

Research Article

Factors Affecting the Expected Outcomes of Implementing Comprehensive Sexuality Education on Learners in Rural Public Secondary Schools of Muchinga Province of Zambia

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Abstract

The study was focused on the factors affecting the expected outcomes of implementing Comprehensive Sexuality Education in rural public secondary schools of Muchinga province of Zambia. The main objectives was to identify factors that affects the implementation of Comprehensive Sexuality Education. The research employed Qualitative method. It used interpretivism paradigm. It employed descriptive design which described the state of affairs of Comprehensive Sexuality Education as it existed at the time when the research was conducted. The study sample comprised of headteachers, teachers, parents and learners with the total number of 384. It employed three instruments namely; semi structured interviews for headteachers, teachers, parents and learners, the close ended questionnaires administered on teachers, parents and learners whereas observation checklist was on used to teachers and learners. The study identified various factors for implementing Comprehensive Sexuality Education such as; learners having difficulties in sharing experiences to friends who have already been exposed to unhealthy and unsafe sexual experiences, inaccurate information on sexuality matters found on social media, difficulty in understanding some sexuality terms in English, being uncomfortable when learning about private parts which sounds like insults, learners fail to abstain from sexual intercourse after learning instead they opted to experiment what they were learning, inappropriate dress code among some female learners and teachers, inappropriate cultural and traditional practices, such as elopement. Parents who have difficulties in understanding why their children are learning Comprehensive Sexuality Education should be counselled and sensitized by school leaders. It is highly recommended that, the government should develop a deliberate policy of teaching Comprehensive Sexuality Education as a standalone subject and intensify the training of teachers in Comprehensive Sexuality Education using cascading model during in-service and pre-service trainings. The future recommendation from this study was that, A research on exploring the factors affecting the implementation of Comprehensive Sexuality Education and its expected outcomes in selected rural public secondary schools of Muchinga province of Zambia would be worthwhile in order to establish the expected outcomes on learners. The same research should be conducted in other rural settings of Muchinga Province.

Keywords

Affect, Expected Outcomes, Comprehensive Sexuality Education

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1. Introduction

Comprehensive Sexuality Education is described as a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality which aims to equip people with knowledge, skills, attitudes and value to realize their health well-being and dignity. The approach is recognized as an 'age-appropriate, culturally relevant approach to teaching about sexuality and relationships by providing scientifically accurate, realistic, non-judgmental information and ultimately promotes sexual abstinence as the safest sexual choice [20].

The implementation in school setting is largely dependent on an individual teacher's decision on what, how and when to teach coupled with lack of guidance, lack of legitimacy of the curriculum, and lack of local ownership of the agenda [6]. The wide space left for teacher discretion in sexuality education resulted in haphazard teaching of Comprehensive Sexuality Education [5]. In order ensure standard is maintained a scanning instrument was introduced to determine the inclusion of important contents [13]. This was to assess the content, quality, and delivery methods of sexuality education (SE) curricula in ten ESA countries aiming to ensure an increase on comprehensive knowledge among young people, and empower them to adopt protective behaviours, such as refusing unwanted sex, delaying sex, using condoms and testing for HIV [18].

The study in Samfya revealed that, parents in schools supported the teaching and learning of Comprehensive Sexuality Education by allowing relatives to help learners answer the question on sensitive topics [7]. The challenges parents and teachers faced included culture barriers and older pupils failing to participate in the discussion about sex in classes etc [3, 6]. Likewise lacking parental involvement in its delivery and was not comprehensively taught [3]. Teachers not adequately trained in Comprehensive Sexuality Education integration and delivery as they were just sensitized by others who attended workshop on the same who were also inadequately trained [7]. Nonetheless, the success of this program has been hampered by various factors such as inadequate teacher competency, poor quality of lesson delivery, and negative perception of the concept by teachers, learners, and parents [8]. Correspondingly, lack of pedagogical skills, knowledge gaps, lack of teaching resources, cultural barriers especially in rural areas [14, 15]. This study identified the factors affecting the implementation of Comprehensive Sexuality Education in rural public Secondary Schools.

1.1. Statement of the Problem

Implementation of Comprehensive Sexuality Education has been a challenge in teaching fraternity.

Central Statistics Office 2010 and 2012 reports revealed that, despite the implementation of Comprehensive Sexuality Education in Zambia there is no tangible results to indicate improvement in issues such as decrease in levels of teenage

pregnancies.

The numbers subsequently continued rising in comparison of 2017 and 2018 demographic figure in terms of child marriage and high school drop outs which kept on increasing especially in rural areas [20].

Despite Comprehensive Sexuality Education having potential to equip learners with knowledge, skills, attitude and values that would empower them to realise their healthy, wellbeing and dignity, develop respectful social and sexual relationships, consider how their choices affect their own wellbeing and that of others, understanding and ensuring the protection of their rights throughout their lives [16, 17]. Subsequently, provide learners with necessary information about their bodies, sexuality, reduction of misinformation, shame, anxiety and improving the ability to make safe and informed decisions about their sexual and reproductive health [19].

It is in light of the foregoing that, the study sought to explore the factors affecting the implementation of Comprehensive Sexuality Education and its expected outcomes in selected rural public secondary schools of Muchinga province of Zambia.

1.2. Purpose of the Study

The main purpose of the study was to explore the potential reasons for the implementation of Comprehensive Sexuality Education and its expected outcomes in selected rural public secondary schools of Muchinga province of Zambia.

1.3. Research Objectives

To identify factors that affects the implementation of Comprehensive Sexuality Education implementation in selected rural public Secondary Schools of Muchinga Province of Zambia.

1.4. Research Questions

What factors affected the implementation of Comprehensive Sexuality Education in selected rural public Secondary Schools of Muchinga Province of Zambia?

2. Presentations of Research Findings

The factors that affects the implementation of Comprehensive Sexuality Education in selected rural public Secondary Schools of Muchinga Province of Zambia.

The research findings according to the factors or challenges that affected the implementation of Comprehensive Sexuality Education were revealed by the participants in the following manner;

L2 at SD highlighted that,

“I experience challenges of sharing my experiences of sexuality to friends who are already exposed to unhealthy and unsafe sexual experiences. It has been really difficult to share personal experiences about sexuality with friends, especially when you know that they may have been exposed to unhealthy or unsafe situations. It's natural to feel worried about how your friends might react, or concerned that they might not understand or relate to your experiences. But it's important to remember that your experiences are valuable and valid, and that your friends may appreciate your honesty and vulnerability.”

L5 at SC submitted that,

“I have a challenge of not being given accurate information in Comprehensive Sexuality Education. It's so important for us learners to receive accurate information about sexuality through Comprehensive Sexuality Education (CSE). But sometimes, schools and communities may not provide the most accurate information, which is a real challenge for learners.”

L1 at SB narrated that,

“Learners sometimes do not learn from some teacher because of their reckless sexual way of life and don't keep secrets. It's understandable to feel concerned about a teacher who might be engaging in risky or unsafe sexual behavior. It's a concern that some teachers' actions are affecting the way that learners view and respond to Comprehensive Sexuality Education. When teachers are not modeling the behaviors and attitudes that they are teaching, it usually have a negative impact on the overall message. It's important for teachers to be aware of the influence they have on learners, and to be conscious of the example they are setting.”

L2 at SA echoed that,

“I have a challenge in understanding the language, there are certain words which are difficult to understand in English. There are many terms and concepts related to sexuality that can be confusing, especially if English is not your first language. It can be helpful to familiarize with the different terms and their definitions. It's important for schools to be aware of the need for clear and accessible language when it comes to Comprehensive Sexuality Education.”

L2 at SB expounded that,

“some learners are unfriendly so its difficulty to share knowledge and experiences with them about sexual matters. It's important for schools to be aware of the need for clear and accessible language when it comes to Comprehensive Sexuality Education.”

L4 at SC mentioned that,

“we experience the challenge of being laughed at when we share out sexuality experiences. We deserve to feel safe and respected, and we have the right to speak up and advocate for yourself. It's not okay for anyone to be made fun of for sharing their experiences with sexuality. Everyone has the right to feel safe and respected, and to be able to express

themselves without fear of ridicule.”

L3 at SA pointed out that,

“we don't concentrate when the male teacher is teaching there is nothing he is saying because he does the same things that he is talking against. Some teachers don't lead by examples yet they are teaching Comprehensive Sexuality Education. Furthermore, most of us have challenges on how to distance ourselves from bad company and my best friends are the opposite sex so when we are taught we fail to abstain from sex so we go to experiment because we have a challenge of controlling ourselves.”

L3 at SC mentioned that,

“we are not very comfortable because sex related issues are too heavy to talk about it, they sound like insults. It's understandable to feel uncomfortable talking about sex-related issues, and it's important to respect your own comfort levels. It's also important to remember that sexual health and safety are very important topics, and that open, honest discussion is crucial for making informed decisions.”

L5 at SB submitted that,

“we face the challenge of paying attention to sexuality lessons because we are already exposed and some of us have children and we don't feel comfortable using condoms. It is difficult to engage with Comprehensive Sexuality Education lessons if you already have experience with sexuality and parenting also there may be a sense of discomfort around the topic of condoms, which could be related to social norms or cultural expectations. Lastly, is lack of knowledge or understanding of safe sex practices and process on how to use condom.”

L1 at SC revealed that,

“we are not exposed in learning sexuality and some teachers. We lack of concerted efforts in receiving counselling and guidance and some teachers discourage us by their actions and sentiments. There also challenges which might be due to lack of resources or a lack of prioritization from school. The negative sentiments we usually receive create a feeling of alienation or discouragement.”

L4 at SB echoed that,

“we experience the challenge of not being given enough time to discuss sexuality matters in class. It's true that many health classes, especially in schools, are very limited in the time they have to cover sexuality topics. It's understandable to feel frustrated by this actions.”

L3 at SD exposed that,

“Inadequate support from school leaders, inadequate resources and infrastructure in schools can be significant barriers to the successful implementation of CSE. School leaders play a crucial role in ensuring that Comprehensive Sexuality Education is a priority in their schools, and that the necessary resources and infrastructure are in place to support learners. Without adequate support from school leaders, Comprehensive Sexuality Education may not be implemented effectively or may be discontinued entirely.

Inadequate resources and infrastructure in schools can also create barriers to Comprehensive Sexuality Education implementation. This can include a lack of textbooks, lack of appropriate facilities for teaching and learning, and lack of technology such as computers and internet access."

LA at SA propounded that,

"we face the challenge of lack of support from family members or other community members, who may not be aware of or supportive of Comprehensive Sexuality Education. Another challenge is the lack of support from family members and other community members. In rural areas, families and communities have traditional beliefs and cultural norms that do not align with the concepts taught in Comprehensive Sexuality Education. This makes it difficult for learners to feel supported in their learning, and can also lead to stigma and discrimination against those who participate in Comprehensive Sexuality Education. This is particularly challenging us learners who have been questioning their sexuality or gender identity."

L5 at SD expounded that,

"we face the challenges of being shouted at by some teachers when we ask questions to clarify what they were teaching. It's really concerning that some teachers are making students feel afraid or uncomfortable for asking questions. This is not an effective way to teach, and it could lead to a lack of understanding and knowledge. Further it was expounded that, we face challenges of seeing female learners and teachers wearing short clothes such as mini skirts and dresses which are even tight and sometimes they are revealing inside. Female teachers are not being role models."

L4 at SA echoed that,

"lack of access to comprehensive sexuality education (CSE) resources, such as books, internet access, and trained educators. This specific challenge that learners in rural areas may face is a lack of access to comprehensive sexuality education resources. This may be due to a lack of funding for schools in rural areas, which limits the is lack of qualified teachers who are trained to teach Comprehensive Sexuality Education especially we only have those who were trained to teach sciences and other subjects. In rural areas where there are fewer teachers overall still remains a challenge, and those that are available may not have had the same training opportunities as teachers in urban areas who have been trained to teach comprehensive sexuality education."

L1 at SD submitted that,

"lack of privacy and confidentiality when discussing sexuality topics, due to the close-knit nature of rural communities. Another challenge is the lack of privacy and confidentiality when discussing sexuality topics. This is particularly true in rural communities, where everyone may know each other and be familiar with each other's families. It can be difficult for us learners to feel comfortable discussing sensitive topics such as sexuality when they know that the

information could be shared with others in the community."

L3 at SD highlighted that,

"A lack of awareness of Comprehensive Sexuality Education, as it may not be a common topic of discussion in rural communities. In addition to the lack of resources and privacy, another challenge is the lack of awareness of Comprehensive Sexuality Education, in rural communities. This is due to factors such as, cultural beliefs and taboos around sexuality, a lack of community engagement in Comprehensive Sexuality Education who do not want to share their knowledge with s especially when we are given assignments, and lack of education and discussion around sexuality in general. Without awareness of Comprehensive Sexuality Education learners parents may not even know that it exists as a resource or that it could be beneficial to their children."

L3 at SB exposed that,

"the challenge related to the lack of community engagement with Comprehensive Sexuality Education is the lack of connection to peers who are also learning about sexuality which can make it difficult to discuss. In rural areas, learners may not have access to peers who are also learning about Comprehensive Sexuality Education, which can make it difficult to find others with whom they can discuss these topics. This lack of connection make learners feel isolated and alone, and make it difficult to process and understand what they are learning."

The researcher wanted to find out the factors that affected the implementation of Comprehensive Sexuality Education in rural public secondary school from teachers by administering an interview guide which helped to gather the following information from the respondents which were as follows;

T4 at SD echoed that,

"learners experience the challenge of being sexually abused by their teachers and older learners. Sexual abuse by teachers and older learners is a serious challenge that can have a devastating impact on learners. Not only does this violate the trust and safety that learners should feel in their school environment, but it can also have lasting consequences for their mental and physical health. In addition to the trauma of the abuse itself, learners may also face stigma and shame from their community. It is critical for school leaders to take steps to prevent and address sexual abuse in their schools, and to provide support to learners who have been affected by it."

T3 at SB lamented that,

"One of the biggest challenges facing Comprehensive Sexuality Education is a lack of parental involvement Parents don't come when they are called so that they discuss the sexual behaviour of their child especially if misbehaving persists despite several counselling's of learners by teachers.. Parents play a crucial role in supporting their children's education and providing a supportive home environment, but many parents in rural areas may not have the time or resources to be involved in their children's

schooling. In addition, parents may not feel comfortable discussing sexuality and sexual health with their children, and may not know how to respond when their children are struggling with these topics. Without parental support, learners may find it difficult to fully engage with Comprehensive Sexuality Education.”

T4 at SA submitted that,

“the challenges that we face are demands from stakeholders such as DEC and MOE departments to officiate and speak to learners during health market days. School leaders engage other stakeholders to help counsel and sensitize learners but these people turn down the invitations or demand something for their logistics which makes it difficult especially when the school are limping financially to host health market days.”

T3 at SA echoed that,

“Some of us teachers face the challenge of teaching some lessons on how to use the condom either male or female. Such lessons requires demonstrations. When I asked about the best family planning methods I discovered that most of the learners feel shy to carry a condom. They said carrying a condom is immoral and unacceptable before God and also that learners appear to find themselves in unplanned sex. This is where the girl is invited to a boyfriend's home without knowing what will happen and she finds herself in a situation where she is able to do the kissing and caressing meanwhile this is the recipe for sexual intercourse. Using and carrying a condom is a strange teaching to them. From the discussions we have been having, most learners prefer sex without the condom to be the best than the other one. They are lacking the information of safe sex life skills such as assertiveness, intelligence and so on some have but they doubt it not to be the best. They don't even know how to use the condom. Most of them they don't know that there is a female condom and how to use condoms. For example somethey are using condoms but fall pregnant saying it broke while in the act.”

T2 at SB revealed that,

“the challenges that we face is that of some learners failing to report for one to one counselling on sexuality matters whenever dates and time is fixed for them. Learners also face the challenges of some teachers not using acceptable language. These are both very important issues that need to be addressed. Learners may not report for counseling for a variety of reasons, including feeling embarrassed, feeling that they don't need help, or not trusting the counselor. Schools have not created an environment where learners feel comfortable and supported in their counseling sessions. In terms of unacceptable language, teachers are not trained to use appropriate language when discussing sexuality and sexual health. This includes avoiding derogatory or shaming.”

T1 at SA narrated that,

“teachers face the challenges of explaining to parents why their teacher Comprehensive Sexuality to their children.

The teaching about such sensitive information in the traditional set up its only done by ifimbusa who handle sensitive sexuality issues, for example a girl is supposed to be taught by bana Chimbusa while a boy by bashi Chimbusa and only is they become of age and not before they reach puberty state.”

T2 at SD reported that,

“we face the challenge of orienting parents and learners on Comprehensive Sexuality Education issues because it is culturally a controversial issue. Comprehensive Sexuality Education is a very controversial and sensitive topic, particularly in rural areas where traditional values and cultural norms may be at odds with Comprehensive Sexuality Education. It is very difficult to change people's minds and convince them of the importance of Comprehensive Sexuality Education, but it's a vital step in improving the overall health and well-being of learners. Schools must work to educate and sensitize parents and community members on the importance of Comprehensive Sexuality Education and its role in improving the lives of learners.”

T2 at SC lamented that,

“we have no classroom space and not enough time the administrators don't buy us Comprehensive Sexuality Education books. It's clear that a lack of physical resources, such as adequate classroom space, ablution block with running water textbooks, is a serious barrier to the successful implementation of Comprehensive Sexuality Education. Without these resources, it's difficult for learners to learn effectively and for teachers to provide the necessary support.”

T2 at SA reviewed that,

“some school leaders do not give enough time to learners for them to openly and fully express themselves as they share experiences and knowledge on sexuality. Time is a valuable resource, and it's disappointing that some learners are not given enough time to express themselves fully during Comprehensive Sexuality Education discussions. This is a real barrier to effective learning, as learners need the space and time to engage with the material and explore their own thoughts and feelings.

T1 as SB reported that,

Some school leaders fail to give themselves as examples because of their conduct in the society. The behavior of some school leaders have a significant impact on the success of Comprehensive Sexuality Education while others don't. Some school leaders are not modeling the behaviors and values that they are teaching, it is difficult for learners to take the lessons seriously. It's so important for all school leaders to be role models, not only in the classroom but also in their own lives.”

T3 at SC expounded that,

“There is a challenge of some learners feeling shy when they are taught about sexuality publicly. Talking about sexuality in front of their peers can be very uncomfortable and embarrassing for both of us. It's important for teachers

and school leaders to be sensitive to this and to create an environment where learners feel comfortable and safe by providing opportunities for private, one-on-one discussions engaging learners with us teachers or counselors.”

T1 at SD resonated that,

“there is a challenge of some learners being glued to social media which provides unserved information and requires a young person to have high level of discipline. The use of social media has become a significant issue in many schools, as it can expose learners to a variety of unverified and potentially harmful information. It's important for schools to address this issue by promoting digital literacy and critical thinking skills. In addition, it's important for schools to establish policies around the use of technology in the classroom and to provide guidance and support for learners.”

T5 at SA reported that,

“the challenge that we face is lack of resources like computers, internet, talking charts, and at times limited reference books, resource books required resources to use when teaching learners especially that has to do with sexuality. Lacking of these resources is significant barrier to effective teaching and learning of Comprehensive Sexuality Education.”

T3 at SD revealed that,

“we face challenges because we are near a village where they sell beer and sometimes learners dodge lessons to go and buy beers and indulge in sexual activities. This has been very difficult challenge, as it had involved outside influences that negatively impact learners' education and health. In this case, it seems that the school is not the only environment that needs to be addressed. It's important to work with the community to create safe and supportive environments for all learners. The community is not willing to cooperate despite so many meetings we have been holding with them concerning the same challenge.”

T4 at SC expounded that,

“the other constraint is poverty and vulnerability, prostitution, alcohol consumption smoking of marijuana. Additionally time tabling is a challenge already the subject offered are too bulky and how to plan and incorporates it makes it difficult to implement it effectively. These are related to the larger community and socioeconomic context which includes poverty, vulnerability, and substance abuse are all serious issues that can negatively impact learners and their ability to engage with Comprehensive Sexuality Education. Time tabling is also a very real issue, as it can be difficult to fit all of the necessary subjects and topics into the school day.”

T4 at SB pointed out that,

“The main challenges we face is cultural interference from the community.” are Headmen, and other community members discourage the teaching of Comprehensive Sexuality Education saying we are the ones giving children knowledge for them to start indulging into sexual activities.

The culture such as eloping which is common practice in Namwanga's where girls are taken to marry early so it exposes them to early marriages.”

T5 at SD highlighted that,

“Learners who get pregnant early are in the lead to influence other learners to follow suit. “The challenges we face is that of absenteeism and absconding from school. Most learners don't want to learn. Most of the families are not educated. Absenteeism is the major factor. Learners abscond from school especially Fridays. Peer pressure, some learners are poor so they go out in order to earn finance.”

T1 at SC exposed that,

“the challenge we have at this school is that none of the teacher is trained to teach Comprehensive Sexuality Education and the time is already not enough to start introduce Comprehensive Sexuality Education moreover we have two sessions here due to inadequate infrastructure which has failed to allow all the learners report in the morning.”

T2 at SA pointed out that,

“the challenge that we face is that, some of the learners don't take it seriously they laugh even when you are explaining things to them. They just pretend to be abstaining meanwhile they are having sex. Learners fail to make a proper decision and they involve themselves in sexual activities. It's disheartening that some learners are not taking Comprehensive Sexuality Education seriously and are engaging in risky behavior despite the education and information they are receiving. It's important to create a culture of respect and understanding in the classroom, where learners feel comfortable asking questions and discussing sensitive topics. It's also important for learners to understand the consequences of their actions and to make informed decisions about their health and well-being”

T5 at SC echoed that,

“the challenge that we face is that, teachers have overloads already, to get something and be heaped on them it's a red flag and some teachers are not interested in teaching Comprehensive Sexuality Education. It's understandable that adding Comprehensive Sexuality Education to an already overburdened teacher's workload can be a significant challenge. It's important for our school leaders have recognize this issue and to provide adequate support for teachers, such as training and resources. Teachers are not interested in teaching Comprehensive Sexuality Education, this has made it difficult to effectively implement the program”

T5 at SB resonated that,

“the challenge that we face is that, learners in the rural areas are not exposed to some information which they might need and can be of help, the teacher further lamented that, this community call whoever is discussing sexuality as a sex addict which is a very bad label. The lack of exposure to information is a very real challenge for learners in rural areas. Many learners may not have access to the internet or other resources that could provide them with accurate and

up-to-date information about sexuality. The stigma associated with sexuality education is also a major barrier to effective learning. It's important to change the narrative around sexuality and to shift the community's perception of it as something that is taboo or shameful"

The researcher conducted an observation at SD in Home Management where the teacher was teaching on types of family planning. The teacher started by making a re-cap from the previous lesson on stages of delivery. The teacher used question and answer method then switched off to symposium on methods of family planning. They discussed the advantages and disadvantages of methods of family planning thereafter, teacher administered the class exercise and later lesson notes to the learners. During lesson observation, the researcher observed that, some learners were shy to share experiences during lesson discussions, it was literally impossible for the teacher to demonstrate on the use of condoms, natural methods and inserting of loop though these learning aids were made available during the lesson. Some learners opted to seek for permission to go out of the classroom in view of running away from presenting their findings while a few others ended up making noise. The lesson plan didn't have competences, skills and values regarding abstaining from sexual intercourse as a safest method for the learner.

According to the findings of this on the factors that affected the implementation of Comprehensive Sexuality Education in rural public secondary school in Muchinga Province of Zambia. The factors that affected learners included having difficulties in sharing experiences to friends who have already been exposed to unhealthy and unsafe sexual experiences, not being given accurate information from social media on sexuality matters, some teachers not being role models and are not able to keep secrets of what we share with them, difficulty in understanding certain words in English especially sexuality terms, having classmates who are unfriendly and cannot be trusted, being laughed at when sharing personal experiences on sexuality matters, some teachers do not lead by example, being uncomfortable when learning about private parts which sounds heavy like insults, learners failing to abstain from sexual intercourse after learning instead they opted to experiment what have been learnt, learners not given enough time to discuss sexuality matters in class, sexually arousal dress code by some female learners and teachers who don't dress decently, parents not responding when they are called especially to discuss matters on sexuality issues that concerns their child, high demand from some stakeholders like drug reinforcement commission and health personnel's coming in school to address learners on matters of concern regarding sexuality, failure of some of learners to cooperate when arranged for counselling sessions,

While factors presented by the teachers were that, some teachers found it difficulty teaching some Comprehensive Sexuality lessons they are not uncomfortable, teachers having conflicts with parents on teaching sexuality to girls or boys by teachers of opposite sex unlike in modern teaching arrange-

ment where a teacher can teach either boys and girls contrary to traditional set up, where a male learner must be attended to by a male traditional instructor (bashi Chimbusa) and a female learners by a female traditional instructor (bana Chimbusa), the other factor is that of the issue of explaining to parents and other teachers why Comprehensive Sexuality is being taught to learners, some learners are shy to share experiences with others publicly, the social media which provides unverifiable and ungraded information, lack of teaching materials, some schools are situated in communities near rail station, no man's land, with a lot of social facilities such as guest rooms, near market places, and places where they brew and sell beer which contributes to sexuality behaviour negatively, poverty which makes learners to be vulnerable, cultural and traditional interference of eloping practiced in the Namwanga's area, failure to integrate Comprehensive Sexuality Education into carrier subjects, some learners who are sexually exposed are in the habit of influencing other learners negatively, lack of trained teachers to teach Comprehensive Sexuality lessons in school, some learners do not take Comprehensive Sexuality Education lessons seriously, some teachers have no interest in teaching sexuality lessons, some fellow teachers use unacceptable harsh language to learners and they nickname those who are teaching Comprehensive Sexuality Education after a lesson, lack of adequate teaching and learning materials in Comprehensive Sexuality Education alongside with necessary facilities such as computers for video lessons, lack of seriousness by some learners especially those already exposed to sexuality when learning Comprehensive sexuality Education, lack of access to resources such as books, trained educators, internet access, lack of privacy and confidentiality when discussing topics due to the close unit nature of rural communities, lack of awareness of Comprehensive Sexuality Education, lack of support from family members and community, lack of connection to peers who are also learning Comprehensive Sexuality Education, Lack of community engagement, inadequate support from school leaders coupled with inadequate resources and infrastructure in school, learners in rural areas are not exposed to some information of Comprehensive Sexuality Education which might be helpful to them.

The lesson observation conducted ascertained that, some learners were shy to share experiences during lesson discussions, it was literally impossible for the teacher to demonstrate on the use of condoms, natural methods and inserting of loop though these learning aids were made available during the lesson. Some learners opted to seek for permission to go out of the classroom in view of running away from presenting their findings while a few others ended up making noise. The lesson plan was not to be standard has it did not include concepts of competences, skills and values as stipulated in Comprehensive Sexuality syllabus. Teacher didn't emphasize on abstinence as a safest contraception method for learners.

3. Discussions and Interpretation of Findings

The factors that affects the implementation of Comprehensive Sexuality Education in selected rural public Secondary Schools of Muchinga Province of Zambia.

The research on identifying the factors that affected the implementation of Comprehensive Sexuality Education highlighted that, learners finds it difficulty sharing experiences to friends who have already been exposed to unhealthy and unsafe sexual experiences, not being given accurate information from social media on sexuality matters, some teachers not being role models and are not able to keep secrets of what we share with them, difficulty in understanding certain words in English especially sexuality terms, having classmates who are unfriendly and cannot be trusted, being laughed at when sharing personal experiences on sexuality matters, some teachers do not lead by example, being uncomfortable when learning about private parts which sounds heavy like insults, learners failing to abstain from sexual intercourse after learning instead they opted to experiment what have been learnt, learners not given enough time to discuss sexuality matters in class, sexually arousal dress code by some female learners and teachers who don't dress decently, parents not responding when they are called especially to discuss matters on sexuality issues that concerns their child, high demand from some stakeholders like drug reinforcement commission and health personnel's coming in school to address learners on matters of concern regarding sexuality, failure of some of learners to cooperate when arranged for counselling sessions,

While factors presented by the teachers were that, some teachers found it difficulty teaching some Comprehensive Sexuality lessons they are not uncomfortable, teachers having conflicts with parents on teaching sexuality to girls or boys by teachers of opposite sex unlike in modern teaching arrangement where a teacher can teach either boys and girls contrary to traditional set up, where a male learner must be attended to by a male traditional instructor (bashi Chimbusa) and a female learners by a female traditional instructor (bana Chimbusa), the other factor is that of the issue of explaining to parents and other teachers why Comprehensive Sexuality is being taught to learners, some learners are shy to share experiences with others publicly, the social media which provides unverifiable and ungraded information, lack of teaching materials, some schools are situated in communities near rail station, no man's land, with a lot of social facilities such as guest rooms, near market places, and places where they brew and sell beer which contributes to sexuality behaviour negatively, poverty which makes learners to be vulnerable, cultural and traditional interference of eloping practiced in the Namwanga's area, failure to integrate Comprehensive Sexuality Education into carrier subjects, some learners who are sexually exposed are in the habit of influencing other learners negatively, lack of trained teachers to teach Comprehensive Sexuality lessons in school, some learners do not take Comprehensive Sexuality

Education lessons seriously, some teachers have no interest in teaching sexuality lessons, some fellow teachers use unacceptable harsh language to learners and they nickname those who are teaching Comprehensive Sexuality Education after a lesson, lack of adequate teaching and learning materials in Comprehensive Sexuality Education alongside with necessary facilities such as computers for video lessons,, lack of seriousness by some learners especially those already exposed to sexuality when learning Comprehensive sexuality Education, lack of access to resources such as books, trained educators, internet access, lack of privacy and confidentiality when discussing topics due to the close unit nature of rural communities, lack of awareness of Comprehensive Sexuality Education, lack of support from family members and community, lack of connection to peers who are also learning Comprehensive Sexuality Education, Lack of community engagement, inadequate support from school leaders coupled with inadequate resources and infrastructure in school, learners in rural areas are not exposed to some information of Comprehensive Sexuality Education which might be helpful to them, learners in rural areas are not exposed to some information of Comprehensive Sexuality Education which might be helpful to them.

The lesson observation conducted ascertained that, some learners were shy to share experiences during lesson discussions, it was literally impossible for the teacher to demonstrate on the use of condoms, natural methods and inserting of loop though these learning aids were made available during the lesson. Some learners opted to seek for permission to go out of the classroom in view of running away from presenting their findings while a few others ended up making noise. The lesson plan was not to be standard as it did not include concepts of competences, skills and values as stipulated in Comprehensive Sexuality syllabus. Teacher didn't emphasize on abstinence as a safest contraception method for learners.

Zambia being a Christian nation, Comprehensive Sexuality Education implementation experienced some opposition, as it was seen to go against Christian teachings and national values, parents and other stakeholders were opposed to Comprehensive Sexuality Education being taught in schools to "young" children, parents were worried about the age appropriateness of the topics, Many partners argued that the integrated model of teaching Comprehensive Sexuality Education does not achieve the desired impact on knowledge and skills among learners Poor linkage between schools and Health Facilities was a challenge. Although teaching Comprehensive Sexuality Education in schools created demand in health facilities, there was no way to ascertain that young people visiting facilities received the services they requested. There was a disconnection between what schools taught and what health worker practices. For example, these providers did not expect schools to provide Sexual Relationship Healthy services to girls under age, also resources allocated for Comprehensive Sexuality Education programming were inadequate to support Comprehensive Sexuality Education implementation, and teachers

lacked teaching aids and learning materials to effectively deliver Comprehensive Sexuality Education in school. Some schools in rural Zambia never received Comprehensive Sexuality Education frameworks. Reference books were distributed to schools but in insufficient numbers for all learners to have them, affecting Comprehensive Sexuality Education delivery in classrooms [2].

The study on Challenges in implementing national Comprehensive Sexuality Education curricular in low- and middle-income countries: Case studies of Ghana, Kenya, Peru and Guatemala revealed implementation related challenges such as, insufficient adaptation of curriculum to local contexts and limited participation in curriculum development. The Comprehensive Sexuality Education guidelines were not filtered down to the local level and accountability for implementation was elusive. Furthermore, the study found that, parents were not sensitized on Comprehensive Sexuality Education which affected the implementation of Comprehensive Sexuality Education [10, 11].

The study on Sexuality Education in rural Lesotho Schools: Challenges and Possibilities in the United States of Lesotho. Which explored women teacher's experiences of teaching Sexuality Education in rural schools established that although parents were not necessarily opposing to sexuality education, they took issue with what was taught and how. Moreover parents supported the aspects of Comprehensive Sexuality Education that aligned with their cultural beliefs while opposing those that diverged from their values, topics such as sexual intercourse and relationships [5].

The research on Community Involvement in the Implementation of Comprehensive Sexuality Education in Rural Areas: A Case of Selected Secondary Schools in Chibombo District revealed lack of guidance on teaching especially with regards to how integration of Comprehensive Sexuality Education is done into existing subjects and cultural barrier to the effective teaching of the sexuality topics [12].

The implementation in school setting is largely dependent on an individual teacher's decision on what, how and when to teach coupled with lack of guidance, lack of legitimacy of the curriculum, and lack of local ownership of the agenda. According to the researcher's report, the wide space left for teacher discretion in sexuality education resulted in haphazard teaching of Comprehensive Sexuality Education [6].

Similar study conducted in Kalomo established that parents in schools supported the teaching and learning of Comprehensive Sexuality Education by allowing relatives to help learners answer the question on sensitive topics. The challenges parents and teachers faced included culture barriers and older pupils failing to participate in the discussion about sex in classes etc [3]. The investigation carried out in Samfya District asserted that, Comprehensive Sexuality Education is implemented in public school through integration into existing subjects, and partly into extra – curricular activities though lacking parental involvement in its delivery. However, the integration of Comprehensive Sexuality Education was

not comprehensive because teachers tended to focus mainly on topics bordering on human development and sexual reproductive health, with more emphasis on abstinence leaving important components in the approach such as values, attitudes, and skills; culture, society and human rights; sexual behavior and relationships, likewise teachers were not adequately trained in Comprehensive Sexuality Education integration and delivery as they were just sensitized by others who attended workshop on the same who were also inadequately trained [7].

The study on Sex Education in Primary Schools an Evaluation of Parents' Perception in Uganda, Mukono established three major factors have a significant and positive influence on parent's perception towards sex education to primary schools namely; Parents' education level, content within the sex education syllabus, and the ways of imparting sex education [4].

The research study on Factors influencing the integration of Comprehensive Sexuality Education into educational systems in low and middle-income countries: a systematic review in Zambia exposed that, the teacher were not comfortable teaching some Comprehensive Sexuality Education topics due to cultural and normative factors. Many teachers in some cases, sensitive topics like the mechanics and purpose of contraception, masturbation, and homosexuality were skipped or dropped. According to the researcher's point of view, individual teachers' personal perceptions and attitudes were not always compatible with some of the objectives of the Comprehensive Sexuality Education curriculum such as teaching mixed-gender classes was not always acceptable. The teachers' perceived teaching sex education regarded the local terminology as insulting [1].

Comprehensive Sexuality Education was in line with the learner attitude in knowing the positive and negative aspects of Comprehensive Sexuality Education in order to have the right attitude which is cardinal [9].

4. Conclusion

The challenges faced while Comprehensive Sexuality Education was being implemented cannot be over emphasized as evidenced in the research findings and previous studies. It is therefore recommended that, the school leadership in association with parents champions the implementation of the Comprehensive Sexuality Education and the parents those finding it difficult to understand the reasons for implementation must be oriented and sensitized by school leaders alongside teachers and learners by school leaders.

Abbreviations

UNESCO	United Nations Educational Scientific Culture Organisation
CSE	Comprehensive Sexuality Education

Conflicts of Interest

The authors declare no conflicts of interest.

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