

AN ASSESSMENT ON PARENTS VIEWS AND PERCEPTIONS ON INTRODUCTION OF SEXUALITY EDUCATION IN SCHOOLS IN MUFUMBWE DISTRICT.

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The world today has seen a drastical change nearly in everything we can talk of starting from the food we eat, technology wise and the way children are growing up. It has been discovered that the food we eat has been the major contributing factor for early maturing and growth of children. It has been established that children as early as 10-12 years have already reached puberty stage. This was not the case in the 1970s and 80s. With this change, we have seen a growing or an increase in the number of children especially the girl child dropping out of school due to early pregnancies, increased abortions and contracting of deadly diseases including HIV/AIDS. Thus this study sought to assess parent's views and perceptions over the introduction of Comprehensive Sexuality Education in Schools in Mufumbwe district of Zambia. This research adopted a descriptive case study that was carried out in the rural district of Zambia in Mufumbwe of North western Province. The sample size of the study was 30. It comprised of 15 parents and 15 pupils selected randomly from grade 6-12. Data for this study was collected using an interview guide and it was analyzed descriptively. There were three (3) objectives that guided this study and these were (i) to establish the meaning and understanding of Comprehensive Sexuality Education by the respondent; (ii) determine the perception of parents on the introduction of sexual education in schools and (iii) identify the ages and grade at which Comprehensive Sexuality Education can be introduced at in Schools. The findings on the first objective revealed that parents had an understanding of Sexuality Education. On the second objective, it was established that both parents and pupils had a positive attitude toward sex education and were willing to be learning it in schools. On the third objective it showed that sexuality education can be introduced in grade 5. The study concluded that parents had a positive attitude toward sex education. It was recommended that the Ministry of Education should speed up the introduction of Sexuality Education in schools and equip teachers with skills and knowledge on the said topic.

Keywords: Perception, Sexuality Education, Comprehensive

1.0 CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter provided background information to the study on parents' views and perceptions over the introduction of sexuality education in schools in Mufumbwe district of North Western Province. It further gave brief information on the statement of the problem, general objectives, specific objectives of the study, general research questions, research questions, purpose of the study, the significance of the study, limitations, operational definition of terms used in the study and closes with a summary of the chapter.

1.1 Background

Kasonde (2013) suggested that the perception of parents to sexuality education in schools can affect how they will guide their children regarding sexuality education in general and HIV/AIDS education in particular. Sexuality education is often discussed and evaluated in terms of its role in reducing adolescent pregnancy and sexually transmitted diseases (STDS) rates. Asekun-Olarinmoye et al (2007) as quoted by Kasonde (2013) pointed out that the primary goal of sexuality education is much broader-to give young people the opportunity to receive information, to examine their values and to learn relationship skills that will enable them to resist becoming sexually active adults.

According to Isangedighi (1986), the social tension, stress and inner turmoil among individuals and worries caused to families by adolescents' sexuality created room for the inclusion of sex education in the educational system. He goes further to say that this is due to unselective practice of premarital sex among adolescents, the nature of adolescent body development, innate drive to act out, exposure of children to modernity, parental attitudes and lack of parental care, educate and control their children from premarital sex, HIV/AIDS infection, other sexually transmitted diseases, teenager pregnancies, eroding morality, abortions, deaths, dropping out of schools, abandoned babies and child trafficking (Isangedighi, 1986).

1.2 Statement of the Problem

The statement of the problem should be composed of precisely stated issues that may clearly identify concepts or variables being studied. The government and some NGOs have been distributing condoms sanitary in some schools but the move has been criticised by many people. Some schools have also carried out some studies on education sexuality but it was done in urban areas only. It was observed that parents find it hard to talk about sex issues in detail with their children due to their traditional beliefs that talking to children about issues to do with sex especially of the different sex is a taboo. Despite the involvement of parents in teaching their children in brief, there is a gap that professionals could bridge in which can be addressed by adopting a constructive and result oriented solution, which is the inclusion of sex education in the school syllabus where sexual knowledge and counseling would be given very well by professionals. There can be health workers and well trained teachers. By this we can be rest assured that there will be a great change in teenager pregnancies, will avoid abortions, those contracting HIV/AIDS and STIs. The researcher thought it wise to carry out a study on the need to include Sexuality Education in schools.

1.2 General Objectives

The study was guided by the following objectives:

- To establish the meaning of Comprehensive Sexuality Education. To determine parents' perception regarding the inclusion of Sexuality Education in schools and,
- To establish at what age and grade should Sexuality Education be introduced in schools. 1.4 Research

Questions

- What is your understanding of Comprehensive Sexuality Education?
- What are your views on the introduction of Sexuality Education in schools?
- At what age and grade can Comprehensive Sexuality Education be introduce in Schools 1.5 Purpose of the study
- The purpose of this study was to get the views and perceptions of parents over the introduction of Comprehensive Sexuality Education in schools in Mufumbwe district of North Western Province.

1.6 Significance of the study

It was hoped that the findings of the study would help to know how parents could be helped in handling matters to do with sex and provide counselling and guidance to their children as there are growing up. It might further equip different stakeholders such as the Government, Nongovernmental Organisation (NGOs) and teachers to plan the best way to handle sexuality education. This was done to help both parents and pupils to be ready to face the new curriculum that was under way in case the government was to go ahead as planned to introduce lessons to do with sexuality education in schools.

1.7 Research Ethics

Before data collection commences, the researcher collected an introductory letter from UNZA Department of Development Studies.

Additionally, the researcher had to assure to request for consent from all participants. The participants both the parents and pupils were assured that participation in the research process was on a voluntary basis and that the participants were free to terminate their participation at any point during the research process if they felt the need to do so. As a way of maintaining confidentiality, participants were not be forced to reveal their identities. Furthermore, being obtained was not to be disclosed to any other persons but to be used for academic

purposes only.

1.8 Definition of Concepts

Sex, is the process of getting intimacy. Gender, refers to the socially constructed characteristics of women and men such as norms, roles and relationships of and between groups of women and men (Oxford Dictionary, 2016).

Sex role, this refers to the pattern of behaviour of males and females which is generally accepted and determined by the society in one's own culture (Douvan, 1979; Hurlock 1978; Landy, 1984).

Sex Education, is instruction on issues relating to human sexuality, including emotional relations and responsibility, human sexual anatomy, sexual activity, sexual reproduction, age of consent, reproduction health, reproductive rights, safe sex, birth control and sexual abstinence (Wikipedia). Gender Identity, this refers to the conception an individual has of himself or herself as being male or female (Gerdesetal, 1988 as cited by Hari1al, 1993).

Sex Identity, according to Gagnon & Simon (1973) as cited by Mchunu (2007) sex identity covers all aspects with regard to sexual behaviour and one's attitude towards sex. Sexuality, the Planned Parenthood Association of South Africa (PPASA) (1992) cites L1ewellyn Jones (1985) in defining sexuality "as the sum of a person's inherited make-up, knowledge, attitudes, experience and behaviour as they relate to being man or woman. It includes those ways of behaving which enrich the personality and increase the love between people.

1.9 Summary of the Chapter

This chapter focused on background information on parents' views and perceptions on inclusion of sexuality education in schools in Mufumbwe district of North Western Province. It also considered the statement of the problem, objectives of the study, research questions, purpose of the study, significance of the study, theoretical framework, and limitations of study and operation of definitions of the terms under study.

CHAPTER TWO

Literature Review

2.1 Introduction

This chapter will review the literature relevant to this study. The study aimed at establishing the perception of parents regarding the introduction of Sexuality Education in Schools. The study was guided by three objectives and these were to establish the meaning of Comprehensive Sexuality Education by the Respondents, determining parent's perception toward the introduction of Comprehensive Sexuality Education in Schools, identifying the age and grade at which sexuality education can be introduced in Schools. The literature will be reviewed in line with the objective and it will end with the summary of the Chapter.

2.2 Sex Education

Kearney (2008) urges that sex education involves a comprehensive course of action by schools, calculated to bring about the socially desirable attitudes, practices and personal conduct on the part of the children and adults, that will protect the individual as a human and family as a social institution. Sex education may as well be pronounced as education concerning all aspects of sexuality, including information about family planning, reproduction, conception and development of the embryo and fetus, body image, sexual orientation, pleasure, values, decision making, communication, dating, relationships, sexually transmitted infections and how to avoid them, and birth control methods (Mturi & Bechuke, 2019).

2.3 Sex Education around the World

Sahu (2004) argues that adolescents are curious about some of these aspects of their sexuality as well as the nature of sexuality in general and that many would wish to experience their sexuality. Sex education therefore, should involve instruction in various Physiological, psychological and sociological aspects of sexual response. It should be a comprehensive area of study by the education Institutions such as secondary schools in order to bring out socially acceptable attitudes, practices and personal conduct on the part of the society. The field would help to protect the individual as human and the family as an Institution. In India there are many programmes about sex education including information on AIDS in schools while Indonesia, Mongolia, South Korea, Malaysia and Thailand call it differently as adolescent health needs; all with a view to developing adolescent specific training messages.

In some European countries such as Finland and France, sex education is incorporated into various obligatory

courses. In Germany, sex education covers all subjects concerning the growing up process, body changes during puberty, emotions, the biological process of reproduction, sexual activity, partnership, homosexuality, unwanted pregnancies and the complications of abortions, the dangers of sexual violence, child abuse and sexually transmitted diseases, but also things like sex positions (<http://www.zeit.de/2003/03>).

It is interesting to note that not all countries have embraced sex education, for example sex education in Poland has never developed and it is called family life education as opposed to sex education and parents must give consent to the headmasters for the children to learn. This is due to strong religious objections against sex education of the Catholic Church (<http://www.racionalista.pl>). In England and Wales sex education is not compulsory in schools as parents forbids their children to take part in such lessons. The curriculum focuses on the reproductive system, fetal development and the physical and emotional changes of adolescence (Education Act 1996).

2.4 Sex Education in Zambia

The Zambian curriculum does not include sex education. Yet there are strong arguments for it. The Ministry of Education, Science, Vocational Training and Early Education (MESVTE) in its policy, spells out the importance of sex education on the contrary, as pointed out earlier, it is not included in the Zambian secondary school curriculum. The fact that young people experience problems arising from their developing sexuality cannot be overemphasized. Furthermore, it is common knowledge that sex education is not offered by parents in Zambian homes as noted by (MoE 1996). The coming of modernity has affected initiation ceremonies for boys and girls during which sex education occurs discursively. Discussing sexual matters between adults and children is not part of the African collective culture so, information is obtained informally from friends and the media and this information was doubtful of value (Kibera, 2007).

However, the education is not given at a fixed time. During childhood there are several moments in which a grandmother or grandfather reveals parts of sexual knowledge to his or her grandchild. Traditionally, it is taboo to discuss sexual matters with somebody of the opposite sex (unless with the spouse, and even then these matters are hardly talked about), but between grandparents and grandchildren this taboo does not exist. In addition, it is a severe taboo to discuss sexual matters with one's child. Parents and other adults rarely communicate with the children about sexual matters. As a result, children greatly rely on information from peers and media that at times if not often, may be misleading. In the past adolescents accepted ideals and morals from parents and elders without question.

Simpson (2006) noted that despite some cultures in Zambia that had no ritual initiation to adulthood, morals were learnt literally at the hands of the parents and their peers both before and during school days. This implies that traditionally, adolescents were not given any information on sexual matters as the discussions were considered a taboo. Such was left to the parents of the child and generally put off until just before one's marriage. Currently, the young generation is affected by the rapid change in society with conflicting values.

Sexuality plays a major role in Zambian society.

2.5 The Need to include Sex Education in the Curriculum

A school plays an important role in implementing effective sex education to growing children. Various studies suggest that effective sex education in schools prevents adolescent experimenting with sex. These sex education programmes also encourages the teenagers to use protective measures while indulging in any kind of sexual act.

Kneller (1971) states that activities such as dating are intercourse that could lead to unplanned pregnancies. This suggests that the need for sexuality education cannot be overemphasized. It is much better to teach children about sexual health in schools rather than letting them use other resources, such as pornographic materials and the internet. This is important because avenues, such as the internet have a huge store of information that might be misleading. With problems such as teenage pregnancies and transmission are common amongst teenagers, although they are less prepared for the consequences of this behaviour. It is common knowledge that some teenagers who date engage in sexual activities and stand a high risk of getting STDs, it is only appropriate that sex education is made accessible in school so that the most number of the children can be made aware.

According to the World Health Organisation (2011) argues that sex education should be imparted on children who are 12 years and above. It is estimated that 34 percent of the HIV/AIDS infected persons are in the age group of 12 to 19. However, like all ideologies, sex education in schools has its pros and cons. Sex education helps to transform the learners into responsible adults. It is a known fact that teenagers today turn sexually active, therefore, sex education can help them understand the benefits of abstinence in the early years or it can at least teach them how to be responsible sexually active people. Some of the cons of sex education to the young ones is discussed below. Most teachers who are given the task of teaching sex education to learners are not experts and have vague ideas about sex education. This makes it even more harmful as incorrect information is extremely lethal as it can actually transform them into ignorant adults.

Learners may still be subject to embarrassment or excitable by the subject matter. If not taught properly, sex

education in schools can become a matter of ridicule and the learners may not take any interest in it. The fact that in most schools sex education is treated like an extracurricular course and not a primary one. If the authorizing body is not serious about it then they cannot expect that learners and teachers to be interested in it (Mturi & Bechuke, 2019).

Sex education at school may be at odds with religious ideologies. Unless these disparities are sorted out by someone are sorted out by the authority who are aware of the two ideologies, sex education at school can actually confuse the learners causing more harm than good.

2.6 Parents and Sexuality Education

Other parents do not only feel uncomfortable talking about sexuality, but they also do not have enough specific factual information about sexual issues (King et al, 1993). This indicates that sexuality education involves very sensitive topics and that it also demands that both parents and educators should have an understanding of themselves as sexual beings i.e. their experiences, relationships, values and beliefs. Thus the reason for placing part of the responsibility for sexuality education on educators is because some parents do feel uncomfortable talking to their children about sex (Price et al, 2003). When considering parental views on sexuality, Rule (1979) says that "as a society we are so fearful of sexual initiation we pretend that by ignoring it, it will not take place. What we want is not to know when or how it is done. We no longer frighten our children with threats of insanity and death as a result of masturbation. It is instead, clumped with picking one's nose, belching, farting - something not to be done in public, by implication not to be done in public, by implication not to be done by nice people at all - but we give our children enough privacy so that the guilty pleasure can be discovered and practiced not only alone but in the company of other unsupervised children" (Rule, 1979:1).

Apparently parents would rather threaten their children than openly discuss some sexuality issues with their children. Rule (1979) further says that parents have so little trust in what they have to teach and they not only abdicate their responsibility, but label as a criminal any adult who attempts to instruct them. In doing this, parents often seem to forget that children are at their mercy, and they are at each other's mercy as well. Hence, Rule (1979) says "it makes about as much sense to leave children's sexual nourishment to their peers as it would to assume that the mud pies they make for each other are an adequate lunch" (Rule, 1979: 2). On the other hand McCabe, as cited by Makanya (1993), says that the openness of the parent about sexuality could be mistaken for permission or even encouragement to have sex

2.7 Identified Gaps and Justification

Based on the reviewed literature, it is clear that the three (3) research objectives and the problem for this study were not earlier on addressed by other researchers in this area. Most of the researchers that has been carried out by most people was covering the introduction of sex education in secondary schools, for example the one that was carried out by (Kasonde, 2013) in Botswana. The other study that was done by (Mchunu, 2007) in South Africa was on junior and secondary school. This study will concentrate on the perception of parents on the introduction of sexuality education in primary junior secondary in Zambia. As of the review given out, as of today children as early as grade 5 are already practicing sex and some are already in their puberty stages. Therefore there is need to introduce this topic as early as in grade 5 and to all pupils starting from 12 years if not 10 years going up to be taught to know how there can prevent themselves when faced with issues to do with sex. Secondly, most of these studies were conducted in urban areas while this study was carried out in the rural part of Zambia.

2.8 Summary of the Chapter

The responsibility of the school in sexuality education has a major focus on behaviour modification, the need to give learners understanding and control of their bodies is of utmost importance. Epstein (1998) argue that the open approaches to sexuality are more likely to contribute to reducing the rate of accelerated teenage pregnancies than those emphasizing morality or abstinence. She further says that youngsters, who are not able to discuss sexuality issues with adults, are more likely to engage in sexual encounters than those who can openly discuss sexual topics. This implies that parents should work hand in hand with teachers to help children to make informed decisions and especially in the fight against HIV / AIDS. This suggests that the more sexuality is closeted in schools, the more our children are exposed to danger, which many conservatives think they are protecting them from.

CHAPTER THREE

Methodology

3.1 Introduction

This chapter addresses issues of the research methods, study area, target population; Sample size and sampling procedures, data collection instruments and data analysis and will end with the summary of the Chapter. The study was guided by the three objectives and these were to: establish the meaning and understanding of Comprehensive Sexuality Education by Respondents; determine parents perception toward the introduction of Comprehensive Sexuality Education in Schools, and identify the age and grade at which sexuality education can be introduced in Schools.

3.2 Research Design

The study used a qualitative approach method. The qualitative design involved open-ended questions aimed at collecting data in detail of the matter under investigation and the real situation on the ground. The research employed the interview guide as the most effective way of collecting data in the said area due to the low education levels of the people around that area.

3.3 Study Area

Creswell (1994) suggests that delimitation refers to the geographical area where the study is taken. The study was restricted to Mufumbwe District of North Western province. The place is surrounded by rural areas which are not well developed and are behind in terms of technology. Most parents are not learned or educated and believe in the tradition which teaches that any matters to do with sex should not be talked in detail and in public. After taking their views, there is need for the government to come in and help with education topics to do with sex in details.

3.4 Target Population

In this study, the target population were parents and pupils in Mufumbwe district.

3.4a Pupils were involved in the study as there are the main beneficiaries of compressive sexuality education.

3.4b On the other hand, parents were involved to give the views as they are custodians of the children and are the ones to educate their children as the belief or saying goes that "charity begins at home".

3.5 Sample Size and Sampling Procedure

The sample size population must be representative of the population if it has to come up with data that is valid and reliable. Kombo and Tromp (2006:76) argue that "it is important for the researcher to identify and select respondents that fulfill the questions the research is addressing". The total sample was 30 respondents divided as follows: 15 pupils and 15 parents. In order to select the sample from the population, purposive random was used on selecting parents. Purposive sampling is a random sampling based on purpose. The researcher choose to use purposive sampling as it was the easy way to find participants. While the pupils were selected using the simple random sampling picking from ages ranging from 12 years going up.

3.6 Data collection procedure and instruments

To collect data for this study, interview guides were used in order to provide greater conformity of responses from the respondents. It was assumed that interviews were most effective tools for the collection of objective data in this area. The researcher used interviews as the best tool considering the levels of education for both parents and pupils in the selected area. Though interviews were time consuming and expensive to use, it helped the researcher to get accurate data and in depth information from the interviewer ([www.formpl.us>blog>data-collection-method](http://www.formpl.us/blog/data-collection-method)).

3.7 Data Analysis

Data analysis is the process of evaluating data using analytical and logical reasoning to examine each component of the data provided.

For this study data were analyzed descriptively and by giving the narrations from the respondents.

3.8 Summary of the Chapter

This section discusses the research methodology that was used to conduct the study. It covered the research design used, target population, study area, sampling size and sampling procedure. It further looked at the data collection, data analysis instruments, data analysis and ethics. The population included parents and pupils in selected schools in Mufumbwe district of North Western Province of Zambia.

Chapter 4: Presentation of Findings

4.1 Introduction

This chapter will be presenting the findings. The findings were presented in line with the objectives. The three objectives that guided this study were to : (i) establishing the meaning of sexual education by the Respondents, (ii) determine the perception of parents on the introduction of sexual education in schools, and (iii) identify at which age and grade to introduce sexual education in schools. The area (Kashima West in rural Mufumbwe district of North Western province) where the data was collected has a mixture of languages or tribes. Respondents gave answers to the language which they felt comfortable or familiar with. The area uses Kikaonde, Iuvale, Lunda, Chokwe and some respondents used English to respond to the interview. A chapter will end with a summary of what was reported or discussed in the chapter.

4.2 Meaning of Sexuality Education by the Respondents in Mufumbwe District

The first objective of the study was to establish if the respondents understood the meaning of comprehensive Sexuality Education. The finding established that the respondent understood the meaning or had an idea about Comprehensive Sexuality Education. They defined Comprehensive Sexuality Education as the education that aims at teaching boys and girls about sexual related activities on how to prevent early pregnancies and contraction of sexual related diseases.

One respondent a parent said Sexual Education, in lunda,

“hikutan'a kwakukwasha anyana awambanda hela amayala mulon'a atangi mashikola. Etu hayaka hikwadin'aku makondomu, pills Hela netu zhindon'u yakukangesha anyana akashikola kwikala namavumu”.

English translation, “This is the type of education that aims at teaching both boys and girls about who are still in school on preventative measures about the use of the condoms, pills and injection”.

Another respondent a parent also said this on the meaning of sexual education, in Iuvale,

“aaah yalubununa ngikuukutala mwakuwuwanyina kusingila bakashikola kumusongo waluwanga chipwekutalamwakuu kingila kuwana majimo. Wulemu wulyiho momo ngwafwelela bamapweu banakulinga ngachilyi kabeshi nakutanga chikumako kaha fulumende hakuwana ngi kupwenganko jila yemwi yakubakafwila kubanga bapwengako nalusesa momo tunakubalyachila chikuma itu bamalunga”.

English translation: “aaah it means looking at how to find or protect school pupils from this disease HIV or help them how to prevent pregnancies. The importance I believe is the girls are not getting educated hence the government has thought of one way to help so that there can have a chance because there are being underrated by us the men”.

A pupil in grade 9 at Kifuwe Primary is said, “Sexual education is where people or parents teach their children about sex or maybe how to protect themselves from getting HIV/AIDS or maybe from getting early pregnancies”.

From the above responses that came from the respondents it showed that the respondents or the community in Kashima West had the knowledge and understanding of sexual education.

4.3 The Perception of Parents on the Introduction of Comprehensive Sexuality Education in Schools

The second objective was to determine the perception of parents on the introduction of sexual education in schools. The findings of the study on this objective showed that both parents and pupils had a positive perception or views on the introduction of comprehensive Sexuality Education in Schools.

To support the findings the following responses or answers came from the respondents. One of the respondents said, one respondent said

“iyi isan'u tunayitabwili namakasa ayedi mawani mulon'a yinaswezhi kulema nakashi kukwashaku Anyana kutwesheka kudiken'a kubula kutambula mavumu hela nyison'gu yikwawu”.

In English, this is very important to help Children to protect themselves from getting pregnant or help preventing from diseases such as STIs.

Another respondent stated that

“amiyitongo nzhokayami natiyrkuwaha mulonga oyutopiki mulenga anyana makwawu achidinachimukala helanukubula kwilunka helanawu iyeyikweza diye yetumbu yekweza mulonga amakwawu neyi amayala wukuteya nawu atu pin'gi tukwila omutwaken'ela muchisemwa chitu dimutukwelan'ga. Chochinichi dimuanakuwaninawu mavumu kudi anyana yawabanda anakuvula ilan'a neyi azhatesha iyi yutumbu yanaletewu hikukwikala chen'i mamisitiki yanyansonu hela mavumu nkosi.

English translation, in my views am very happy about this topic due to the reason that some children still got village manners or not knowing that this medicine which has come or will come reason some people like boys will say us no will do things just like we know as per our tradition is the way will do things. This however has seen in an increase in children or teenager pregnancies but if they are to use the medicine which have been brought there will be no mistakes of disease or pregnancies no.”

On contrary another respondent argued that “I for one can just tell them to say no they should not do it. Introducing this topic will be encouraging children meaning there will be many pregnancies. Family planning, talking of family planning there are side effects with family planning pills. I can't encourage such”.

Besides that, another respondent a pupil went on to

say “tunevu kuwaha nganabayitumee eyi mizhibu yacho mumashilola kaha bana bashikola nabahasa kulyilama babene kweseka nomu nabayelyingila adasitandi eyitopikii”.

English translation, we are very happy that there send this topic in schools because school children will try to keep or prevent themselves according to the way there will understand the topic.

Another parent's views were that

“kuhajika chami nanguhajika gana ngwami ngekulyiyami ngunachivukanawa gana ngwami ababananehi uwumuzhibu kana batela kutwalyilahu mangana chikafwekwo bana betu kulyihenda kuyumakana

yelyi ngi misongi chipwe mazhimo momo bakumese zhishikola nakubakwafwako kuchiyoyelo”.

English translation, my speaking I will speak saying in my views, these people who have brought this information should proceed because it will help our children to prevent themselves from these things such as diseases or pregnancies so that there can complete their education and help them with surviving.

4.4 Age and Grade at which Comprehensive Sexuality Education can be Introducing in Schools

The third objective was to determine at which age and grade Comprehensive Sexuality Education can be introduced in Schools. The findings revealed that Comprehensive Sexuality Education can be introduced at age 12 and grade 5. Some of the responses that came from the respondents to support the findings are discussed below.

One of the respondents said

“mulonga wana anatweshi kuyesha kweseka nama egi adiwunamu tulululu tulululu..... phone ringing..... naaamayezhii kutachukabeni ha twevu yezhii. Kaha mugiredi 7 nakuchwala chilnami kutachika mugiredi 5 nakuya kumbudi kulonda eluki nyana kwiluka kubidi”.

English translation, reason them there can just see from the ages that there got I was saying the years can start from 12years of age going up. As for grade, i can say starting for grade 7 or I can say it can start from grade 5 going up so that children should be aware of their future.

Another respondent said “ngemulyi yami yetalakwimanyina mu 12 years and above. Nge chahanohalyapwa batelakuyiringa introduce chipwe kuyeputuka nakuyelwebunwina mugeride 5 kahamomo wagiredi 5 mukikwa mulyi nama anaputuka lyehi kuheta mutinanja”.

English translation, in my opinion it should stand at 12years and above. As at the moment theycan introduce or start teaching in grade 5 because in grade 5 we have got age mates that have reached teenager.

On the contrary another respondent argued that, "it should only be introduced to children above 20years because those being pregnant while at school are under age and should concentrate on the lessons not serving two masters at the same time. It should only be introduced at colleges not secondary nor primary no". Was her views.

Another respondent a pupil went on to day,

"mayezhi kaheshi kukaluhako momo bana bamwe banakukulakaha chipulwapulwa kwakuhuna kutachikezha. Mulyiyamu ngunachitabeza kuputuka ha 14years nakuya kulutwe. Batelaku puputuka mugiredi 6 nakuya tuhu halutwe. kulyibazi bana banaputuka mugiredi 5 chipwe 6".

English translation: about the years there is no problem because some children are just growing careless without knowing. In my views, i will accept it to start at 14 years going up. Grade 6 going up because some children are starting to misbehave as early as grade 5 or 6."

4.5 Summary of the Chapter

The chapter was presenting the findings of the study. The first objective of the study was to establish if the respondent understood the meaning of Sexuality Education. The findings established that the respondent understood the meaning or had an idea about Comprehensive Sexuality Education. The find objective was to determine the perception and parent's views of the introduction of sexual education in schools. The findings of the study on this objective showed that both parents and pupils had a positive perception or views on the introduction of Sexuality Education in Schools. The third objective was to determine at which age and grade comprehensive Sexuality Education can be introduced in Schools. The findings reviewed that Comprehensive Sexuality Education can be introduced at age 12 and grade 5 or 6.

Chapter 5: Discussion

5.1 Introduction

This chapter will be presenting the discussion of the findings with the related literature. It will be either confining or disagreeing the literature from other scholars. The study was guided by the three objectives. These are were : (i) establish the meaning of Comprehensive Sexuality Education from the respondents, (ii) determine the perception of parents on the introduction of Comprehensive Sexuality Education in Schools, and determine at which age and grade can Comprehensive Sexuality Education can be taught or introduced in Schools. The chapter will end with the summary.

5.2 The Meaning of Sexuality Education by Respondents in Mufumbwe

The first objective of the study was to establish the meaning and understanding of sexual education by the respondents. The findings revealed that the participants understood the meaning of sexual education and defined it as the form of education that aims at teaching boys and girls about sexual related activities on how to prevent pregnancies and contraction of sexual related diseases. This definition is in line with Kasonde (2013) who pointed out that the primary goal of sexual education is much broader to give young people opportunity to receive information, examine their values and learn relationship skills that will enable them to resist becoming sexually active before they are ready, prevent unprotected intercourse and help them become responsible sexually active adults.

5.4 Perception of Parents on the Introduction of Comprehensive Sexuality Education in Schools

The second objective was to determine the perception of parents on the introduction of Comprehensive Sexuality Education in Schools. The findings of the study showed that both parents and pupils had a positive perception or welcome the introduction of sexual education in schools. The above statement is contrary to (Rule, 1979) who said as a society we are so fearful of sexual initiation or education we pretend by ignoring it that it happens to our young people.

On the other hand (King et al, 1993) argued that parents do not only feel comfortable talking about sexual education he also demand that both parents and teachers have an understanding of themselves as sexual beings.

5.4 Age and Grade at which Comprehensive Sexuality Education can be introduced at in Schools

The third objective of the study was to establish the age and grade can comprehensive Sexuality Education be introduced in Schools. The findings on this objective established that Comprehensive Sexuality Education can

be introduced at age 12 and in grade 5. The participant said that some pupils in grade 5 have already attained puberty stage due to many factors surrounding the community. This is in agreement with World Health Organisation (2011) argued that sex education should be imparted on children who are above 12 years and above. It is estimated that 34 percentage of the HIV/AIDs infected persons in the age group of 12 years to 19.

5.5 Summary of the Chapter

The chapter present the discussion of the findings with the related literature. The discussion was based on the findings guided by the objectives of the study.

Chapter 6: Conclusion and Recommendations

6.1 Introduction

The chapter will consist of the conclusion of the study and give the recommendations arising from the objectives and the findings of the study to the relevant authorities. The study was guided by the three objectives and these are to : (i) establish the meaning and understanding of sexual education by the respondents, (ii) determine the perception of parents on the introduction of sexual education, and (iii) identify the ages and grade at which Comprehensive Sexuality Education can be introduced at in Schools. But the conclusion will be made from the objective of the study which is the perception of parents on the introduction of sexual education in schools. The chapter will end with a summary at the end.

6.2 Conclusion

The study concluded that parents in Mufumbwe area where the study was conducted revealed a positive perception and attitude toward the introduction of Comprehensive Sexuality Education in Schools despite being a rural area. They have welcomed the initiative citing reasons such as it will help young boys and girls to finish school so that they will have a bright future, avoid early pregnancies and contraction of sexual related diseases such as sexually transmitted diseases, and by introducing such topic teachers will be able to teach their children without skipping certain topics which they find difficult discussing with the children. Furthermore, it will equip the young people with knowledge to become responsible sexually active adults.

6.3 Recommendations

The following recommendations were raised from the objectives that guided the study and the findings from the respondents.

The government through the Ministry of Education should training teachers on comprehensive Sexuality Education in Schools.

The government through the Ministry of Education and other partners such as the USAID and those dealing with health reproduction to start delivering contraceptives such as pills, injections and condoms to schools.

The Ministries of Education and Health in rural areas work hand in hand to provide information on the sexual education to pupils in schools.

6.4 Summary of the Chapter

The chapter gave the general conclusion of that study that is summarised as the perception of parents on the introduction of Comprehensive Sexuality Education is positive and they welcome the programme as a progressive one. The chapter further gave the recommendations that had arisen from the findings and the objectives that guided the study.

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