

AN INVESTIGATION INTO THE SOCIO-CULTURAL AND  
ECONOMIC FACTORS THAT INFLUENCE PRE-MARITAL  
SEXUAL BEHAVIOR AMONG ADOLESCENTS: THE CASE  
OF MAKADARA DIVISION, NAIROBI

A

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## CHAPTER ONE

### 1.0: INTRODUCTION

Early Sexual activity in adolescent has been a standard feature in Sub-Saharan Africa as well as in other parts of the World (Gage Brandon and Meekers 1993). Complementary reports from various parts of the World reveal that the number of sexually active young people is clearly substantial and probably rapidly growing. Many girls and boys in and out of School enter consensual unions at an early age and are exposed to sexual relations before they are physically and emotionally mature (Hawkins and Meshesha 1994).

Gage Brandon and Meekers (1993) in their analysis of seven selected countries in Sub-Saharan Africa found that almost 50 percent of the women aged 15 - 19 years were sexually active. A similar study by Njau (1993) in Kenya revealed that over 80 percent of teenage boys had sexual experience and with more than one partner. Figures from other developing countries for example, Latin America report that by age 19, more than 90 percent of the males have had intercourse, as have 45 - 60 percent of females (Wulf and Singh 1990). Few data exist on young peoples' sexual behavior in Asia, but according to United Nations (1989) about 25 percent of single adolescents may be sexually active, and many, especially girls in South Asia marry very young.

## 1.1 BACKGROUND INFORMATION

Evidence from Sub-Saharan Africa and other developing countries amply suggest that unmarried adolescents are about as sexually active as youths in Europe and North America (Ajayi 1991, WHO 1989b). Sexual activity in developing countries is supported by Clinical Studies of problems associated with sexual behavior. According to Barker (1990), majority of teenage women in Sub-Saharan Africa give birth before age 20. In Kenya for example, over 10,000 school girls drop out every year due to pregnancy (Ferguson 1988). As regards abortion, over 60 percent of patients treated during 1981 for complications resulting from illegal induced abortions in Liberia, were teenagers enrolled in schools (M.O.H 1981). The above figures mirror those reported in other Sub-Saharan African countries (Aggarwal and Mati 1982).

The above figures are a pointer to the fact that young unmarried girls and boys engage into sexual activities than many would care to realize. Their exposure to sex activity which is a phenomenon not noted in the earlier generation (U.N 1989) predispose them to contraction of STDs, cancer of the cervix and the fatal Aids. Adolescents are the adults of tomorrow, thus, what happens to them due to early exposure and indulgence in sexual activity is bound to affect many communities. The study on Socio-Cultural and Economic factors that influence pre-marital sexual behavior would be vital in exposing the contributory factors, which could help in formulation of policies concerning the behavior.

This is, therefore, a study interested in identifying intermediate behavioral variables that are important in explaining adolescent premarital sexual behavior.

#### 1.2: STATEMENT OF THE PROBLEM

Studies done in Kenya on adolescent sexuality (CAFS 1993; Njau 1993; Youri 1994) report that adolescent sexuality constitutes one of the most serious challenges not just to parents, but also to policy makers. Adolescents make up half of the population and yet they form the most neglected target group as pertains their needs (Youri 1994). Their sexuality is tabooed by parents as well as the community, and none want to talk about it. They are thus due to the neglect more likely to be sexually active outside of marriage as a result of economic conditions, peer pressure and mass media, migration and other forces of social change (Hawkins and Meshesha 1994). It is the interest of this study to understand how parental and community silence on sexual matters concerning the adolescent has predisposed them to other agents of socialization; that is, mass media and peers which seem to aggravate the problem of sexual behavior.

According to Kenyatta (1965), in traditional African Societies, adolescence was a period of orderly transition from childhood to adulthood status. Adolescents went through effective sex education which included personal and social responsibilities. Parents, relatives and selected members of the community provided such knowledge. Girls in majority of the societies were expected to be virgins at marriage while

for boys, impregnating a girl was severely punished by the Council of elders. Youth movement and sexual interaction was highly monitored and restricted.

For example, among the Luo, Atharaka, Kalenjins and Illchamus restricted and monitored youth movements, while others like the Akamba, Kikuyu and Abaluhia never restricted youth movement, but adolescents engaged in restricted sexual activities (Akong'a 1988). The breakdown of the original African Family by colonialists, through introduction of Commercial Agriculture and Urbanization forced male parents and their families to shift residence. This in effect has led to replacement of the original African home by the Western nuclear family. This has reduced supervision and monitoring of youth activities by parents. Also, the parents, extended family and community members who provided guidance and counselling information on sexual matters have almost abdicated the role. It is the interest of this study to investigate whether there are any forums at family level where sexual responsibility education is passed on to them. Also, it would be necessary to know who does it.

The curtailment of the Socialization process, by the parents and other members of the community, has left the adolescents to be socialized by other forces outside the family (Njau 1993). These forces include the mass media, peers and other institutions which according to Cook and Wilson (1982), offer conflicting messages and information on sex, which they easily adopt to without questioning. The modern community is not only incapable of providing the

adolescents with emotional guidance on sexuality, but actually aggravates it. The mass media advertise on sexual matters in the television, radio, magazines and newspapers, books and others. Adolescents in Makadara Division, Nairobi, are likely to be exposed to mass media, which creates a group of reference, which they can easily identify with. This study would seek to understand the kind of information which adolescents come across through the mass media which is likely to influence their behavior.

Akong'a (1988) noted that peers were among the agents which adolescents turn to for sex education due to a lack of structured forum for educating them. Peers give contradicting information concerning sex since they find it fun, and would easily influence others to experiment. This study will attempt to investigate the influence of peers on premarital sexual behavior. It will be necessary to understand the kind of information, attitude and discussions they have about members of opposite sex and sexual behavior.

Studies have observed that the declining economy in most developing countries has reduced inter-dependence amongst members of the family predisposing female adolescents to increased risks of abusive, exploitative and unsafe sexual encounters (Pyne 1992). Adolescents in Makadara Division come from low income families, which are likely not to satisfy their economic needs ranging from food, clothing and shelter, entertainment, transport and fees. Individual financial demands seem to be on the increase also, thus, adolescents becoming more responsible for themselves. Failure to satisfy



their needs, adolescent girls are likely to be induced for sex by elder men and boys of their age for economic favours. Boys are also likely to be influenced by older women for sex in exchange for economic favours. This study would like to determine the influence of the socio-economic factor to the adolescent pre-marital sexual behavior.

It has been documented that as young people stay in School longer, they are increasingly likely to engage in pre-marital sexual behavior (Akong'a 1988; WHO 1989). Also, there are less forums in the community (School, Church and others) where the adolescents are taught about social and sexual moralities. It is the interest of this study to establish whether community leaders such as teachers, the Church and social workers provide counselling on sexual matters to the adolescents.

The following research questions will be addressed in this study:

1. Do parents and members of the family counsel the adolescents on pre-marital sexual behavior?
2. To what extent does the mass media, as an agent of Socialization influence adolescent pre-marital sexual behavior? What is the relationship between Mass Media information and adolescent sexual behavior.
3. Can we ascertain peer influence on pre-marital sexual behavior among adolescents? What is the kind

of information and discussions the Peers have about sexual activity?

4. Can we ascertain economic factor influence on adolescent pre-marital sexual behavior?
5. Do community leaders such as teachers, the church and social workers provide counselling on sexual matters to the adolescents?

### 1.3: OBJECTIVES OF THE STUDY

The overall objective of the proposed study is to investigate the socio-cultural and economic factors that influence adolescent pre-marital sexual behavior.

Specifically, the study will seek to investigate:

1. The influence of parental and family members time for counselling and supervision on adolescents' pre-marital sexual behavior.
2. The influence of Peers' attitudes on their pre-marital sexual behavior.
3. The influence of Mass Media (T.V, Cinema, Video, Magazines, Newspapers and Books) as agents of socialization to the adolescent pre-marital sexual behavior.
4. The influence of economic factors on the adolescent pre-marital sexual behavior.
5. The influence of community leaders (Teachers, Church Leaders and Social Workers) on adolescent premarital sexual behavior.

#### 1.4 JUSTIFICATION / RATIONALE OF THE STUDY

The adolescent period is an important stage in the development and growth of an individual. It is the period when an individual sets objectives to be attained in life.

Tempering with ones life due to indulgence in the early sexual activity may prevent the realization of ones goals in life.

The early ages at which adolescents today engage in sexual behavior may predispose them to contracting sexually transmitted diseases (STDs), the fatal acquired immune deficiency syndrome (AIDS), cancer of the cervix and early pregnancy for girls. The purpose of this study is to investigate and identify socio-cultural and economic factors that are associated with early sexual behavior among adolescents in Kenya. This will in turn provide guidelines for Policy formulation aimed at reducing consequences associated with early sexual exposure. It is necessary to define policies that will have adolescents to delay sexual activity. Also, the study findings and recommendations could be useful to the institutions dealing with adolescents in the development of programs geared to their sexual needs.

It is important to note that there has never been such a study carried out in Makadara division, Nairobi. This study will unveil findings of the sexual behavior of adolescents in an urban area which could be compared with studies carried out in other areas. Also, the findings will be necessary to add to the knowledge of education, as well as, to the understanding of the sexual behavior of adolescents in a changing society.

## CHAPTER TWO

### 2.0: LITERATURE REVIEW

The study of adolescent sexuality has been of great concern to scholars due to the fact that the consequences of early sexual debut have adverse effects on the individual adolescent as well as the society at large (Youri 1994). Generally, ignorant of their bodies, and unwilling or unable to use most family planning and health services, sexually active young people are at significant risk of experiencing serious consequences, such as health complications or death from pregnancy and child birth (United Nations 1989); unwanted pregnancy and unsafe abortion; sexually transmitted diseases including Aids; social rejection including expulsion from home or school, and destructive sexual relations (Aggarwal and Mati 1982; Hawkins et al 1992; Njau 1993; Youri 1994).

The topic of Human Sexuality in general, remains conceptually undeveloped and one of the low tackled areas (Njau 1993). This is because of the difficulties and problems cropping up as a result of morality and ethics that have inhibited experiments and observations of Sexual Behavior on humans. Sexual behavior is associated with adulthood and privacy, thus, for adolescents, it is a phenomenon which is highly tabooed by the society (Njau 1993; Youri 1994). This has led to very few experimental studies on sexuality in adolescence stage.

The study of adolescent pre-marital sexual behavior is part of a study under the discipline of "Sexosophy" which according to money (1980), refers to the Sexuality of human

species, including personal and value systems in defining human sexual behavior. Part of the study depicts sexual behavior as being culturally and socially determined. The way human beings respond to sex, the place to do it and whom to do it with, are in one way or another determined by the people's socio-cultural background. According to Hawkins and Meshesha (1994), the foundations for sexual and reproductive health and gender relations are laid early in life through the interplay of familial, social, economic and cultural forces. My study on adolescent pre-marital sexual behavior seeks to investigate and explore the Socio-cultural and economic forces playing behind the sexual behavior. Various Socio-cultural and economic factors have been adduced to influence the adolescent pre-marital sexual behavior.

(1) THE EROSION OF TRADITIONAL MORAL CODES, SOCIAL AND FAMILIAL CONTROL

There has been a drastic, Socio-cultural change from a traditional society to a modern society. This is characterized by urbanization, emergence of the nuclear family, and the infiltration of the Western cultural norms and values which have been attributed to influence the increase in adolescent pre-marital sexual behavior (Akong'a 1988; Bledsoe and Barney 1993; Castillo 1986; Gyepi - Garbrah 1985; Jadgeo 1989; Nichols et al 1987; Njau 1993; and Semmens and Krantz 1970). According to Gyepi - Garbrah (1985), majority of African ethnic groups had well defined "Age Set" or "Age Group" systems which had their own codes of acceptable

behavior, rights and responsibilities through which one could discern the concept of adolescence. Education was instilled in adolescence by parents, peers and community agents at the age of 14 and 17 while in initiation camps. The activities of the youths were guided, monitored and controlled by the adult community (Akong'a 1988), while restrictive sex mechanisms, controlled sexual behavior in adolescence (Kenyatta 1965). The intrusion of the Western values and behavior patterns through colonization and missionary work led to shifts and disruptions of family structures and social values that regulated the sexual behavior for young people (Cook and Wilson 1982). It is according to Semmens and Krantz (1970) recognized that young people have moved into a position of autonomy in decision making with reference to sexual matters. The breakdown of traditional mechanisms of sexual control are not only noted in Sub-Saharan Africa, but according to Jagdeo (1989) from the Caribbean Family Planning Association, points out the lack of substantial social and psychological penalties as contributing to the high rates of early sexual exposure and child bearing that exist in the Caribbean.

Migot-Adholla (1986) asserted that the increasing cultural and social heterogeneity in Kenya, compounded by fast communication and residential separation in some cases between father, mother and children, rapid extension of the scale of social interaction and the erosion of ethnic, tribal and kinship boundaries highly explains influence on adolescent values. For example, dislocations due to changes in residence has according to Nichols et al (1987), been a contributory

factor to sexual activity in adolescent in Liberian urban areas. Nichols and others were of the opinion that widespread urban migration by young adults has weakened the social control that traditionally discouraged pre-marital sexual activity among adolescents. Residence in urban areas and in mobile society leaves people less restricted by the pressure of community opinion and youth comparatively free of adult supervision (Semmens and Krantz 1970).

## (II) PARENTS AND THE FAMILY

Parents and relatives have abdicated their role of socializing the adolescents on matters related to sexuality (Gachuhi 1973). The failure of parents and other members of the family and general reluctance among adults to talk about or accept adolescent sexual behavior has effect on their behavior (Jagdeo 1989). In effect, most young men and women make decisions to have sex in the face of inadequate counselling, guidance and information from the adults around them. According to Migot - Adholla (1986), adolescents sexual behavior being portrayed today is a manifestation of a nearly universal conspiracy of silence in matters related to sex by members of the community.

It is also felt that indulgence in early sexual behavior in adolescent is a result of unhappiness at home, confusion, sometimes of anger and bitterness against parents (Young 1954). Due to diversities of commitments by parents and family members, love has been withdrawn from adolescents for other events. (Young 1954), points out that, when boys and

girls are rejected and neglected by their families, they look for warmth in the opposite sex. They pour their loneliness of life to their friends (boy or girl). They turn to each other for comfort and love and express their real feelings, and their intimacy become sexual. Njau (1993), also pointed out that girls use the sexual act as a means of rebellion against their parents, particularly when the youth lack confidence and communication with parents. Solitude as a result of poor relationships with maternal figures, brothers and sisters make adolescents turn to heterosexual companies as a source of consolation and understanding (Cook and Wilson, 1982)

### (III)SOCIO ECONOMIC FACTORS

Deteriorating economic conditions in many developing countries places young people at increased risk of abusive, exploitative and unsafe sexual encounters. Poverty is often a direct cause of commercial sex among the young some of whom are sold by their families (Pyne 1992). Reports also abound, particularly in countries of Sub-Saharan Africa undergoing economic structural adjustment programs (such as Zimbabwe and Ghana), of young women conceding to pressure from older men and trading sexual favours for school fees, transportation, food and clothing in order to continue their education, support their families, or simply survive (Hawkins et al. 1992).

There are cases whereby young women who seek to enter domestic service find themselves entering commercial sex work often as a result of initial abuse by their employers (Dixon -



Mueller 1993; Heise et al. 1994). Notable examples according to Akong'a (1988), have been prospective employers for a job or promotion.

#### (IV) AGENTS OF SOCIALIZATION THAT TRANSMIT SEXUAL INFORMATION

With the breakdown of traditional forum for socialization and the teaching of young people on sexual matters, recent studies have reported a curvilinear relationship between adolescent sexual behavior and the Mass Media and the peers (Akong'a 1988; Abdullah 1986; Castillo 1986; Hawkins and Meshesha 1994; Migot-Adhola 1986; Njau 1993; Semmens and Krantz 1970; Youri 1994). According to Njau 1993, parents find it difficult to talk about sexuality and may feel embarrassed talking to their children about this issue. This has forced adolescents to make sense of conflicting messages and information they receive from the Mass Media, peers, schools and other institutions (Cook and Wilson 1982).

The Mass Media and the peers according to Castillo (1986), instead of relieving the adolescents the problem, actually aggravates it. They live in a sensuous world such that they cannot remain passive spectators for long. The sports, dress patterns, hair styles, magazines and books, television, video tapes and the cinema are all sexually cathartic (Akong'a 1988). In a study carried out in Kenya among 10,314 school girls, 43 percent of them said that magazines and newspapers were the most important sources of sex information (Youri 1994). In a related survey carried out in Liberia, amongst 1,488 unmarried adolescents, majority of

the male respondents said they had received information on sex, from their peers. Young men and friends were main source of information on how to initiate a sexual talk and sexual experience (Nichols et al. 1987).

Through the peers and the Mass Media, the youth is bombarded with literature and information on sexuality and yet structured sexual education is lacking. Adbullah (1986) has asserted that the effect of audio-visual sexual literature on behavior of adolescents is high. Migot-Adholla (1986) also cites a "popular Youth Culture" created and diffused by an electronic communication technology whereby the portrayal of sex is more open. It bombards the youth with subtle sexual stimulation as it seeks to create for them a community of reference. The Mass Media manipulate adolescents through advertising in sexual matters which according to Castillo (1986), "Influence Physical Precociousness in that they arouse and stimulate sexual interest prematurely" (Castillo 1986:58).

#### (V) OTHER FACTORS

Scholars have also documented other factors influencing adolescent sexual behavior. The rape and seduction of very young girls is being reported in many communities. Some young women and researchers interpret this as a strategy by men to avoid Human Immuno Deficiency Virus (HIV) infection (Hawkins et al 1992). WHO 1989 and UN 1989, report that as young people stay in school longer and delay marriage, they are increasingly likely to engage in pre-marital sexual relations.

Semmens and Krantz (1970), add that curiosity and the desire to innovate plus weakness in character and immorality as other factors contributing to adolescent pre-marital sexual behavior. Akong'a (1988) cites other factors which include school teachers or lecturers and male or female baby sitters. Teachers and lecturers would likely convince girls for sex in exchange for examination favours.

Another factor that is partly responsible for the increase in pre-marital sexual behavior is a decline in the impact and effectiveness of church training and religious experience (Blaine 1966). The modern emphasis on science, with its factual, strictly rational and unemotional approach to issues of all kinds, has contributed to a rejection on the part of some young people of traditional ethical principles which are based on religious sense of good and evil. Feelings of guilt or fear of eternal damnation simply do not have the inhibiting and restrictive effect on adolescents. The Christian church today is still into the youth notions of individualism, freedom of conscience, expression and association (Akong'a 1988). The church also, has been focal in condemnation of introduction of sex education in schools, but without providing an alternative forum where youths could be taught about sexual morality.

All in all, adolescent sexual behavior according to Migot - Adholla (1986), is rooted in the rapid socio-cultural changes which have led to the dislocation and disfunctionalization of traditional social institutions and value conflict. Many adolescents in the city have only their

Peers and Mass Media to turn to for sexual guidance while, parents, schools and religious institutions shy away from involvement, or restrict themselves to practically meaningless do's and do not's.

## 2.1 THEORETICAL FRAMEWORK

The foundations of human behavior is laid early in life as an individual grows to be a member of the society. Human-beings adopt to given behaviors as they interact with others pre-marital sexual behavior in adolescent could thus be explained as being created to them as they interact with the rest. The theory of symbolic interactionism will be used to explain the behavior. Secondly, based on the idea that human behavior is learned as an individual gets integrated in the society, then, the theory of socialization comes in handy.

### 1. Symbolic interactionism and its relevance to the study

Symbolic interactionism is a perspective in social psychology that is especially relevant to the concerns of social scientists. It is a theory traced back to the work of George Herbert Mead (1863 - 1931) and has influenced studies since the late 1950's in the field of deviance behaviors (Charon 1979). Adolescents pre - marital sexual behavior is perceived as an unaccepted behavior in the Kenyan society thus the theory would be useful in explaining the behavior.

The perspective of symbolic interactionism creates a more active image of the human being and rejects the image of the passive, determined organism. Societies are made up of very active interacting individuals. Interaction implies human-beings acting in relation to each other, and taking each other into account, i.e, influence one another. According to Mead, individuals in Society tune their behaviors to those they interact with (Charon 1979).

Tamotsu Shibutani (1955), while stressing on the perspective pointed out that individuals guide themselves by taking on the perspectives of those with whom they interact and the societies with which they communicate. He calls them the reference groups, i.e, the groups the individual may belong to such as ethnic groups, social class, friends or community. To Shibutani, these reference groups influence a lot of human behaviors and members identify with their groups (reference groups) and learn a lot through communication (symbolic interaction).

Adolescents belong to various social groups with which they interact and learn a lot from, through communication. Such groups could be the peers, family members or the images created by the Mass Media. Pre-marital sexual behavior is likely to be one of the behaviors, to be learned by adolescents from the reference groups.

Thus, the symbolic interactionist theory is relevant in explaining adolescents as members of social groups which influence their behavior through interaction. They identify with the social groups which inturn determine how they behave.

Thus, adolescents learn and get influenced in their sexual behavior by the reference groups, which may in this case include the friends or peers, family or Mass Media images.

## 2. Socialization Theory and its Relevance to the Study

Historically, the systematic study of socialization has its roots in three fields; Sociology, Anthropology and Psychology (Golsin 1969). Socialization according to Brim (1966), refers to the process by which individuals acquire the knowledge, skills and dispositions that enable them to participate as more or less effective members of groups and the society. It is interested in social learning through out life cycle. Much of human behavior is to a large degree influenced by others, through conscious or unconscious learning. Not only does socialization result to effective participation in society, but also has deviations, which are expressed in behavioral terms.

The adolescence is a socially created category, which calls for socialization into the societal norms and values through the agents like parents and family, peers, Mass Media, and various institutions within the society. It is imperative to understand that traditionally, adolescents used to be socialized to accept personal and social responsibilities including sex education by the parents, peers and members of the society. With noted social change, the parents and other members of the society have found it difficult to talk about sexuality. The relevance of the socialization theory would be to confirm how traditional socializing agents have abdicated their role, of transmitting

proper values to the adolescents, which has in turn, left them to be forced to learn and to make sense of conflicting messages and information they receive from alternative agents namely the Mass Media, peers and other institutions. Through the Mass Media and the peers, there is the portrayal of sex as fun. In the process of socialization by peers and Mass Media, the adolescents get knowledge about sexuality and skills of sexual activity, which are likely to influence them to engage in the behavior.

## 2.2 WORKING HYPOTHESES

1. There is a relationship between parental and family members' supervision and counselling on sexual matters and the adolescent pre-marital sexual behavior.
2. There is a relationship between Peers attitude and the adolescent pre-marital sexual behavior.
3. There is a relationship between the Mass Media as an agent of socialization and the adolescent pre-marital sexual behavior.
4. There is a relationship between individual economic needs and the adolescent pre-marital sexual behavior.
5. There is a relationship between the community leaders counselling on sexual matters and the adolescent pre-marital sexual behavior.

## CHAPTER THREE

### 3.0: METHODOLOGY

#### 3.1: SITE DESCRIPTION

The study will be carried out in Makadara Division, Nairobi. This is the area known as Nairobi Eastlands and covers four Locations namely, Maringo Location, Makadara Location, Makongeni Location and Viwandani Location.

A majority of residents in Makadara Division belong to the same income bracket, that is, low income. The reasons for choosing Makadara Division is the fact that it is just adjacent to the City center and the Industrial Area. Majority of the parents and guardians are either busy looking for resources in the urban commercial areas, thus, adolescents are much more free on themselves to act as they wish without supervision and monitoring from the parents. Also, it is at the City where influences like the Mass Media and the peers are likely to influence the adolescents more at the absence of parental guidance. Makadara Division, also has preferably a large number of adolescents compared to other Divisions as manifested by the number of schools in Nairobi. It has 25 primary schools and 8 secondary schools. This is a vital representation of adolescents. It is also important to note that, due to similarity in income amongst families, the adolescents portray homogeneous behaviors.

#### 3.2 STUDY POPULATION

The study will involve unmarried adolescents in schools (primary and secondary). We will have two categories of



*adolescents, between 12 - 15 years and 16 - 19 years.*

Basically, the study will cover adolescents between 12 - 19 years. Also to be interviewed will be the key informants who would include the divisional youth welfare officer in the Social Welfare Department, Chief population Officer, teachers, family life educators dealing with the youth and religious leaders. Adolescent boys and girls will be considered.

### 3.3. STUDY DESIGN

The study is designed to investigate the socio-cultural and economic factors that influence the adolescent pre-marital sexual behavior. It seeks to explore and find out how socio-cultural factors (parents and the family, peers and the Mass Media) are associated with influencing adolescent pre-marital sexual behavior. Secondly, it would investigate how individual economic needs influence adolescent pre-marital sexual behavior.

Data will be collected at two categories, first one involving adolescents in schools and secondly community key informants. The reasons for choosing adolescents in institutions (schools) is because they represent the large number of that age group. Key informants are important for they are the people dealing directly with the adolescents owing to the fact that parents and family members spend little time with the youths.

Qualitative methods of data collection and data analysis will be used.

### 3.4 SAMPLE SELECTION

Makadara Division has 24 primary schools and 8 secondary schools spread all over. Given the constraints of time and financial resources, it would not be desirable to study adolescents in all these institutions adequately. There is therefore a need to draw a sample of schools, from which a sample of adolescents will be studied, while ensuring representativeness.

From the sampling frame of institutions, I will choose a half of the secondary schools, while for the primary category, a quarter of the total number will be chosen. Therefore, I will have 6 primary schools and 4 secondary schools. To arrive at this, I will use simple random sampling procedure.

It is impossible to study all the adolescents in schools. Ten elements will be chosen from each class chosen through systematic sampling procedure. One class of pupils will be chosen for analysis within the age category 12 - 15 and another one also, will be chosen for age category 16 - 19. It is my intention to study standard 8 for the category 12 - 15, while form four will be chosen for age category 16 - 19.

For the purpose of sex representativeness, 5 girls and 5 boys will be selected. To arrive at this figure, I need to use a class register of names, and through systematic random sampling, ensure that each element has an equal chance of being included in the sample.

In total, my study sample in primary schools (Standard 8) will be 60 pupils (30 boys and 30 girls), while at Secondary school level, my sample will be 40 students (20 boys and 20

girls). In total, the study sample will be 100 adolescents (50 girls and 50 boys).

The nature of the study requires the application of purposive or judgmental sampling for the purpose of selecting key informants. The informants will include Divisional youth Welfare Officer, Chief population officer, the area Chief and District Officer, 4 guidance and counselling teachers plus 2 Head Teachers, 2 Family Life Educators and 2 Religious Leaders.

### 3.5 DATA COLLECTION METHODS

According to Casley and Kumar (1988), verbal and non-verbal behavior is well examined through the use of qualitative methods. Sexual behavior is a private, individual, sensitive and taboo subject that is not easily discussed. Any study on sexual behavior according to Njau (1993), requires a lot of in depth knowledge and understanding of peoples values and social norms. Various qualitative research instruments can be used to elicit data on sexuality:

#### (1) Self-Administered Questionnaires

Bernard (1988) pointed out that the self administered questionnaire is an important tool to be used by respondents to report socially undesirable behavior and traits more willingly and more accurately. Anonymity gives informants a sense of security, which produces more reports of behaviors, like pre-marital sexual experiences. Bradburn and Sudman (1979) recommended use of long open ended questions when

seeking information on threatening and socially undesirable behavior. Such questions will elicit information on general demographic factors, behavior, opinions, attitude, feelings and perceptions on various issues related to the topic.

## 2. Focus Group Discussions (FGDs)

Focus Group Discussions gain valuable qualitative information (Casley and Kumar 1988). Dawson et al (1992) say that a FGD is a group discussion that gathers together people from similar backgrounds or experiences to discuss a specific topic of interest to the researcher. In my study, I wish to hold 3 Focus Group Discussions; two in schools (Primary and Secondary) and one with key informants. Each will comprise at most ten participants. For the school FGDs', they will involve students from one of the schools not within the original six schools for Questionnaire administration. The criteria for choosing participants would be random selection. I would then assemble them in a convenient place for the discussion.

As concerns the key informants, I intend to bring together people from different sectors of the society; that is, the Chief, 2 Church Leaders, 2 Family Life Educators, 2 Counselling and Guidance Teachers, the Divisional Youth Welfare Officer and at least 2 parents (a male and a female).

### 3. In depth Interviews

Bernard (1988), point out that semi-structured in depth interviews works very well when dealing with key informants. This involve the use of an interview guide, i.e, a list of questions and topics to be covered. Use of probing techniques for information will be necessary. The need for use of in depth interviews with key informants is to elicit their opinions, attitudes, knowledge and feelings towards adolescent pre-marital sexual behavior.

### 4. Use of Ethnographic Data

The use of Secondary literature from libraries and from other institutions dealing with adolescent studies will be relevant in providing information on Socio-Cultural and economic factors influencing adolescent pre-marital sexual behavior. Also, there will be need to analyze other studies and publications on the subject.

### 3.6: PRE-TESTING AND FIELD WORK

The pre-testing exercise will involve the administration of the rough draft questionnaire and interview guide to a few respondents and informants so that its flow could be identified and corrected.

The sample for the pre-test will involve fellow workmates, fellow students, adolescents chosen haphazardly plus key informants located accidentally not necessarily from Makadara Division. After the questionnaire administration, and the interviews, I will be asking for a critical analysis of all aspects of the questionnaire and interview guide, for

example, question wording, question order, missing questions, inappropriate, inadequate, redundant or confusing response categories and any other things of the questionnaire and interview guide they find inadequate.

The final field study, from the period of commencement to the end is expected to carry at most two months in the field. Given the natures of respondents to study, I will be moving to the area of study in the morning, administer my data collection instruments, and travel to my area of residence in the evening. Where respondents have limited time to answer and they feel they can answer either in the evening when free, I wish to use drop and collect technique, that is, leaving the questionnaire with the respondent or informant and going back later to pick it.

### 3.7: ANTICIPATED LIMITATIONS TO THE STUDY AND POSSIBLE SOLUTIONS

Sex is a private, individual and sensitive subject which in past studies has proved to be not easily discussed with respondents. It is anticipated that they are likely to withhold some information regarding their actual sexual behavior. This in effect is likely to cause an invalid and an unreliable study. In order to try to avert the limitation, I will need to assure the respondents that their responses would be kept as confidential as possible, and also, ensure they do not put their names in the questionnaire. An assurance of no one will know how they answered any of the questions, not even the teachers nor friends will be necessary.

The second anticipated problem will be how to get the key informants for a focus group discussion, owing to the fact that they are very busy people. I intend to explain the importance of the study in identifying information that can be used for counselling the youth and the most appropriate individuals and groups that are likely to be used for effective counselling; and secondly, solicit for a day and time that will be convenient to all of them, preferably evening or on weekend. Also, those coming from far will be given fares to and from. For the adolescents forming the FGD, I need to talk to the responsible teachers for their permission to participate. Fares and refreshments will be offered.

The last anticipated limitation is the constraint of time and finances. For the time, I will have to come up with a time schedule or time table of where to be at such and a such date. The constraint of finances during the research period are likely to be off set by:

1. Relying on members of the family
2. Seeking affiliation and sponsorship from organizations which carry out research or have interest in the study of my kind.

### 3.8 OPERATIONAL DEFINITIONS OF VARIABLES

#### 1. Dependent Variable

Pre-marital sexual behavior - This is sexual activity before marriage which will be indicated by having experience on sexual intercourse or not.

## 2. Independent Variables

### (1) Parental Supervision

This is the process of monitoring and keeping watch by the parents over the adolescent activities. It will be indicated by having supervision, no supervision and partial supervision.

### (2) Parental and Family Members' Counselling on Sex

This is the process of the members of the family providing information on sex behavior which would assist the adolescents cope or delay sex activity. This will be indicated by having counselling or no counselling.

### (3) Peers' Attitude

This is the way of feeling or thinking by people of same age, class or position on something; for example, sexual behavior. It will include feeling and thought held by boyfriends, girlfriends, playmates and general friends.

### (4) The Mass Media

These are the means which transmit ideas to the adolescents, which will include the television, movies, video, magazines, books and Newspapers.

### (5) Individual Economic needs

These are the personal financial demands for the adolescents. It will be indicated by the reasons for their relationships with other members of the society.



(6) Community Leaders

These are the people with responsibility within the society and are in direct conduct with the adolescents. They include the teachers, church leaders and social workers.

### 3.9 DEFINITION OF TERMS

#### 1. Socialization

According to Brim (1966), Socialization refer to the process by which individuals acquire the knowledge, skills and dispositions that enable them to participate as more or less effective members of groups and the society. It is thus the process of learning the lifestyles of a community that enhance positive or negative participation in to the activities of that community.

#### 2. Counselling

According to Semmens and Krantz (1970), counselling is the process in which an individual is helped by discussion with a more experienced person. It entails assisting an individual out of a felt or anticipated problem.

#### 3. Supervision

It is the process of monitoring and keeping watch over an individual or objects.

#### 4. Adolescent

The WHO (1991) defines adolescence as the growing up period ranging from age 10 - 19 years, with late adolescence being 15 - 19 years. Semmens and Krants (1970) call it the period of transition from childhood to adulthood, characterized by physical, psychological and social maturation.

#### 5. Influence

According to Longman dictionary 1978, influence is the power to have an effect on someone or something without the use of direct force or command.

6. Pre-Marital

Happening or existing before marriage

7. Sexual Behavior

This is the behavior which arouses the sexual feelings and emotions of an individual, for example, Sexual Intercourse.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION

The purpose of my study is to present qualitative, descriptive findings. Thus, data collected through interviews, self-administered questionnaires, FGDs, observations and ethnographic data will be subjected to qualitative methods of data analysis. There will be the use of tables, charts and percentages for the purpose of summarizing, comparison, illustration and description. The qualitative analysis would consist re-arranging the raw information according to an outline for the purpose of explaining and describing the patterns of data collected. Quotations and deductive techniques will also be used.

Lastly, a critique of each component in the methodology will be presented. Recommendations and conclusions for the study will be outlined.

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## APPENDIX

### QUESTIONNAIRE FOR THE ADOLESCENTS

#### INSTRUCTIONS

1. Please do not write your name on the questionnaire.
2. Please do not discuss the questionnaire with your friends before answering.
3. Please answer all the questions as thoughtfully and honestly as possible. Your responses will be kept confidential.
4. Questions can be clarified if any problem arises.

#### SOCIO-DEMOGRAPHIC CHARACTERISTICS

1. Sex of respondent
  - a. Male
  - b. Female
2. What is your age now? \_\_\_\_\_
3. In what class are you now?
  - a. Standard \_\_\_\_\_
  - b. Form \_\_\_\_\_
4. What is your religion or denomination?
  - a. Protestant
  - b. Catholic
  - c. Islam
  - d. Others (specify)
5. What is the type of your school?
  - a. Day only
  - b. Boarding only
  - c. Both day and boarding

6. What is your parents' marital status?
  - a. Single
  - b. Married
  - c. Divorced / separated
  - d. Widowed
  
7. What is your mother's level of education?
  - a. None
  - b. Adult education
  - c. Primary
  - d. Secondary
  - e. College/University
  - f. Others (specify)
  
8. What is your father's level of education?
  - a. None
  - b. Adult education
  - c. Primary
  - d. Secondary
  - e. College/University
  - f. Others (specify)
  
9. What kind of work does your mother usually do? \_\_\_\_\_
  
10. What kind of work does your father usually do? \_\_\_\_\_
  
11. Whom do you usually stay with while attending school in Nairobi?
  - a. Mother
  - b. Father
  - c. Both mother and father
  - d. Friend
  - e. Other relative \_\_\_\_\_
  - f. Others (specify) \_\_\_\_\_
  
12. Whom do you usually stay with during holidays?
  - a. Mother
  - b. Father
  - c. Both mother and father
  - d. Other relative (specify) \_\_\_\_\_
  - e. Friend
  - f. Others (specify) \_\_\_\_\_

13. What is the total number of children your parents have including yourself? \_\_\_\_\_
14. What do you usually do after school?  
\_\_\_\_\_
15. What do you usually do during weekends?  
\_\_\_\_\_
16. What do you usually do during holidays?  
\_\_\_\_\_
17. Where do you usually spend your holidays?
- a. In town
  - b. In a rural setting
  - c. Both town and rural

## **AGENTS OF SOCIALIZATION THAT TRANSMIT SEXUAL INFORMATION**

### ***THE FAMILY***

1. Amongst the following family members, who has ever discussed with you on boy/girl relationship?
- a. Mother
  - b. Father
  - c. Brother(s)
  - d. Sister(s)
  - e. Other relative (specify) \_\_\_\_\_
2. For the person(s) chosen above, What matters did you discuss about boy/girl relationship? \_\_\_\_\_  
\_\_\_\_\_
3. Has any member(s) of your family discussed with you on sexual behaviour? If yes whom?  
\_\_\_\_\_
4. What matters did you discuss? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. As a person who is growing up, whom have you ever approached for information on sexual behaviour?
  - a. Mother
  - b. Father
  - c. Brother/sister
  - d. Friend/peer
  - e. Other (specify) \_\_\_\_\_
  - f. None
6. Why has it been easier for you to approach that person for information on sexual behaviour? \_\_\_\_\_  
\_\_\_\_\_
7. What matters did you discuss on sexual behaviour with that person? \_\_\_\_\_  
\_\_\_\_\_
8. For the person who has not approached any of the above, explain why you have decided not to approach them. \_\_\_\_\_  
\_\_\_\_\_
9. Does the person you stay with normally monitor your movements? \_\_\_\_\_
10. Whom among your family members does so? \_\_\_\_\_
11. Explain the reasons for the answer given above. \_\_\_\_\_  
\_\_\_\_\_
12. Does the person you stay with normally monitor the kind of friends you associate with? \_\_\_\_\_
13. Give reasons for the answer given above. \_\_\_\_\_

### ***THE PEERS AND MASS MEDIA***

14. How often do you watch T.V.?
  - a. Never
  - b. Every day
  - c. Several times a week
  - d. Once a month
  - e. On weekends
  - f. During holidays

15. Where do you mostly watch T.V. from?

- a. Do not watch
- b. At home
- c. At friend's home
- d. Others (specify) \_\_\_\_\_

16. Are the programmes you watch supervised by an adult? \_\_\_\_\_

17. What are your favourite T.V. programmes? List

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

18. How often do you listen to the radio?

- a. Never
- b. Every day
- c. Several times a week
- d. Once a month
- e. On weekends
- f. During holidays

19. What are your favourite radio programmes?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

20. Do you watch movies? \_\_\_\_\_

21. What kind of movies do you like watching?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

22. What newspapers do you read most?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

23. What articles do like most in the newspapers?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

24. What magazines do you read most?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

25. What articles do you like most in the magazines?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

26. What music do you like most?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

27. What kind of books do you like reading?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

28. What matters do you discuss with your friends about sex?

\_\_\_\_\_

29. What matters do you discuss with your friends about members of the opposite sex?\_\_\_\_\_

\_\_\_\_\_

30. Do you have a

- a. Boyfriend
- b. Girlfriend

31. How did you come to meet each other?

- a. Through a social gathering
- b. Through a friend(s)
- c. In school together
- d. Grew up together in the same estate
- e. Other (specify)\_\_\_\_\_



32. (a) What kind of boyfriend/girlfriend do you have?

I. Younger

II Same class (same age)

III Single and working

IV Married and working

V Others (specify)\_\_\_\_\_

(b) Explain why, for the answer above.\_\_\_\_\_

\_\_\_\_\_

33. Have you ever had sexual intercourse?\_\_\_\_\_

34. How old were you when you first had sex? \_\_\_\_\_

35. How do your friends (age mates) view sex?

a. Do not like it

b. Do like it

c. Do not know

36. What were the circumstances of your first sexual intercourse?

a. To show love

b. Forced

c. Wanted to be like my friends

d. Cheated

e. To know how it feels

f. Others (specify)\_\_\_\_\_

37. At the moment in your school, are there any meetings or teachings where you discuss matters relating to sex?

a. Yes

b. No

38. If yes what matters do you discuss?\_\_\_\_\_

\_\_\_\_\_

39. Whom do you discuss with sexual behaviour in school?

a. Teacher only

b. Teacher and students

c. Students only

d. Others

e. None

- 40. Do you have people coming to your school to discuss with you matters on sexual behaviours?\_\_\_\_\_
- 41. What kind of people?\_\_\_\_\_
- 42. What matters do you discuss?\_\_\_\_\_  
\_\_\_\_\_
- 43. In your church, do you have occasions when you discuss sexual behaviour?\_\_\_\_\_
- 44. If yes, what matters do you discuss?\_\_\_\_\_
- 45. Do you know anywhere within your estate where youths (adolescents) are counselled on sexual behaviour?\_\_\_\_\_
- 46. If yes, do you personally attend their sessions?\_\_\_\_\_
- 47. Which people are responsible?\_\_\_\_\_
- 48. What matters are discussed?\_\_\_\_\_  
\_\_\_\_\_
- 49. In your own opinion, where do adolescents mostly get information on sexual behaviour?\_\_\_\_\_
- 50. What do you think mostly influence the adolescents to engage in pre-marital sexual behaviour?\_\_\_\_\_  
\_\_\_\_\_
- 51. Do you have a sugar daddy/sugar mummy?\_\_\_\_\_
- 52. Explain why for the above answer.\_\_\_\_\_  
\_\_\_\_\_

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INTERVIEW GUIDE FOR KEY INFORMANTS

1. Name/Social position
2. Whether a parent or not?
3. In your own understanding, who is the person called an adolescent?
4. How is the behaviour of the adolescents in this division?  
Probe
5. In your own opinion, is there difference between the adolescent of today and the adolescent of your time or of earlier generation?
6. What do you think mostly influence the behaviour of the adolescent? Probe with more emphasis on sex behaviour.
7. In your opinion, is the Modern Society playing its role of educating the adolescents on sexual matters? If yes, in which way? If no, why? Probe.
8. What should be done to cope with or reduce sex activity in adolescent?

FOCUS GROUP DISCUSSION: A GUIDE FOR ADOLESCENTS

1. As a person who is growing up, whom would you approach to communicate your problems?
2. What are the problems or worries that girls and boys of your age face as they grow? Probe for things like sexual behaviours, diseases, Sugar Daddies, school work, etc.

3. Is it ideal for people of your age to have boyfriends/ girlfriends? Probe on their views about boy/girl relationship.
4. What are the main influence on adolescent pre-marital sexual behaviour? Probe: Where do adolescents get most information from on sexual matters?
5. Is there any communication between parents and other members of the family on sexual matters to the adolescent? If yes, what message is passed? if no, find out why?
6. Find out who could be useful in communicating to them on sexual matters?
7. Find out their views on how to cope with or reduce sex activity in adolescent?

#### FOCUS GROUP DISCUSSION GUIDE FOR KEY INFORMANTS

1. What is your opinion about the behaviour of adolescents in this community? Why do they behave this way?
2. Is this behaviour similar or different to the one of adolescents of your generation? What would you attribute this similarity or difference to?

3. What do mostly influence their behaviour? Probe with emphasis on sexual behaviour.
  
4. How do you view modern family in assisting the adolescent with information and guidance on sexual behaviour and responsibilities?
  
5. Do you think adolescents in this area are engaging in sexual activity? Why?
  
6. What is the community doing to address the adolescent behaviour?
  
7. Whom do you think should be given the mandate to counsel adolescents? Why?
  
8. What should be done to cope with or reduce sex activity in adolescent? Probe for necessary and possible solutions?