

**FACTORS INFLUENCING IMPLEMENTATION OF SEX EDUCATION
CURRICULAR IN SECONDARY SCHOOLS IN KENYA: A CASE OF KABETE
SUB-COUNTY, KIAMBU COUNTY**

BY

PETRONILLA C. MOCHECHE

L40/89927/2016

**A Research Project Report Submitted in Partial Fulfilment of the Requirement for the
Award of Post-Graduate Diploma in Education of the University of Nairobi**

©2018

DEDICATION

I dedicate this work to my parents, the Membas' for their encouragement and support throughout my Channels of Education.

May the Lord bless them with long life!

ACKNOWLEDGEMENT

I would like to register my appreciation, to my supervisor Dr. Anne Aseeey for the unwavering support throughout this project. Thanks to my classmates and friends for your input. Lastly I thank the Heads and entire Fraternity of Kabete Vet lab High School and Kanyariri High School for cooperation they accorded me during my data collection. Above all, I thank the Almighty God for giving me Strength to accomplish this noble task.

ABSTRACT

Despite the Kenyan government has offering support for sexuality education, the education sector policies have largely promoted an abstinence-only approach, and this has resulted in a lack of comprehensiveness in a number of topics offered in the curricula. Principals, teachers and students alike have unanimously concerted that sexuality education need to be taught in schools. However the topics integrated into compulsory and examinable subjects are limited in scope, and there is little incentive for concerned parties to prioritize them. The purpose of the study was to establish the factors that hinder the implementation of the sexuality education curricula in high schools in Kabete Sub-county. The study also sought to determine the attitude of students and teachers towards sexuality education. Data was collected from both students and teachers through a self-administered questionnaire. Data analysis was both qualitative and quantitative. In qualitative analysis, inferences were made from respondents' opinions. Analysis presented thematically in narrative and tabular form. Quantitative data was analysed using descriptive statistics including frequency counts and percentages. The study established that the major factors that hindered implementation of sexuality were; limited time for the teachers, the content of Comprehensive sexuality is unknown to teachers, lack of teacher training on adolescent sexuality, lack of teaching resources and sensitivity of sexuality as a subject. Students wanted more information on sexual intercourse, contraceptive methods, boy/girl relationships, pregnancy, and pornography and requested more participatory teaching methods. The research concluded that both teachers and students had a positive attitude to sexuality and that if the barrier factors are removed then Comprehensive Sexuality Curricular can have high chances of implementation. The research recommended that; improvement and scaling up of teacher training is crucial for effective delivery of sexuality education. Also joint efforts between the government and civil society organizations are necessary to develop and implement a sexuality education program that is age appropriate and based on internationally recognized standards with the latest evidence of what constitutes a successful program in Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background Information

In America, the culture between religious right and secular left is centred on sex education. The religious right argues that in order to protect teenagers from pregnancy and STIs, public high schools must encourage sexual abstinence among students. Contrary to this the secular left claims that teenagers will still engage in sexual activity regardless of whether schools teach them abstinence from sex. Therefore schools must teach them how to engage in safe sex.

Most states in America, do not permit public schools to teach sex education (Debra S., 2004). According to Centres for Disease Control 2004, 15.2% of public high schools and 30.9% junior high schools do not need sex education. Some teenagers hence, end up becoming adults without receiving any formal sexuality education. The reasons as sex education is not taught is because: one, the constitution does not require any public school to teach sex education and two, the religious beliefs of the students may be violated by sexuality education.

Young people in Kenya comprise a significant portion of the total population, whereby 43% of the population is younger than 15 years. Adolescents aged 10-19 years are about 9.2 million, amounting to 24% of population (GoK and KNBS, 2010). The Sexual and Reproductive Health status of adolescents in Kenya is still based on the previous policy of 2003. Adolescents Sexual and Reproductive Health and Rights (ASRH) indicators in Kenya are unstable and some performing in regression. For instance adolescent pregnancy is at 18% over the 10 years (KNBS and ICF Macro, 2014).

Ki- Moon and UNFPA 2014, calls for increased access to sexuality information and appropriate age Comprehensive Sex Education that will result in reproductive health among teenagers. According to the (ASK, 2014) Access Service and Knowledge. Nyanza Programme in Kisii and Kisumu, secondary school students pointed some of the areas concerning sexuality that should be included in sex education. This include; opposite sex relationships, contraceptives and parents counsel on sex. Girls found topics on contraceptive and pregnancy educative while boys dwelt on relationships and sex.

Teachers reported some the challenges they encounter while communicating matters regarding to sexuality to their students. This included:

- Sexuality issues excluded in their curriculum
- The subject is not examinable
- Teachers rely on their own experiences to guide students
- Their training is ill equipped to handle sexuality issues concerning teenagers.
- Parents leave burden to teachers alone

Evaluation of comprehensive sex education programmes shows that such programs can help teenagers delay onset of sexual activity, reduce the frequency of sexual activity and reduce number of sexual partners. Research evidence has shown that teenagers who receive Comprehensive Sexuality Education are less likely to engage to engage in sex activity, increase sex activity or even experience negative sexual health outcomes.

Despite the invaluable aspect that CSE carries with it, its implementation in Kenyan secondary schools has been hindered. There are a number of factors such as time, scope of the content, attitude of the learners and teachers among others that have been speculated to be barriers to the implementation of the same. The study therefore aims to establish some of these factors that may be hindering the implementation of sexuality curricula in secondary schools in Kabete Sub-County.

1.2 Problem Statement

Human sexuality comprise the following aspects; biological, emotional and physical or spiritual. Research studies and Experience show that adolescents are eager to understand some aspects of their sexuality, to understand the nature of sexuality as a whole, and that many would wish to experiment on their sexuality.

In the world today; moral looseness, sexual promiscuity, teenage pregnancy, abortions, Sexually Transmitted Infection (STI), forced marriage, school dropout among youths have been the talk of the day. It is just the other day in Kenya that we heard from the Mass Media that 15 year old adolescents are requesting to be given condoms to protect themselves from STIs and early pregnancies. In the recent past there has been publicity of the C-word among the 12 year old. That is the use of contraceptives among the adolescents. KenyanParents are seemingly drifting away or shunning their immediate responsibility of guiding and discussing openly with their children on matters pertaining to sexuality.

In an era of sexual freedom, the government, church, schools and parents still withhold sexuality information that can guide and assist its young people towards surviving in an environment of sex culture.

Due to technological advancement and increased connectivity, young people can easily access sexuality issues on a daily basis through social media platforms, television, radio, newspapers, magazines, adverts, etc... Making it impossible to escape the negative effects. Failure to render adequate information about sexuality our young people, risk them being drenched in a culture that is contrary to the Moral Law.

It is therefore with this regard that need arises for establishing the barriers to implementation of sexuality curricular in our secondary schools , such that may be provided with age-appropriate sexuality education that will enable them make informed choices concerning sexuality.

1.3 Study Significance

The study sought to find out the factors influencing sexuality education curricula and the possible intervention to the hindrances such that our schools may begin offering Comprehensive sexuality education. The results of the study will contribute to knowledge within the area of sexuality and especially show the need to implement sexuality education curricula so that secondary school students may be provided with comprehensive sex education in order to make informed choices.

The research study will also contribute to knowledge base for appropriate age sexuality policies and programs to be implementation within the schools and at government level.

1.4 Broad Objective

The purpose of this study was to determine the factors influencing implementation of sexuality education curricula in public high schools in Kabete- Sub County. The aim of the study was also to find out the prerequisite conditions for implementation of sexuality education in secondary schools.

1.5 Specific Objectives

1. To characterise the socio-demographic factors of the respondents
2. To determine the effect of socio-demographic factors on sex education
3. To identify the challenges that students and teachers face in communicating sex related issues.

4. To determine the attitude of students and teachers to sexuality education.

1.6 Conceptual Frame Work

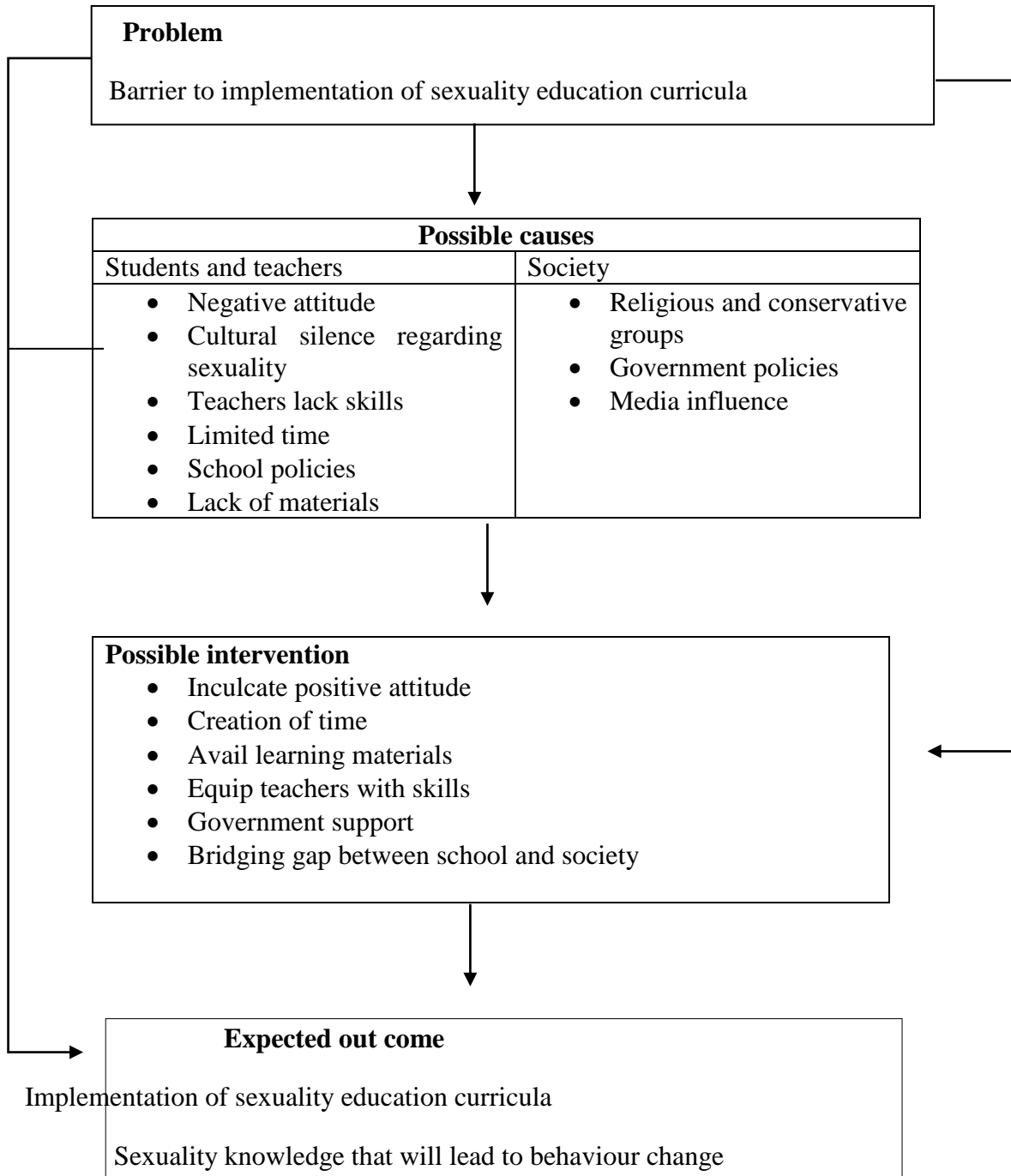


Figure 1.1 presents the frame of reference for this study.

Figure 1.1 shows the possible barriers to implementation of sexuality education curricula. These barriers can originate from the teachers, students and from the school policies. The community around and government policies can also act as hindrances. The figure also shows possible interventions to the problem at hand such that when infused will lead to implementation of sexuality education curricula. Students will be able to make informed choices concerning sexuality this will in turn lead to behaviour change among secondary school students.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter gives summary of related literature to support the research topic. Its kicks off with an overview of adolescence and youthfulness, followed overtly by comprehensive sex education, importance of sex education to teenagers, agencies for sex education and lastly summary on entire literature review.

2.2 Adolescence and youthfulness

Adolescence can be described as a period of psychological and social development commencing in the pre-teen year. Usually accompanied with onset of puberty, and extending through youthfulness to adulthood (Hauser I., 2008). The stage of psychological and social development, the level of intellectual development strongly determine how each adolescent's will respond to health issues including matters regarding to sexuality. Early adolescence onsets from ages 10 to 15 years, a period when most adolescents are joining secondary schools. As they progress through puberty, they become familiar with body changes, and concerned about any changes which they conceive as "abnormal". They tend to overstate about physical body changes, although they may have difficulty communicating their concerns to parents or teachers. Early adolescents are beginning to separate from childhood and their parents but they have a tendency of swaying between adult-like and child-like behaviour because they get confused on how they should behave themselves.

They also experience rapid and extensive mood swings and can be rapidly upset and often emotional disturbed. They tend to resist adult guidance though sometimes they can be very cooperative. as pubertal activities onsets they experience self-stimulation and some practise masturbation. during this period they are curious about everything and may want to experiment on sex intercourse with their peers. The Middle adolescence, ages 14 to 18 years, usually finds youth continuing education or seeking for employment. When puberty is complete, adult hood is slowly approaching and fertility issues become a reality. Middle adolescents usually struggle most with self-identity and self-government. Middle adolescents prefer to be independent, exercise full freedom and be controlled less by their guardians. they

may also engage in risk-taking behaviour such as substance use and sexual activity may have harmful consequences.

2.3 Comprehensive sexual education

Comprehensive sexuality education deals with human development, in terms of physical health, emotional wellbeing and reproductive health. It also proposes ways to control one's fertility. It regards sexuality as a crucial health and human developmental stage in a person's life. Its educative role in supporting individual well-being and preventing physical and psychological problems cannot be underestimated.

Comprehensive sexuality education has a number of advantages over Abstinence Only Sex education including:

- It gives room for teenagers to explore their personal values and be guided by those values in their relationships to each other.
- It encourages teenagers to set limits in their relationships, handle social, emotional, media and partner pressure.
- It enlightens teenagers on how to prevent STIs and pregnancies and also provides information on contraceptives.

2.4 The Need for Sex Education in Secondary Schools

Despite research studies showing that youths prefer to abstain from premarital sex, about 35% of teenagers were engaging in sexual activities (Oganwu, 2008). Teenagers initiate to sexual activities at an early age, leading to high incidences of early-age pregnancies and abortions. Teenagers have contributed largely to unsafe abortions which accounts to 80% of the hospitalised cases.

therefore, there is necessity for young people to enact and affirm to the roles and responsibilities ascribed to their gender by gaining proper sexuality knowledge. adolescents need to be helped to make sound decisions concerning sexual and reproductive health. a successful nation is one that takes in mind the health status of its younger generation.

Sexuality education will also help to reduce risk behaviours in teenagers. teenagers will prevent cases of new HIV infections, teenage pregnancies and engage in safe sex. The need for young people to cultivate a sense of responsibility towards others as oneself will also be fulfilled.

Young people derive information on sexuality from varied sources including; internet, television, peers, friends, books and social media. These sources are lacking in information and may therefore provide information that is misleading to the teenagers.

2.5 Importance of Sex Education to Adolescents

In the United States and other western countries, sex education is already a seemingly endless discussion part of a number of public secondary schools. Its mention in Kenya recently has however awakened. Those advocating for sexuality education in schools however, usually omit the following advantages in support of their sentiments. It is anticipated that, a well-developed and reviewed, age-appropriate sexuality education program can help teenagers reduce risk of STI/HIV infections and teenage pregnancies. Sexuality education should provide adolescents with deep discernments on issues surrounding and encompassing sexuality. Age-appropriate sexuality education will also help to provide young people with information on a wide range of sexual health topics including sexual abuse, puberty, reproductive health, healthy relationships, STI/AIDs prevention, birth control, abstinence, sexual orientation, and abstinence (Rueben, 2009).

Age appropriate sexuality education will also support informed decision-making by providing individuals with a chance to develop , personal discernment, knowledge, motivation and behavioural skills that are in agreement with each individual's personal values and choices.

2.6 Sex Education Agencies

To ascertain that youths are arrayed with proper information, personal discernment, knowledge and skills to promote their sexual and reproductive health; it is important that parents, schools. Community and health care agencies join hands to provide sexual health education (Oganwu, 2004). Primarily, Parent and guardians are an important source of sexual health education for young people. Adolescents often look to their families as one of several preferred sources of sexual health information and therefore their needs should be taken care of (King et al., 2012).

Furthermore, most young people also agree that sexual health education should be a shared responsibility between parents and schools (Byers et al., 2010). All these can play a major role as agencies for sex education to you young people.

No man is an island as everyone belongs to a family which make up a community. Communities have their own values and traditions that every member needs to ascribe to. It is

the role of members of a particular community to transmit values, attitudes, beliefs and taboos to its young generation. Community therefore has the responsibility to organise programmes that will impact positively on teenagers' behaviours.

religious organization, the church has a moral responsibility to guide its people in uprightness. The various religious bodies are also not left out in the race. Religious institutions have an obligation to instil morality especially to its young people.

The school as stated by (UNESCO, 2015) is another ideal forum for imparting sex education. Through school institutions adolescent be reached and also because they stand outwardly. Healthcare professionals can be very resourceful in promotion of sexual health education by inviting them to schools to talk to teenagers on sexuality issues.

2.7 Summary of literature review

The review on literature has shown that young people need guidance from parents, teachers and the community at large on matters regarding sexuality. Comprehensive sex education has also been proposed as an important tool in helping youths acquire wide range knowledge regarding sexuality hence make appropriate choices. The question however remains who holds the responsibility of disseminating this information, how equipped are the relevant personnel and how should it be done?

It is in regard to this, that the researcher strives to find out the factors influencing implementation of sexuality education curricula in secondary schools and the role comprehensive sex education plays in terms of behaviour change among secondary school adolescents.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter discusses the procedures and study methodology used. This includes; research pattern, location, target population, the sample and sampling procedures, data collection, data analysis and presentation.

3.2 Research design

The study used survey method of research. The technique is used to gather detailed information regarding a subject of interest from the target population. Questions are posed to the respondents who are in turn expected to give valid answers. The outcome of such investigations make it possible to find explanations to the subject matter under investigation.

The research generated both qualitative and quantitative data. Descriptive survey was used to measure, classify, analyse, and make comparisons and interpretation of data obtained.

The locale of the study was Kabete Sub-County in Kenya.

3.3 Target population

The study targeted form one, form two and form three students and their teachers from secondary schools in Kabete Sub-County. The students were useful participants as consumers of sexuality information.

The teachers on the other hand are the agents of transmission of sexuality information and also interact with students for the better part of their adolescent life. The teachers will therefore play a big role in giving opinions on matters pertaining student's sexuality.

3.4 Sample size and sampling procedures

The respondents entailed students and teachers of Kabete- Vet lab and Kanyariri high schools in Kabete Sub-county. The schools were selected because the researcher is familiar with the study locale hence convenient to carry out the research.

The sample size was determined using previous studies hence 20 students were picked from each form totalling to 100 respondents from the student population. In Kabete- Vet lab only form one and form two students took part in the study. There were no form three students at that time.

In Kanyariri High, students from form one, two and three took part in the study. Form four students were very busy with exam preparations.

The students were selected through systematic sampling from a class list of each participating school. Students from schools with many streams were selected by dividing 20 by the number of streams to get equal number of students from each stream.

Stratified sampling was carried out so as to obtain a representative sample of both genders as both schools were mixed day, sub- county schools.

At least 8 teachers were selected from each school to participate in the study. The distribution of samples is shown in table 3.1

Table 3.1 1: Distribution of Samples

School	Students sample size							Teachers sample size	
	Form 1		Form 2		Form 3		Total sample	P	S
	P	S	P	S	P	S			
Kabete vet lab	90	20	85	20	0	0	40	10	8
Kanyariri high	102	20	88	20	94	20	60	17	8
Totals	192	40	173	40	94	20	100	27	16

KEY

P- Population

S- Sample

T.S – Total Sample

3.5 Research Instruments

The following instruments were used in data collection

3.5.1 Student's questionnaire

The questionnaire contained both closed and open-ended questions. It comprised of two sections; part A and B. Part A sought to collect demographic data and find out barriers to implementation of sexuality education in the respondent's respective schools. Part B sought information on student's attitude regarding to comprehensive sex education.

The students were assured that any information given would be used for the purpose of this research only and nothing else.

3.5.2 Teacher's questionnaire

A questionnaire was used to gather information from the teachers on the barriers to sexuality education in their schools, the influence of such education on their students and their opinions on the best way forward to conduct comprehensive sex education in secondary schools.

3.6 Pilot Study

A pre-test study was conducted in another school in Uthiru Sub County in order to test research instruments and establish level of reliability. The purpose of pre-testing the research instruments was to verify whether the questionnaires were clear and understood by the respondents, and identified problems respondents were likely to encounter in completing the questionnaire. To enhance validity, the pilot study would assist in establishing whether the questionnaires were going to provide required data for the study.

Any problems that were noted were rectified before proceeding to sample respondents to collect data. The procedures used in pre-testing was similar to those to be used during actual study.

3.7 Data Collection Procedures

An introductory letter ascertaining that the investigator is a bona fide student of the University of Nairobi was obtained from the Dean of Students. A prior visit was made to the schools to inform the school principals of the anticipated research. A date was given to carry out the study.

The investigator administered the instruments personally to respondents in order was to achieve a good return ratio and also to seek clarification on items that proved difficult.

3.8 Data Analysis Techniques

The data obtained from the study was both qualitative and quantitative in nature; hence both qualitative and quantitative techniques were used to analyse the data.

The study used descriptive statistics such as frequency distributions and percentages as well as inferential statistics. Data was then appropriately coded, entered and analysed using the Statistical Package for Social Sciences software (SPSS).

3.9 Ethical Consideration

The following issues were considered throughout the study:

1. Only those who consented to the study were involved.
2. All data obtained was treated with confidentiality. Names of respondents was not supposed to appear anywhere in the questionnaire.
3. Responses to the questionnaires was on voluntary basis.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the results of the research study. The purpose of the study was to establish the factors influencing the implementation of sex education curricula in secondary schools in Kabete Sub-County.

The objectives of the study were:

1. To characterise the socio-demographic factors of the respondents.
2. To determine the effect of socio-demographic factors on sexuality education.
3. To identify the challenges that students and teachers face in communicating sex related issues.
4. To determine the attitude of students and teachers to sexuality education.

4.2 socio-demographic characteristics of the respondents

Data for the study was obtained from 100 students and 16 teachers of Kabete Vet lab and Kanyariri high schools.

Table 4.1 shows the socio-demographic distribution of the students' respondents and table 4.2 shows socio-demographic distribution of teachers' respondents.

Table 4.1 Socio-demographic Distribution of Students

Characteristic	frequency	Percent
Gender		
Male	50	50
Female	50	50
Total	100	100
Age(years)		
15	19	19
16	40	40
17	22	22
18	15	15
>18	4	4
Total	100	100
Grade		
Form 1	40	40
Form 2	40	40
Form 3	20	20
Total	100	100
Religion		
Protestant	46	46
Catholic	27	27
Pentecostal	25	25
Islam	2	2
Total	100	100

Table 4.1 indicates that the gender of the students was at 50% male and 50% female. This is because equal number of boys and girls were selected to take part in the study. The age distribution shows that majority (40%) of the students were 16 years of age, followed by 17 years at 22%, then 15 years at 19 %. Age 18 was at 15% and lastly those were aged above 18 years were the least with 4%.

This the age group between which most secondary schools students fall under (KNBS, 2010).

Table 4.2 Socio-demographic Characteristics of Teachers

Characteristic	Frequency	Percent
Gender		
Male	10	62.5
Female	6	37.5
Total	16	100
Age (years)		
25-30	5	31.2
31-35	3	18.8
36-40	1	6.3
41-45	3	18.2
>45	4	25
Total	16	100
Marital status		
Single	4	25
married	12	75
Total	16	100
Religion		
Catholic	5	31.2
protestant	11	68.8
Total	16	100
Professional qualification		
Diploma	1	6.2
Degree	15	93.8
Total	16	100
Period of teaching		
<5 yrs.	4	25
5-10 yrs.	5	31.3
11-20 yrs.	2	12.4
>20 yrs.	5	31.3
Total	16	100
No. of lessons		
15-20	3	18.9
21-25	8	50
26-30	5	31.9
Total	16	100

Table 4.2 shows that majority (62.5%) of the teachers were male and females at 37.5%. this was because it was school closing time and exam preparation for candidates. Teachers were

up and down to meet deadlines of exam marking and doing revision hence representative sample of each gender could not be obtained.

For age distribution majority of teachers were aged 25-30 years(31.2%) and then those aged above 45 years were at 25%. Those aged between 31-35 comprised 18.8% followed closely by age 41-45 at 18.2% and lastly 6.3% for age 36-40 years. This shows that all age brackets were fairly represented.

The marital status was such that 75% of the teachers were married and 25% were single. According to Kenya Bureau of Statistics, 2009 most Kenyans get married in the mid 20's to early 30's.

For the religion, 68.8% were Protestants and 31.2% Catholics.

For the academic qualification, majority (93.8%) of teachers were degree holders and 6.2% diploma holders. This is in line with the TSC regulations, which requires that secondary school teachers have a minimum of B.Ed. Degree.

Distribution in the period of teaching shows that, teaching period of 5-10 years and > 20 years tallied at 31.3%, followed by teaching period of < 5years at 25% and lastly teaching period of 11-20 years at 12.4%. This gave a representative sample across all teaching periods.

Concerning total number of lesson per week, majority (50%) of teachers had 21-25 lessons per week, followed by those with 26-30 lessons per week at 31.1% and lastly those with 15-20 lessons per week at 18.9%.

4.3 Effects of Socio-demographic Factors on Sexuality Education

The socio-demographic factors of the teachers and how they influence sexuality were displayed in figure 4.1

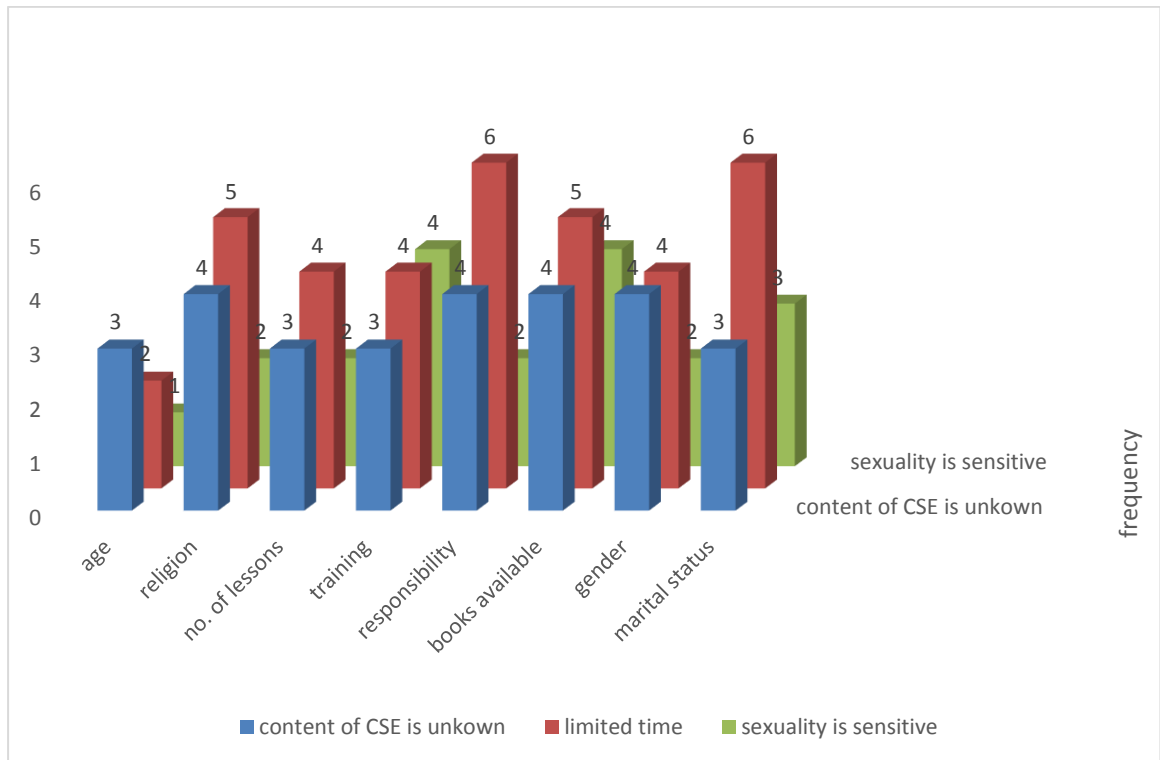


Figure 4.1: Effects of Socio-demographic Factors on Sexuality Education

The socio-demographic factors were cross tabulated with some of the factors that were speculated to hinder the implementation of Sexuality Education among the teachers and frequencies for each category obtained as shown in figure 4.1.

The factors hindering implementation were:

- Content of comprehensive sexuality education is unknown to teachers
- There is limited time to teach sexuality education
- Sexuality is a sensitive subject to handle

The different categories presented were: age, religion, no. of lessons per week, any other responsibility apart from teaching, and availability of books on sexuality, gender and marital status. The factor with the highest score for each category was obtained and tabulated in table 4.3

Table 4.3 Distribution of Factor Hindering Implementation of Sexuality Education by Score

Category	Factor
Age	Content of CSE is unknown
No. of lessons	Limited time
Any sexuality training	Limited time
	Sexuality is a sensitive subject
Other responsibilities	Limited time
Availability of sexuality books	Limited time
Gender	Content of CSE is unknown
	Limited time
Marital status	Limited time
Religion	Limited time

From 4.3 the factor which most mentioned out of the three was, ‘limited time’ with mode of 7, followed by ‘content of sexuality is unknown’ with mode of 2 and lastly ‘sexuality is a sensitive subject’ with mode of 1. This an indication that teachers have limited time to teach sexuality, keeping in mind they have to handle attend their lessons which are averagely between 25-30 and other responsibilities to handle.

Total frequency for the factor, ‘content of CSE is unknown’ across all the categories was 28 while that for, ‘limited time’ was 36 and lastly 20 for the factor,’ sexuality is a sensitive subject’. This indicates that limited time is a major factor hindering implementation of sexuality education, followed by the fact that the content of Comprehensive Sexuality is unknown to is unknown to majority of teachers. Sexuality being a sensitive subject is also a factor though not so weightful.

4.4 Challenges that Students and Teachers Face in Communicating Sex Related Issues

Some of the challenges that students and teachers face in regard to sexuality are presented in figure 4.2 and table 4.4 respectively.

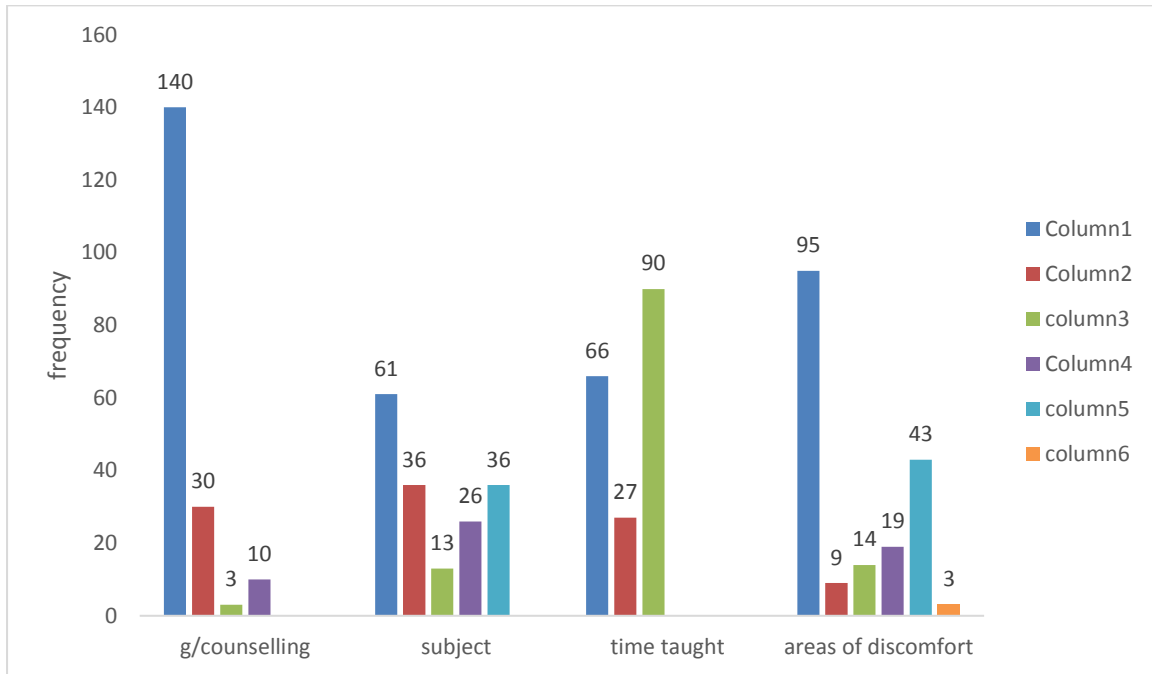


Figure 4.2: Challenges Students Face in Communication Sexuality Issues

Key

G/counselling	subject	time taught	areas of discomfort
■ Abstinence	■ Maths	■ during lessons	■ sexual intercourse
■ HIV/AIDS	■ languages	■ before lessons	■ pregnancy
■ Academic talks	■ BS/Agriculture	■ after lessons	■ contraceptives
■ Counselling victims	■ Humanities	■ pornography	
■ Sciences	■ boy/girl relationship		
■ Abortion			

The total frequency was 183 responses.

The students reported to be facing the following challenges regarding to sexuality education.

1. Information from guidance and counselling was majorly (140) on abstinence, followed by talks on HIV/AIDS (30) and offering Counselling to victims (10). According to Chin B et al., 2012 abstinence-only programs have been known to fail hence students are limited to such information that is lacking in content.
2. Most teachers did not handle the issue of sexuality at all. The majority (61) were the Maths teachers, followed with languages (36) and sciences (especially Chemistry and Physics) (36).
3. The teachers who taught sexuality education mainly did that during lessons (90), after lessons (66) and before lessons (27). This is inadequate time to handle any substantial sexuality issue given that a lesson runs for a period of 40 min.
4. The students mentioned some of the issues regarding sexuality that they shy off to discuss with the teachers, including sexual intercourse (95), boy/girl relationship (43) and pornography (19). These are some of the sexuality issues majorly facing our youths and yet they go unmentioned, these leaves them to trial and error methods which mostly fail terribly.

Table 4.4: Challenges Teachers Face in Communicating Sexuality Matters

Factor	Frequency	Percent
Other responsibilities		
Yes	12	75
No	4	25
Total	16	100
training on sexuality		
yes	5	31.2
no	11	68.8
total	16	100
Necessary knowledge		
Guidance/ counselling	7	43.8
Sex education skills	5	31.2
Communication skills	4	25
totals	16	100
No. of lessons		
15-20	3	10.8
21-25	8	50
26-30	5	31.2
totals	16	100
Books on sexuality		
Yes	3	18.8
No	13	81.2
total	16	100

The teachers reported to be facing the following challenges in regard to sexuality education.

1. Apart from teaching 75% of the teachers had other responsibilities including, games master, drama, HODs and class teacher. This implied that they did not have adequate time to teach sexuality.
2. Majority (68.8%) of the teachers indicate that they had not undergone any training on sexuality while only 31.2 % indicated to have undergone some training on sexuality. These shows that majority of the teachers lack knowledge on content of sexuality hence may not deliver effectively to their students due to the existent knowledge gap.
3. Teachers pointed out that they needed special skills such as guidance and counselling (43.8%), sex education skills (31.2%) and communication skills (25%). Few teachers possess such skills hence cannot communicate effectively matters of sexuality.

4. Half (50%) of the teachers had 21-25 lessons per week, followed by 26-30 with 31.2% and lastly those with 15-20 (10.8%). Those teachers with over 26 lessons per week were quite engaged hence had little or no time to teach sexuality education.
5. The other challenge was on availability of materials on sexuality. Majority (81.2%) of the teachers said there were no books on sexuality in their schools. This limits them to the few materials sexuality material that they can acquire elsewhere.

4.5 Attitudes of Students and Teachers to Sexuality Education

The attitude of the students and teachers to sexuality education was determined through a number of statement regarding to sexuality as shown in the table 4.5

Table 4.5 Attitude of Students to Sexuality Education

SEX EDUCATION ATTITUDE	SA	A	U	D	SD
1. A good secondary school must have comprehensive sex education included.	98	76	4	4	1
2. Comprehensive Sex education is a waste of valuable time.	3	12	3	94	71
3. Comprehensive sex education will only make students want to experiment on sex.	14	17	18	70	64
4. I enjoy discussions on sexuality.	53	70	0	45	15
5. Contraceptives should only be used by married people	70	37	11	17	48
6. Comprehensive sex education should help young people make informed choices regarding sexuality.	88	71	13	4	4
7. I sometimes feel confused about issues concerning sexuality.	28	109	4	22	20
8. Sex education should be taught by parents only.	6	0	7	89	81
9. Virginity/chastity is still a virtue to be uphold by young people.	89	53	12	13	16
10. Sex is only for married people	82	41	18	15	36

The total frequency was 183 responses.

Table 4.5 shows on the issue of secondary school providing sexuality education, a total of 174 out 183 responses agreed it. Majority (165) generally disagreed that undertaking sexuality education is a waste of time. The issue of sexuality education making students

experiment on sex was disregarded by 134 responses. Research evidence has shown that Comprehensive Sex Education has yielded positive effects (Kirby D., 2007).

Concerning sexuality education helping young people to make informed choices an agreed score of 159 was obtained. Lastly concerning sexuality issues of sexuality confusing young people an agreed response of 137 was obtained. This indicates that young people need guidance on matters of sexuality.

Table 4.6 Attitude of Teachers towards Sexuality Education

SEX EDUCATION ATTITUDE	SA	A	U	D	SD
Comprehensive Sex Education will assist young people to avoid misconceptions e.g. virginity is lack of sex opportunity.	9	7	0	0	0
Comprehensive Sex Education is one of the strategies of curbing irresponsible sexual behaviours among students.	6	10	0	0	0
Teachers need training to handle sex education in schools.	4	12	0	0	0
There are enough resources for teaching sex education in schools.	0	0	0	13	3
Sex education should be an examinable subject in school curriculum.	0	2	1	9	4
Sex education is easy to integrate in my teaching subject.	4	0	2	8	2
Sex education should be allocated time in the school time table	3	12	0	1	0
Sex education should be a separate subject in the syllabus.	2	12	1	1	0
There are other ways of influencing behaviour change amongst students, other than teaching sex education.	13	0	0	3	0

The total frequency is 16

Table 4.6 shows, all the teachers agreed that sexuality education is important to young people and that the teachers needed training on sexuality to be able to guide their learners.

All the teachers also disagreed to the statement that their schools have enough resource materials on sexuality. This is one of the drawbacks to implementation of sexuality education.

Majority of the teachers (10) said that sexuality education is not easy to integrate in the teaching subjects for example Maths, Physics, and Geography. Majority (14) of the teachers also agreed that Sexuality should be taught as a separate subject and allocated time in the school time

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter presents a summary of the research study, conclusions, recommendations and suggestions for further studies.

5.2 summary

The purpose of the study was to determine the factors influencing the implementation of sexuality education curricula in secondary schools in Kabete Sub-county. The findings were such that:

There were a number of factors that are a barrier to dispensation of sexuality education in secondary schools. One of the factors was limited time, the teachers have lessons to attend to and other responsibilities e.g. class teacher, HODs, games and drama to take care of. The other factor was that the Content of CSE was unknown to teachers and so, they can't go advocating something for something they know little about. The other factors were lack of resources on sexuality, teacher training on sexuality and giving sexuality education the weight it deserved.

Students indicated that they mostly received abstinence-only sexuality from their guidance and counselling teachers. They also reported that they feel shy to discuss some of the issues regarding sexuality with their teachers including; sexual intercourse, pornography, boy/girl relationships and pregnancy issues.

Students also indicated that a good number of their teachers do not handle sexuality education at all. These prompted the students to seek for the information elsewhere, as they indicated peers and friends to be their major source of sexuality matters followed closely by media.

The attitudes for both teachers and students concerning sexuality were reviewed. The findings indicated that both had positive attitudes towards sexuality education. They pointed out the numerous positive effects that comprehensive sexuality education brings with it.

5.3 Conclusion

The study established that the factors hindering the implementation of sexuality education in secondary schools include: limited time to teach sexuality, the content of Comprehensive Sexuality is unknown to most teachers, inadequate materials on sexuality, lack of teacher training, sexuality education is difficult to integrate in core subjects and the conservative nature of people regarding sexuality.

The study also concluded that Comprehensive Sexuality Education as a package carries weight and will be helpful to young people as they descend from childhood to adulthood.

The attitude of both students and teachers regarding implementation of sexuality education was positive and encouraging hence providing prerequisite conditions for its implementation.

The study also concluded that secondary school teenagers are faced with challenges concerning sexuality. As they undergo teenage hood they experience physical body changes, emotional changes and hormonal changes. During this time they have a lot of energy surge and may want to experiment basically on anything and everything. They also make a lot of irrational decisions during this period. It is therefore necessary for their teachers to provide them with correct information and proper guidance so as to enable them make informed decisions.

5.4 Recommendations

Based on the findings of the study, the researcher recommend the following;

1. The Ministry of education should consider incorporating sex education into secondary school curriculum.
2. Secondary schools should strive to input prior conditions necessary for implementation of sexuality curriculum.
3. Teachers to be trained on adolescents' sexuality.
4. Other programs regarding adolescent sexuality should be created.

5.5 suggestions for further studies

1. The adequacy and suitability of the secondary school curricula in responding to sexuality needs of adolescents.
2. A similar study could be carried out in other parts of the country to find out replicability of the study findings.

REFERENCES

- Afifi et al. (2008). 'Impacts of Four Title V, Abstinence Education Programs Final Report' Princeton.
- Bruckner H. & Bearman P.S. (2005). After the promise: The STD consequences of adolescent virginity pledges. *Journal of Adolescent Health*, 36, 271-278
- Byers, SE, Sears, HA, Voyer, SD (2003). An adolescent perspective on sexual health education at school and homes: II. Middle school students. *The Canadian J. of human sexuality*, 12: 19- 33.
- Centres for Disease Control and Prevention (2004).
- Centre for the Study of Adolescents (2009) Report of the proceedings of a Workshop on advocacy for national approaches to Adolescent Reproductive Health, Naivasha, Kenya. January 26-30.
- Chin B et al. "The effectiveness of group-based comprehensive risk reduction and abstinence education interventions to prevent or reduce the risk of adolescent pregnancy, human immunodeficiency virus, and sexually transmitted infections: two systematic reviews for the Guide to Community Preventive Services." *American Journal of Preventive Medicine*, March 2012.
- Graber and Brooks (2002). Promoting Reproductive Health and Reducing Risk among Adolescents Developmentally Based Interventions and Strategies.
- Hauser D. Illinois (2008) Abstinence-Only Programs: Disseminating Inaccurate and Biased Information. Washington, DC: Advocates for Youth.
- Kenya AIDS Indicator Survey (2012).
- Kenya Bureau of Statistics and ICF Macro (2015).
- Kenya Institute of Education (2008). Secondary Education Curricula. Life Skills Education Syllabus.
- Kirby, D. (2008). The Impact of Abstinence and Comprehensive Sex and STD/HIV Education Programs on Adolescents Sexual Behaviour.

Oganwu, P.I. (2003). Introduction to Population/Family Life and HIV/AIDS Education. COEWA publisher.

Reuben, D. (1979). Everything you always wanted to know about sex. New York, Bentace Book.

UNESCO (2009). International Technical Guidance on Sexuality Education.

UNESCO and UNFPA (2012). Sexuality Education: A ten-country review of school curricula in East and Southern Africa.

UNESCO (2009). International Technical Guidance on Sexuality Education: An evidence-informed approach for schools, teachers and health educators.

United Nations Population Fund (UNFPA) and Population Council (2006). Investing when it Counts: Generating the evidence base for policies and programs for very young adolescents; Guide and tool kit.

UNFPA (2015). The Evaluation of Comprehensive Sexuality Education Programmes.

APPENDICES

Appendix 1 teacher questionnaire

Appendix 2 student questionnaire

TEACHER QUESTIONNAIRE

To Respondent,

This is a request to you to spare some time and respond to the questions below.

The purpose of this questionnaire is to collect data for my Postgraduate studies that I am currently pursuing at the University of Nairobi. I am studying the Role of Comprehensive Sex Education in Promoting Responsible Sex Behaviour among Secondary School Students. I take this opportunity to assure you that the Information you provide will be used solely for this academic research, Confidentiality will be highly observed. Please fill in section A and respond to all the Questions in both sections A and B as honestly as possible.

PART A

1. Indicate your gender. Male () Female ()
2. Indicate your age.....years
3. Indicate your marital status.....
4. Indicate your religious affiliation.....
5. Indicate your professional qualification.....
6. Indicate the number of years you have been teaching.....
7. What are your teaching subjects.....
8. Indicate whether your school is; Mixed day () Mixed boarding () Boys day () Boys boarding () Girls day () Girls boarding ()
9. Indicate any other responsibility you have in the school apart from teaching.....
10. Indicate any training you may have undergone on adolescent sexuality
.....
11. How many lessons do you teach per week in your school.....
12. Which skills do you deem as necessary for teaching sex education (you may tick more than one)
Guidance and counselling ()
Home based care ()
Sex education teaching skills ()

Communication skills ()

Others () specify.....

13. Are there books on sex education in your school? YES () NO ()

14. What are your feelings as regards to teaching of sex education?

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

15. How do teachers in this school conduct sex education?

.....
.....

16. What are the other major sources of sex education for students in this school?

.....
.....

17. What is the level of sexual knowledge among students in this school?

HIGH () MODERATE () LOW ()

18. Is there need for calling resource persons in your school to talk to students about matters regarding sexuality? YES () NO ()

Explain.....

.....
.....

19. What are some of the factors that hinder the implementation of sexuality education curricula in secondary schools?

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

PART B: TEACHERS ATTITUDE ON SEX EDUCATION

(√) tick appropriately

SA (STRONGLY AGREE)

A (AGREE)

U (UNDECIDED)

D (DISAGREE)

SD (STRONGLY DISAGREE)

SEX EDUCATION ATTITUDE	SA	A	U	D	SD
Comprehensive Sex Education will assist young people to avoid misconceptions e.g. virginity is lack of sex opportunity.					
Comprehensive Sex Education is one of the strategies of curbing irresponsible sexual behaviours among students.					
Teachers need training to handle sex education in schools.					
There are enough resources for teaching sex education in schools.					
Sex education should be an examinable subject in school curriculum.					
Sex education is easy to integrate in my teaching subject.					
Sex education should be allocated time in the school time table					
Sex education should be a separate subject in the syllabus.					
There are other ways of influencing behaviour change amongst students, other than teaching sex education.					

STUDENT QUESTIONNAIRE

Instructions

This questionnaire is designed to seek your opinion and view regarding Sex Education

Please read the instructions carefully and respond to each questions as required.

Be assured that your answers will be confidential hence **DO NOT WRITE YOUR NAME ANYWHERE IN THE QUESTIONNAIRE.**

This questionnaire has two parts

PART A

Please answer the following items. Tick in the appropriate space

1. Indicate your gender. Male Female
2. Indicate your age in years. 15 16 17 18 Over 18
3. Indicate your level of study. Form 1 form 2 form 3 form 4
4. Indicate the category of your school with a tick.

National County District Private

5. Indicate your school type; Mixed day Mixed boarding Boys' day
Boys' boarding Girls' day Girls' boarding

6. Indicate your religion; Protestant ; Catholic Pentecostal Islam

Other(s) specify.....

7. Of the following, which one is your MAJOR source of information on issues of sex and sexuality (tick only one)

School

Peer/ friends

Brother/sister

Church

Media e.g. TV, Radio

8. In which ways does guidance and counselling assist you with regard to sexuality?

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

9. Do all the teachers in your school teach on matters regarding sexuality?

YES () NO ()

10. If NO which subject teachers do not handle the issue of sexuality?

.....
.....

11. How do they go about it?

During lessons () before lesson () after lesson ()

12. What kind of things concerning sexuality should you know?

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

13. What are some of the areas regarding sexuality do find uncomfortable to discuss with your teacher?

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

15. Does your school give you a forum to discuss anything about sexuality?

NO () why.....

YES () what do you discuss.....

.....

PART B: STUDENTS ATTITUDE ON SEX EDUCATION

(√) tick appropriately

SA (STRONGLY AGREE)

A (AGREE)

U (UNDECIDED)

D (DISAGREE)

SD (STRONGLY DISAGREE)

SEX EDUCATION ATTITUDE	SA	A	U	D	SD
1. A good secondary school must have comprehensive sex education included.					
2. Comprehensive Sex education is a waste of valuable time.					
3. Comprehensive sex education will only make students want to experiment on sex.					
4. I enjoy discussions on sexuality.					
5. Contraceptives should only be used by married people					
6. Comprehensive sex education should help young people make informed choices regarding sexuality.					
7. I sometimes feel confused about issues concerning sexuality.					
8. Sex education should be taught by parents only.					
9. Virginity/ chastity is still a virtue to be uphold by young people.					
10. Sex is only for married people					