Shortage of trained teachers to facilitate the teaching and learning of comprehensive sexuality education was another challenge revealed by this study. This finding was in line with a global report done in Netherland on sexuality education indicators (2006) which revealed that there was lack of trained teachers of sexuality education

in schools and this compromised the teaching standards. The report further revealed that this challenge was not only in schools but also affected universities and colleges. This came to light when teachers reported that the challenge was necessitated by the manner in which the subject was introduced in schools. It was explained that comprehensive sexuality education was not introduced in good faith as such most teachers were caught unprepared to teach it. The study indicated that teachers claimed that the subject was imposed on them without their knowledge and best preparation in training for its implementation in schools. Therefore, most of them did not have much knowledge and skills to impart the skills among pupils and this made their teaching questionable. However, despite the fact that the previously mentioned report was done in Netherland, its findings and recommendations were insightful and applicable to this study. In other words, there is need to have teacher training institutions to train teachers in comprehensive sexuality education. In this manner, more teachers would be brought on board by the government to avoid this discrepancy and make the teaching and learning of the subject a success.

The results of the study also indicated lack of adequate funding from the Government to support the teaching and learning of comprehensive sexuality education. This finding was in agreement with UNESCO's (2009) findings on comprehensive sexuality education that was highly pronounced but less attention was paid in terms of funding for sexuality education because there was no budget for procurement. However, this finding was in contrast with the observation made by Farrell (2007) that the Kenyan government was consistently in the fore front providing support in terms of funds to smoothen and facilitate the introduction of sexuality education in schools. This shows that in terms of prioritising sexuality education in schools, the Kenyan Government was doing well as opposed to Zambia in the promotion of comprehensive sexuality education through immense funding. The aforementioned came to light when teachers revealed that there was lack of and inconsistency in funding of schools to promote the teaching of comprehensive sexuality education and this had created shortage of equipment needed to facilitate most of the school's teaching and learning activities. In view of the erratic funding, Government has fuelled slow development of school projects and other demands such as procurement of school teaching and learning equipment such as text books, chalks and other materials to support the teaching and learning of the subject.

The study's results further revealed that there was a lack of support from parents toward the teaching of comprehensive sexuality education. This came to light when teachers reported that from the onset of teaching and learning comprehensive sexuality education in schools, some parents had been having a negative attitude towards supporting it. This finding is in agreement with the findings of Akpama (2013) who conducted a study on parental perception of the teaching of sex education to adolescent in secondary schools and revealed that significantly negative that is, parents had negative attitudes towards the teaching and learning of comprehensive sexuality education. Similarly, a recent study carried out in Kano State in Northern Nigeria done by Ayyuba (2011), revealed that parents had a negative perception of sex education in schools probably because of their religious belief and socio-cultural norms and values. This was true everywhere because even the parents and teachers in the current study cited the same views towards the teaching of comprehensive sexuality education in schools, an issue that requires concerted efforts from all the stakeholders to harmonise for the subject to thrive.

5.5. Summary of the chapter

This chapter presented the discussion of findings of the study in line with the objectives. The study found that teacher's views on the teaching of comprehensive sexuality education varies from one individual teacher to another. The study reported that some teachers' views in most cases were against the integration of comprehensive sexuality education in schools as it had moral, age related, cultural and tradition implications on school going children.

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

The study further reported on major challenges faced by the teachers and pupils in

the teaching and learning of comprehensive sexuality education such as shortage of trained teachers, lack of teaching equipment, lack of funds, negative attitudes from parents, sense of embarrassment when teaching CSE to pupils, lack of proper planning for the implementation of the subject, lack of sensitization to the general public, lack of support from parents and overcrowding.

Teachers need in-service training through continuous professional development so that they can overcome their own anxieties and modify their views and attitudes towards comprehensive sexuality education. This will aid the teachers in understanding all aspect of sexuality education and reduce misconception of the subject. The next chapter presents the conclusion of the study and puts forward recommendations for future research.

CHAPTER SIX CONCLUSION AND RECOMMENDATIONS

6.1. Overview

The study investigated the teachers' and pupils' views on teaching of comprehensive sexuality education in three selected secondary schools in Chingola District. From the findings of the study it is evident that teachers and pupils held mixed views with respect to teaching comprehensive sexuality education (CSE) in the three selected secondary schools. After exploring the demographic characteristics such as age and educational backgrounds of the participants, among others, at the three selected schools in Zambia's Chingola District, the study showed that the younger teachers aged between 20 and 40 years were more receptive to CSE than the older teachers between 45 and 55 years. This is probably because the teachers were less conservative with respect to matters of sexuality. Indeed the later insisted that teaching sexuality education contradicted Zambian customs and culture. It is clear then that one major obstacle to the provision of CSE in schools in Chingola and beyond is rooted in some teacher's cultural beliefs.

Teachers irrespective of their different educational attainments held similar views. They all expressed the sentiments that provision of CSE is an effective way of promoting good sexual health among learners. Similarly gender seems not to have different effects on understanding of the approaches of CSE among the teachers interviewed in this study. It was noted that both female and male teachers welcomed the introduction of CSE in their school, perceiving it as a means of upholding morality and good health among learners.

Although both male and female teachers appreciate the significance of CSE, they were not oblivious to the glaring challenges that impede the provision of CSE in Zambia. Collectively they identified several challenges that hindered the provision of this form of education in Chingola District. Chief among these obstacles common in all the three schools under study were, inadequate time and resources allocated to CSE. Teachers observed that while much time was devoted to teaching conventional subjects such as English and Mathematics CSE was taught as an integrated subject. This meant that lessons in CSE were not independently taught but featured as part of lessons taught in other subjects. This situation was common in all the schools under

probe.

Besides lack of time, CSE lacks resources for effective delivery, teaching materials for CSE are utterly inadequate. It was discovered that none of the three schools had textbooks with information on CSE, except the teacher's guide. This dearth of teaching and learning materials compromised the teaching of CSE and many teachers in Chingola expressed displeasure over this situation.

Another obstacle raised by teachers in the study was that many of them felt embarrassed to talk about matters of sexuality before pupils, this situation stems from the fact that in Zambian culture, adults are expected not to disclose to younger people information about sex and other related topics. It is interesting to note that nearly all the teacher's interviewed shared this belief notwithstanding their age, gender and educational background.

Finally, many teachers complained that some parents opposed the teaching of CSE in schools. They feared that this would promote promiscuity and immorality among learners. Teachers therefore felt that there was need for the schools and the Ministry of Education to sensitize the parents so that they could appreciate the value of sexuality education and therefore join hands with the teachers in teaching CSE in schools in Zambia.

In this study thirty (30) pupils of varying age, gender and schools participated in the focus group discussion about CSE. In this discussion it turned out that boys were more open to discuss issues pertinent to CSE across all the three schools in the study. While boys freely expressed their appreciation of CSE, girls turned out to be too shy and less willing to disclose their views and sentiments related to sexuality. Undoubtedly, this situation arose from the perception that girls should be reserved in matters of sexuality. The unwillingness of girls to discuss issues of CSE was the result of being labelled immoral by the society they were in. This conforms to the cultural expectations that boys may indulge in sex without much fear of social disapproval.

In spite of the location of these three (3) schools and pupils coming from different backgrounds, their thinking was the same. However, there was a slight thinking with the new school A. Probably these were sharp. Obviously, this scenario issued from the exposure to media, newspapers and novels. Their access to such sources of

information made it more likely for them to learn about CSE than pupils whose schools were located in high density and poor areas that had limited access and information on sexuality. This argument is in tandem with the theory of constructivism; Vygotsky (1978) which stated that, knowledge is acquired through social interactions. They shared the experiences and views through their day to day life.

Like teachers, pupils faced difficulties in learning comprehensive sexuality education. Through focus group discussion it became clear that some pupils were unaware when CSE is being taught in class because it was embedded in other subjects as earlier noted. This situation was compounded by lack of reading materials on CSE. Consequently, pupils were unable to read and master information on CSE independently. Other challenge learners complained of included lack of encouragement from parents to study CSE. Indeed, it turned out that some parents discouraged their children from learning anything related to sexuality.

6.2. Conclusion

The findings of the study show that comprehensive sexuality education is generally accepted by most stakeholders in education mainly teachers and pupils. For most of these teachers and pupils CSE is a sure way of good health among learners in Zambia. These stakeholders hold that the provision of sexuality education is likely to cultivate good morals among learners, minimising unwanted pregnancies, premarital sex and the spread of sexually transmitted diseases. The advocates of CSE further added that provision of sexuality education would result in acquisition of knowledge, values and skills among learners.

However, the study further found that they were some dissenting views against the provision of comprehensive sexuality education in secondary schools in Chingola District. Some teachers especially the especially the older ones feared that teaching CSE in schools would expose young children to sex. To these teachers' provision of comprehensive sexuality education conflicted with Zambian cultural norms which dictate that children should not be exposed to the ideas and practices around sex until marriage. They feared that after being exposed to CSE children were likely to experiment with premarital sex out of curiosity. Some teachers further, opposed the provision of comprehensive sexuality education as they felt embarrassed to teach about sexuality to young children. This situation arose from the cultural belief that

matters of sexuality should be restricted to adults rather than children.

Another source of concern for teachers was that the Ministry of Education introduced comprehensive sexuality education without prior consultation with teachers and other stakeholders. Such teachers felt a sense of betrayal by the Ministry, arguing that they were not adequately trained in schools.

This frustration, this study found out, was reinforced by the manner in which is CSE taught in Chingola and elsewhere in Zambia. Unlike English, mathematics and science, for example, CSE is taught as an integrated subject. This means that it is not adequately taught but infused in conventional subject. The study found out that this is a major problem as sometimes pupils were not aware of being taught comprehensive sexuality education during lessons. Lack of teaching materials was another source of further concern among teachers. The study further found out that none of the three secondary schools had textbooks with information on CSE except the CSE teacher's guide. The study ascertained that, CSE is popular among pupils especially boys. Unlike girls, boys attached no stigma to comprehensive sexuality education and openly and positively spoke about it. To the contrary most girls were reluctant to endorse CSE, keeping with Zambian culture which discourages girls in being expressive about sexuality.

6.3. Recommendations

The study made the following recommendations:

1. There is need for the Ministry of General Education through, Curriculum Development Centre (CDC) to prepare teaching and learning materials on comprehensive sexuality education so that teachers and pupils can benefit from this type of education
2. There is need for the Ministry of General Education to introduce CSE training programmes for both teachers at training colleges and school level. Such a programme should equip teachers with skills to effectively impart CSE to pupils.
3. Comprehensive sexuality education should not be taught as an integrated subject but taught as an independent with ample time and resources allocated to it in schools.
4. Teachers and parents opposed to CSE should be sensitized to embrace and to become active actors in the provision of comprehensive sexuality education.

6.4. Areas for Further Research

Given the importance of comprehensive sexuality education there is need for further research. Such research should:

- i. Analyse the role of stakeholders in the provision of comprehensive sexuality education in school's country wide.
- ii. Compare and contrast attitudes towards provision of comprehensive sexuality education between primary and secondary schools.
- iii. Illuminate parent's attitudes to comprehensive sexuality education.

REFERENCES

- Aaro, L. E. Mathews, C. Kaaya, S. Katahoire, A.R and Abraham, C.(2014). *Promoting Sexual and Reproductive health among adolescents in southern and eastern Africa (PREPARE): project design and conceptual framework.* BMC Public health.
- Abdu, A. (2006). *Sex education in schools: The Counsellors' Role.* Kaduna: Sunjo Publishing Company.
- Akande , A.A and Akande, T.M. (2007). *Knowledge and Perception of Sexuality Education Among Students of a Rural Secondary School in Kwara state, Nigeria.* Nigeria Medical Practitioner vol.52 no 3 pp55-59.
- Akpama, E.G. (2015). *Parental Perception of the Teaching of Sex Education to the Adolescents in Secondary School in Cross River State, Nigeria.* Vol 3(2).
- Apter, D. (2011). *Recent Development and Consequences of Sexuality Education in Finland.* BzGA Forum: Sexuality Education and Family Planning.
- Arnaldo, A. C. (2001). *Child Abuse on the Internet, Ending the Silence.* New York: UNESCO Publishing: Berghahn Books.
- Berglas, N.F. Constantine, N.A. and Ozer, E.J. (2014). *A rights-based Approach to Sexuality Education: Conceptualization, Clarification and Challenges.* Perspectives on Sexual and Reproductive Health. Jun; 46 (2) 63-72.
- Bhuyan , M.K. (2014). *Inclusion of Sex Education in School Curriculum of Bangladesh: Parents Attitude.* Journal of Research and Methods in Education Vol4 no5 2014 pp32-40
- Bilinga, M and Mabula, N. (2014). *Teaching Sexuality Education in Primary Schools in Tanzania: Challenges and Implications.* Journal of Education and Practice vol 5 no 27, 2014.
- Boonstra, H. (2011). *Advancing sexuality education in developing countries: evidence and implications* Guttmacher Policy Review.Summer 2011.Volume 14. Number 3: New York: Alan Guttmacher Institute.

- Bramsted, E. K. and Melituish, J.K. (1978). *Western Liberalism: A History in Documents: From Locke to Croce*. London: Longman Group Ltd.
- Buga, G. D. et al (1996). *Sexual Behaviour, Contraceptive Practice and Reproductive Health among School Adolescents in Rural Transkei*. South African Medical Journal, 86 (5), 523-527.
- Carlson, D.L., (2012). *The Education of Eros: A History of Education and the Problem of Adolescent Sexuality*. UNESCO's International Technical Guidance on Sexuality Education (ITGSE).
- Castle, S. and Diallo, V. (2008). *Violence within Educational Settings in West and Central Africa*. Report Submitted to Plan International (WARO), Action Aid and Save the Children Sweden (West Africa Regional Office).
- Cohen, L.A, Manion, L. and Morrison, K. (2000). *Research Methods in Education*. New York: Routledge.
- Commonwealth Secretariat, (2001). *Gender and Relationships: A Practical Action Kit for Young People*. London: Commonwealth Secretariat.
- Creswell, J. W. (2003). *Research Design, Qualitative, Quantitative and Mixed Methods Approaches*. London: Sage.
- Donnelly, J. (2003). *Universal Human Rights* (2nd ed). Ithaca: Cornell University Press.
- Eko, J.E. Abashi, S.E. Osonwa kalu, O. Uwanede, C.C. Offiong, D. A. (2013). *Perception of Students', Teachers' and Parents' toward Sexuality Education in Calabar South Local Government Area of Cross River State, Nigeria*: journal of sociology Vol4 No2
- Farrell, G. (2007). *The Development of Virtual Education: A Global Perspective*, Vancouver: The Commonwealth of Learning.
- Fentahum, N. Assefa, T. Alemseged, F and Ambaw, F. (2012). *Parents' Perception, Student and Teachers' Attitude Towards Sex Education*. Ethiop.j. Health Sci 22(2):96-106

- Fuglestad, O. L. and Luwaya, C. K. (2008). *Sex, Poverty and a Second Chance*.
- Grunsett, A. 1997. *Impact of HIV and Sexual Health Education on the Sexual Behaviour of Young People: A review update*. Geneva: UNAIDS.
- Kasonde-Ngandu, S. (2013). *Writing a Research Proposal in Educational Research*. Lusaka: university of Zambia press.
- Kombo K. D. and Tromp, D. L. A. (2006). *Proposal and Thesis Writing: An Introduction*. Nairobi: Paulines Publications Africa.
- Lincoln, Y. S. and Guba, E. G. (1985). *Naturalistic Inquiry*. Beverley Hill, CA: sage.
- M'kandawire, R. M. (1997). *Voices of Young Men and Women from Africa*. Chandigarh: Peco Printing Press.
- Ministry of Education. (1996). *Educating Our Future*. Lusaka: CDC.
- Mweembe, E.S (2016). *The role of sex education in mitigating teenage pregnancy in selected secondary schools in Namwala District of Zambia*. MA Dissertation, (Unpublished), Lusaka: University of Zambia.
- National Progressive Planning Health Care Network (NPPHCN) (1996). *Youth Speak out for a Health Future. A study on Youth Sexuality*. Braamfontein: NPPHCN.
- Orodho, A.J and Kombo K. D. (2002). *Research Methods*. Nairobi: Kenyatta University.
- Planned Parenthood Association of South Africa. (1994). *Family Life Education and Human Sexuality: A Resource Guide for Teachers and Trainers*. Johannesburg: Planned Parenthood Association of South Africa.
- Raphael, D. D. (1981). *Moral Philosophy*. Oxford: Oxford University Press.
- Savitri, E. (2015). *Teaching Sexuality and Sexual Health at a Rural Government Primary School in the North Eastern Education District: Teachers Concerns*. University of West Indies.

- Shetty, K., Kouli, S., and Patil, V. (1999). *Attitudes of Mothers Towards Sex Education of Adolescent Girls*. Regional Health Forum, WHO IRIS.
- Svara, J. (2007). *The Ethics Primer for Public Administrators in Government and Non-Profit Organizations*. Boston: Jones and Barlett Publishers.
- Trujillo, A. L. and E. Sgreccial (1995). *The Pontifical Council for the Family: The Truth and Meaning of Human Sexuality*.
- United Nations Education Scientific and Cultural Organisation and United Nations Population Fund. (2014). *Operational Guidance for Comprehensive Sexuality Education: A Focus on Human Rights and Gender*.
- United Nations Education Scientific and Cultural Organisation. (2015). *Comprehensive Sexuality Education: The impact on the lives of the young People*.
- United Nations Education Scientific and Cultural Organisation. (2014). *Comprehensive Sexuality Education: The Challenges and Opportunities of Scaling-up*.
- United Nations Education Scientific and Cultural Organisation. (2009). *UNESCO International Guidelines on Sexuality Education”: An Evidence Informed Approach to Effective Sex Relationships and HIV/STI Education*. .
- United Nations Population Fund (UNFPA) (2014). *Comprehensive Sexuality Education*. United Nations Population Fund 605 Third Avenue New York, USA.
- United Nations Population Fund. (2014). *The Commission on Population and Development (CPD) and UNESCO’s International Technical Guidance on Sexuality Education (ITGSE)*.
- Vergnani, T. and Frank, E. (1998). *Sexuality Education for Senior Phase (Grades 7-9) Teachers*. Sandton: Heinemann.
- Vygotsky, L.S 1978. *Mind in Society: The Development of Higher Mental Processes*. Cambridge, M.A: MIT press.

Wood, K and Jewkes, K. (2006). *Blood blockages and scolding nurses: barriers to adolescent contraceptive use in South Africa*. *Reproductive Health Matters* 14(27) 109-18.

World Health Organisation (2001). *World Health Organisation Regional Strategy on Sexual and Reproductive Health*. Copenhagen: WHO, Regional Office for Europe.

World Health Organisation (2008). *Adolescent Pregnancy Report*. Geneva: WHO.

ELECTRONIC SOURCES

Athar, S. (2010). *Sex Education: An Islamic Perspective*. [accessed 4 10/02/2017].

Bayat, M. Z. (2010). *Islam vs the West*. Available at: centralmosque.com/fiqh/sexedu.htm [accessed 10/02/2017].

Dolan, T. P. (2010). *Sex Education and Catholic Schools*. SECATHSC. HTM [accessed 10/02/2017]. IPPF (2010)

IPPF Framework for Comprehensive Sexuality Education (CSE), The International Planned Parenthood Federation, London, United Kingdom; Available at www.ippf.org.

Kapatamoyo, M. W. (2009). *Sex Education Begins in the Home*. Available at: <http://www.times.co.zm> [accessed 14 May 2017].

Kasonde, M. (2013). *Perception of Teachers to Sexuality Education in Gaborone, Botswana*. Stellenbosch University. <http://scholar.sun.ac.za>

Mark, J. (2011). *Institutionalised Stigma in Ghana; Stigma, Shame And Sex: Gender Across Borders*. Retrieved from www.rhrealitycheck.or/blog/2011/09/25inst-stg Ghana.

Muhammad, I. I. (2010). *Sex Education Acceptable in Islam*. Available at: <http://www.islamfortoday.com/sex01.htm> [accessed 10/02/2017].

Pillai, V. K. and Yates, D. L. (1992). *Teenage Sexual activities in Zambia: The Need for a*

- Sex Education Policy*. Available at: <http://journals.Cambridge.org/action/display>
- Rasing, T. (2003). *HIV, AIDS and Sex Education among the Youth in Zambia: Towards Behavioural Change*. Available at: <http://www.ascleiden.nl/Pdf/paper09102003.pdf> [accessed 10/02/2017].
- Sacco, S. (1990). *The African Charter on the Rights and Welfare of the Child*. Available at: <http://www.interights.org/rights-to-education> [accessed 10/02/2017].
- Scarlett, R. (2010). *Should Teens have Sex Education in Schools?* Available at: www.helium.com/debates.
- Sound Vision. (2010). *Sex Education in Public Schools: What Parents Need to Know Why They Must Get Involved*. Available at: [education Sex pub.asp](http://www.educationsex.org/pub.asp) [accessed 10/02/2017].
- United Nations Education Scientific and Cultural Organisation. (2009). *UNESCO International Guidelines on Sexuality Education”: An Evidence Informed Approach to Effective Sex Relationships and HIV/STI Education*. (Draft). Available at: <http://www.unesco.org/aids> [accessed 10/02/2017].

APPENDICES

APPENDIX A: CONSENT FORM

THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND
SPECIAL EDUCATION

CONSENT FORM

Dear sir/madam,

REF: REQUEST FOR CONSENT TO BE A RESEARCH PARTICIPANT

I am a student at the University of Zambia doing a Master of Education degree in Educational Sociology. I am here to request your consent to be one of my participants to my research on **“Teachers’ and Pupils’ views on Teaching of Comprehensive Sexuality Education in selected Secondary Schools of Chingola District, Zambia”**. This will help me come up with experiences from teachers and learners on their views in the teaching of comprehensive sexuality education.

Be assured that the information you will share with me will be confidential and will only used for academic purposes.

Your consent to this will greatly be appreciated.

Yours Faithfully,

..... (sign)

Margaret Bwendo - Researcher/student

APPENDIX B: INTERVIEW GUIDE FOR TEACHERS

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION

Dear Participants

I am a postgraduate student at the University of Zambia pursuing a Master of Education Degree in Sociology of Education. I am conducting a research entitled; **Teachers and pupils' views on teaching of comprehensive sexuality education in Chingola District**. Kindly feel free, open and be honest in your responses as all answers you give will be treated confidentially. However, should you feel at any point of the study like during interview that you cannot continue, you are free to withdraw as participation in this study is voluntary.

1. Gender of the participants
2. Age of the participants
3. What Qualification do you hold?
4. For how long have you been teaching at this school?
5. What Grade levels are you currently teaching?
6. Do you have comprehensive sexuality education as a subject taught at this school?
7. What do understand by the term comprehensive sexuality education?
8. For how long have you been teaching Comprehensive sexuality education at this school?
9. Do you feel that you have been adequately prepared you for the teaching of Comprehensive sexuality education at this school?
10. How often is comprehensive sexuality education taught in a week?
11. If not adequate, what measures have you put in place to meet the standards of teaching comprehensive sexuality education at this school?
12. What is the enrolment rate for the classes taking comprehensive sexuality education at this school?
13. Is the number of teachers in comprehensive sexuality education enough to handle the number of learners at this school?

14. If not enough, explain strategies put in place by the school to allow learners to learn?
15. What are your views on the teaching of comprehensive sexuality education?
16. What do you think are the benefits of teaching comprehensive sexuality education at this school?
17. Are there any areas of Comprehensive sexuality education that you are uncomfortable with when teaching it?
18. What concerns do you need to be addressed to prepare you to effectively implement Comprehensive sexuality education?
19. What challenges do you think hinder the teaching of comprehensive sexuality education at this school?
20. What do you think are measures that should be put in place to help teachers teach the comprehensive sexuality education at this school?
21. Any other hidden suggestions that could be of helpful to address the concerns of the teaching of comprehensive sexuality education?

Thank you for your time!!!

APPENDIX C: FOCUS GROUP DISCUSSION GUIDE FOR PUPILS

THE UNIVERSITY OF ZAMBIA

DIRECTORETE OF RESEARCH AND GRADUATE STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND

SPECIAL EDUCATION

Dear Participants

I would like to have a discussion with you as regard to your **views on the teaching of comprehensive sexuality education at this school**. Be rest assured that, there is no right or wrong answer. Please freely share your true feelings and opinions with me on this topic. The discussion will be kept confidential. Please feel free to participate. However, should you feel at any point of the study like during discussion that you cannot continue, you are free to withdraw.

1. Let's start by talking about the learning of comprehensive sexuality education do you learn comprehensive sexuality education at this school?
2. How do you learn comprehensive sexuality education at this school?
3. Are the periods adequate for comprehensive sexuality education?
4. If not adequate, what do you normally do in order to learn?
5. Is the number of teachers in comprehensive sexuality education enough to handle you at this school?
6. If not enough, explain how you learn comprehensive sexuality education?
7. What are your views on the learning of comprehensive sexuality education?
8. In what ways is comprehensive sexuality education benefitting you at your school?
10. Are there challenges that you face during the learning of comprehensive sexuality education at this school? If yes, then mention and explain on each of them?
12. How best do you think the learning of comprehensive sexuality education can be done in schools?

Thank you for your time!!!