

**ADMINISTRATIVE CHALLENGES ARISING FROM PEER SEX
EDUCATION IN TEENAGERS IN GIRLS' PUBLIC BOARDING
SECONDARY SCHOOLS IN NAIROBI PROVINCE IN KENYA**

By

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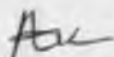
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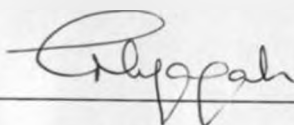
DECLARATION

This research project report is my original work and has not been presented for a degree in any other university



Alice Kwamboka Omari

This research project report has been submitted for examination with my approval as University Supervisor



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DEDICATION

This study is dedicated to my loving husband and friend, Meshack. I thank him for financial support, encouragement, patience and concern. It also goes to my loving children Herbert, Sylvia and Alvin for their understanding and patience when I had to be away most of the time.

ACKNOWLEDGEMENTS

I thank God for enabling me to undertake and complete this study. The study called for great strength, hope and faith in God, soundness of mind, time, and unending moral and intellectual support. All these were made possible by the sufficient grace of God, without which everything could be in vain.

Special thanks go to my supervisor Dr Grace Nyaga for her patience, advice, assistance and guidance which she gave me at every stage.

I thank all the school principals who granted me permission to collect data in their schools, the deputy principals who allowed me to interview them, the teacher counsellors, teachers and teenagers who willingly participated in the research. Almighty God bless you abundantly.

ABSTRACT

The aim of this study was to find out administrative challenges that arise from peer sex education in girls' public boarding secondary schools in Nairobi Province in Kenya. Six research questions were formulated to guide the study. Research Question One sought to establish why teenagers rely on their peers more for sex information than on their parents and teachers; Research Question Two was to explore how sex information is passed from one teenager to another; Research Question Three aimed at establishing the kind of content peers provide to teenagers in regard to sexuality; Research Question Four was to enable the researcher identify which peers are most active in passing sex information among teenagers; Research Question Five sought to establish the challenges administrators face when teenagers learn sexuality from their peers and Research Question Six sought for recommendations for ensuring that teenagers get the right information on sexuality.

The study used both qualitative and quantitative analysis. The respondents were selected through probability and non probability sampling. The students were chosen using simple random sampling. The respondents in the category of Deputy Principals and counsellors were selected through purposive sampling. Data was collected using structured questionnaires. To strengthen the data obtained from questionnaires, focus group discussions and interview schedule with Deputy Principals were also carried out.

Data was analysed using descriptive statistics. The studies indicated that the teenage girls did not sit with parents/guardians to discuss sexuality because the parents/guardians were either busy or too harsh. Teenagers said that teachers also did not encourage discussions on issues outside class work. For those that indicated that they sit and talk with the parents and teachers (32%), the main topics of discussion were academics, character, and value of virginity, salvation and issues to do with the entire family.

With regard to sources of sex information, the respondents cited Christian books, pastors, peers and peer counsellors, sisters, boyfriends, cousins, aunts and other relatives as the main sources. Magazines, television programmes and shows as sources of this information also featured prominently. Most of the teenagers (86%) indicated that they shared the information acquired with other teenagers. They said that peers were open minded and understanding. They however indicated that peers could easily provide dangerous and misleading information about sexuality because they were inexperienced. Deputy Principals revealed that peer sex education affected the mode of dressing. The students tended to ape models and fashions that appeared on television and magazines. They tended to expose their bare backs or stomachs, made exaggerated long slits on their skirts, tightened them and conducted fashion shows during preps. Counsellors said that teenagers developed wild imaginations because they learnt 'raw sex'. Some, even contemplated or engaged in gay relationships. Such behaviour inhibited learning.

Based on the findings, the study made a number of recommendations that would enable administrators deal with challenges arising from peer sex education. Firstly, teachers and parents should be sensitized on the need to address all teenagers' needs wholly. Secondly, peer counsellors should be trained. Time should also be allocated for sex education.

Taking the limitations and delimitations of the study, the researcher suggested that since the study was limited to girls' public boarding secondary schools in one province, there was need to conduct a similar research in private girls' boarding secondary schools in the province and girls' public boarding secondary schools in other provinces.

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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
EAMJ	East African Medical Journal
HIV	Human Immunodeficiency Virus
KNUT	Kenya National Union of Teachers
NASCOP	National AIDS and Sexually Transmitted Diseases Control Programme
NGO	Non-Governmental Organization
PDE	Provincial Director of Education
STDs	Sexually Transmitted Diseases

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teenage may be taken as that age of development between the age of thirteen and nineteen years (Oxford Advanced Learners Dictionary, 2005). It is an age when young people have tremendous need for accurate information and guidance. It is also a time when they want independence from adults. During this period, they undergo biological, physical and cognitive development. The age of menarche which used to be around fourteen years has declined to eleven years (Carrera, 1976).

Fertility in adolescents is inevitably high. This is probably due to good nutrition and health habits (Rogo, 1986). At this stage of development, education pertaining to sexual behaviour should be given effectively. It is during this period, when young people begin to engage in sexually related behaviour. A nationwide survey carried out recently by Inferred Research and Consulting Limited shows that 56% girls lost virginity by the age of sixteen, 47% have had abortions, 16% used sex toys, 12% had lesbian ties and 3% had group sex (The Standard Newspaper, February 9th, 2007 pg18).

It has been argued that approximately 10,000 girls drop out of school in Kenya every year due to pregnancy. It has also been said that a majority of HIV/AIDS sufferers are youth below twenty years of age, and that most abortion cases reported in health centres involve

adolescents (Rogo, 1987).It has also been observed that 60% of new HIV infections involve adolescents and youth aged between 15-24 years of age (Ghati, 2002).

It has been indicated that most parents are quite shy of being frank with their children on sexual issues. The teachers in schools are no better. Commenting on this issue, Kimeu (1993) argued that any decent teacher would feel sick at having to discuss the delicate matters of sexuality with teenagers in a classroom observing that the classroom is not the correct venue.

With the introduction of Eight Years of Primary, Four Years of Secondary and Four Years of University (8.4.4) system of education in Kenya, some issues of sex education were incorporated into some school subjects such as Social Education and Ethics, Religious Education, Biology and Home Science (Mwendar,2001) . Such sex education topics mostly deal with reproduction, moral education and child-care.

Many students interviewed by researchers have pointed out that teachers seem ill-prepared for sex education observing that they are either shy or ignorant of human sexuality (Rogo,1987).Ramani (1994) reporting on Kenya National Union of Teachers (K.N.U.T.) officials, argued that teachers are ill prepared teach sex education and need to be trained on teaching of the subject. Of late, most of the subjects in which some aspects of sex education had been included have either been scrapped from the curriculum or made optional.

The above revelation and breakdown of cultural codes governing morality has put teenagers into a state of confusion. Teenagers attain maturity age without sound knowledge of how to behave regarding sexual matters. It is against this background that young people are left to explore. Common sense tells us that teenagers are greatly influenced by the actions, values and opinions of their peers, both within and outside their own circle of friends. (Carrera 1976)

According to a recent study by Infortrak Research and Consultancy Limited that appeared in "The Standard" on Friday, February 9th 2007(pg 18), it has emerged that a significant number of Kenyan school girls engage in perverted sex: lesbianism. This involves either juniors and seniors or seniors who have bonded to a point where they become inseparable.

Some use toys for sexual pleasure, while others engage in group sex. A number of high school students engage in sex use vibrators-an assortment of dildos. In 2007, a form three student (girl) diagnosed with HIV/Aids admitted having shared a vibrator with friends in school. Doctors who treated her said a member of the group might have been infected with the virus. It is thus necessary to unveil the challenges an administrator faces in his/her effort to stamp out such a practice from school given that, group sex is gaining popularity among students in high school either by choice or peer pressure. (Daily Nation, 14th February, 2007-pg 15)

This same source continues to assert that, the importation of sex toys is on the increase. They are very expensive. Some girls are said to hire them to fellow students at Kshs.150-Kshs.200. This is unfortunate because parents have lost touch with their children and get shocked when informed of their actions by the administrators. It also increases cases of theft in schools as students succumb to peer pressure. At the same time, the practice of artificial sex is unbiblical for those who are Christians (Romans 1, verse 30 and Exodus 20) and repugnant with the African culture. Group sex is a risk to one's health. Diseases such as Hepatitis B, genital herpes and septillion can be contracted easily when sharing such toys, says Dr. Walter Jaoko, lecturer at the University of Nairobi (Daily Nation 14th February, 2007-P. 16).

According to other studies girls drop out of school due to pregnancies at quite early ages. This makes them lose career opportunities and face economic hardships that affect both the girl and her offspring. It ruins the reputation of the institution from where such a student dropped out with many arguing that the administration does not discipline students (teach them good manners). The administrator-government by extension loses in terms of what it has invested in the provision of education facilities. (Liku, 1987; Ferguson, 1988)

Further research shows that teenagers procure abortions. This is a risk because many lose lives in the process while others are admitted in hospitals with cases of induced abortions. Furthermore, peers encourage one another to take risk rather than give birth (Muraya & Mati, 1985).

Due to the psychological effects of abortion and their far reaching implications the researcher thinks that this may pose a challenge to the administration. For example, it may lead to abuse of drugs as a coping mechanism, poor performance due to lack of concentration and many hours of counselling. It requires effort since it is may be quite difficult for the administration to try and make the teenagers unlearn what they have learnt from their peers. This challenge may be made worse by the difference in the methods used to teach. That is, by the teenage peers and the administrators.

In an attempt to understand these challenges, studies already carried out in Kenya report that teenagers lack adequate knowledge and correct information in matters related to their sexuality (Lema, 1987; Maggwa, 1987). In these same studies, peers are cited as the most significant in providing sex information among teenagers. Although teachers and parents are also mentioned as the source of education, it is pointed out that they have difficulties in handling the topic of sexuality (Liku, 1987; Ferguson, 1988).

The researcher's concern will be first to find out why teenagers are relying on their peers mostly for sex information than on parents and teachers. What are the contents of sex information that peers provide among teenagers? How is sex information passed from one peer to another? Secondly, what method do administrators use in teaching sex education and the challenges they face?

1.2 Statement of the Problem

Though sex education is included in the school curriculum, peers still play an important role in the sex education of young people today. In fact, majority of studies confirm that peers are the main source of sexual information. This pattern of continued and increasing tendency to choose friends as the primary source of information on sex may be due in part to the different types of information provided by the more traditional sources (parents and teachers) and peers.

According to research, parents and teachers are more effective in providing information on non-behavioural (physiological) topics such as sexually transmitted diseases, abortion, seminal emission, menstruation and the origin of babies. Information related to sexual behavior such as petting, intercourse, ejaculation, contraception, prostitution, lesbianism and homosexuality is often provided by peers. (Carrera, 1976; Lema, 1987)

Any efforts on the part of teachers and parents to educate young people about sexuality issues is suspected by the adolescent to be one more way in which the adult wants to exercise control over her life. Hence seeking out her own information and becoming sexually active is one of the ways in which the teenager tries to reaffirm his/her own independence from adults.

Although 'peer counselling' takes place in schools, the majority of peers are either not well informed or misinformed about sexuality matters. This is mainly as a result of the

exposure to both print (magazines and books) and mass media (telephone, internet) which can be misleading.

An article in the Daily Nation newspaper states, "The 'Hollywood' portrayal of sex and sexuality is far from reality and it is not what a parent/teacher would like to implant in the mind of teenagers/children. Over-exposure to sexy images and sexuality exploit themes in the media is pornography and creates an unhealthy attachment which leads to disordered appetites" (Sunday Nation, 18th March, 2007-pg 15).

It is therefore evident that young people learn a lot of misleading information from the programmes they watch, listen to and magazines or novels they read. They in turn share this information which is well received and digested by peers. They transmit it and practice it because it is more fashionable and friendly. It is against this backdrop that the researcher feels that the provision of sex education by peers is likely to pose a challenge to school administrators whose role is to inculcate societal values and produce responsible citizens who will in turn transmit the same to future generations. The administrator faces many challenges. The researcher opted to focus on public boarding schools because they are representative of the social classes in society. The study also chose Nairobi because it is a cosmopolitan town hence has teenagers from almost all cultural backgrounds.

1.3 Purpose of the study

This study intended to investigate the administrative challenges posed by the peers' provision of sex information among teenagers. It further investigated why teenagers rely more on peers than on their parents and teachers for sex education.

1.4 Objectives of the Study

The objectives of this study were:

- i. To assess why teenagers rely more on their peers than on their parents and teachers for sex information.
- ii. To establish how sex information is passed from one peer to another among teenagers.
- iii. To determine the type of sex information that peers provide among other teenagers
- iv. To identify which peers are the most active in passing sex information among teenagers.
- v. To identify the challenges faced by administrators when teenagers rely on peers for sex education.
- vi. To establish ways in which administrators can handle the issue of sexuality in order to reach teenagers more satisfactorily.

1.5 Research Questions

This study was guided by the following questions:

- i. Why do teenagers rely on their peers more for sex information than on their parents and teachers?
- ii. How is sex information passed from one teenager to another?
- iii. What type of sex information do peers provide to other teenagers?
- iv. Which peers are most active in passing sex information among teenagers?
- v. What challenges do administrators face when teenagers learn sexuality from their peers?
- vi. What should administrators do to ensure that teenagers get the right information on sexuality?

1.6 Significance of the Study

This study would benefit school administrators who uses the findings of the study to determine how best to structure the teaching of sex education in schools in terms of the content, methodology and the personnel to provide sex education. It may go a long way in the curbing of drug abuse, abortion and lesbianism which though unreported, take place in boarding schools and are a challenge to administrators because they are aspects of indiscipline.

The Ministry of Culture and Social Services may find the findings from the study useful in trying to mitigate and counter exposure of teenagers to indecent and socially unacceptable literature.

Findings from this study would also benefit Non-Governmental Organization such as the Pregnancy Crisis Ministry so that they can re-organize their programmes to address teenagers' challenges on sexuality more elaborately. The study may highlight the situation as it is to parents, teachers and churches so that they can device ways of 'rescuing' the youth.

1.7 Limitations of the Study

The Guidance and Counselling teachers who face challenges in handling sexuality were hesitant to divulge information given the sensitivity of the topic. In addition, teenagers, being a secretive lot especially on the issues of sexuality could not divulge all the necessary details without assurance of confidentiality. Hence a letter of introduction and a talk by the Principal and the researcher in preparation for the research was conducted.

1.8 Delimitations of the Study

The study was conducted in girls' public boarding schools in Nairobi province only although the ideal would have been to involve all the girls in public boarding secondary schools in the country. However, time and financial constraints formed a great limitation to the scope of the study. Nevertheless, the province was purposively selected because it provided the researcher with the administrative challenges caused by peer sex education.

1.9 Basic Assumptions

The study was based on the following assumptions:

- i. That all public secondary schools have in one way or another taught sex education as stipulated by the Ministry of Education.

- ii. That students will be truthful as they fill the questionnaires.
- iii. That schools provide time for the students to socialize and relax so that they supply first hand information from their interactions.

1.10 Definition of significant terms

Administrators	Principals and teachers. Those who provide formal, informal and Non-formal education in schools
Education	The process of bringing up persons socially; at all stages of the life
Models	Those, persons whose behaviours are emulated through experimentation, identification, in other words, assumptions of roles of others
Peers	Are age mates, playmates, close friends or strangers sharing activities
Sex	Male/Female based on the genitalia. Can also be expressions in terms of erotic instinct drives, impulses and feelings that need to be expressed.
Sex Education	Training which address all issues related to human sex, sexuality and interpersonal relationships.
Sex information	Ideas, beliefs, values that are passed among teenagers regarding sexual issues. These include: activities, interests and behavior among teenagers.
Teenager	Any girl or boy aged between 13 and 19 years

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The current worry and concern of parents, teachers and society is the engagement of teenagers in the sexual perversion at the very early ages (Lema,1987).In these studies, it is revealed that at least one out of every ten young persons studied , is found to have engaged in at least one sexual activity. In addition, of all cases of patients admitted with induced abortions, a good percentage are teenagers between ages thirteen and nineteen (Makokha, 1980).This poses serious problems and challenges to the individuals, their families and society at large.

Teenagers seem to involve themselves in sexual intercourse without proper education on their sexuality. They lack adequate knowledge and proper information on matters related to their sexuality.Wanjohi,1986 contends that teenage sexuality has been given little attention as far as sex education is concerned which has justifying reasons as to why young people indulge in sexual perversion. Lema (1987), shares the same views when he says that teenagers have been left to fend for themselves in terms of sex education.

The society (adults) on the other hand makes a lot of cries as to where the present generation is heading to as far as morality is concerned. However, when one looks at the problems with teenage sexuality, young people should not entirely be blamed. The

society should reflect back and see how sexuality was handled in old days. This will in turn help parents and teachers to know how best they can break the topic of sexuality to their children. The society should also censor what teenagers read, watch and listen to.

Mwiti, a Nairobi psychologist, feels that parents are unsure about the necessary values to communicate to their children regarding sexual matters. Thus children reach the age of maturity without enough knowledge and proper information on how to handle their sexuality as reflected in a number of studies. Administrators too handle the topic at very superficial levels. These and many other factors yet to establish have plunged teenagers into a state of confusion. Young people seem to wander about experimenting with their sexuality as the adult society cages themselves in their own world. Neither party understands the other.

2.2 Sexual Behaviour Among Teenagers

Studies on the level of maturity reveals that girls are attaining sexual maturity quite early (Rogo, 1989, Muroki, 1987) . In a study of Luhya girls in secondary schools, Muroki (1987) found the mean age at menarche as 14.3. This is a sign of early maturity for girls and therefore calls for proper sex education to be provided at early ages of development. Otherwise, young people may not know how to behave in response to both biological and physical maturity that is taking place within their bodies.

In fact (Muroki 1987), indicates that, out of his respondent 4.1% who were sexually active had engaged in sexual intercourse before their 10th birthday. He gave the peak age

engaging in sexual intercourse in his study as 16 years. He reports that the higher levels of sexual activity are of those girls in higher classes especially the form fours. He has not explained the reason behind this hence the need for research to establish why this goes on in schools.

Rogo(1989) laments that teenagers are engaging in sexual intercourse with quite a number of sexual partners which exposes them to health risks such as Sexually Transmitted Diseases(STDs) such as HIV/AIDS, among others. He too has not established the factors that lead to the young people engaging in sexual intercourse with multiple partners.

These studies seem to concentrate more on sexual intercourse alone as an aspect of sexual behaviour among teenagers. It is therefore essential to find other sexual behaviour that teenagers engage in such as fondling, kissing, petting, among others. These sexual behaviours are likely to lead to sexual intercourse and sexual perversion such as lesbianism or fornication . It is due to their involvement in sexual activities that teenagers have been subjected to negative health and social consequences.

2.3 Consequences of early sexual behaviour (activity)

Teenage pregnancy is one of the consequences of engaging in sexual behaviour at early ages. That is children deliver children. Khasiani (1985) reports that majority are between 15 and 18 years old from low income families. This mostly form two and three.

Muraya(1985) reports that the youngest mother in his study was 14 years old. Other cases of early pregnancy that have been highlighted include a Brazilian girl, Maria Eliana Jesus Macarena's, who gave birth at the age of 9. According to Population Reports 1985; she was recorded as the youngest mother of less than 10 years. In Kenya a girl of 10 years gave birth. These are indicators of sexual behaviour at early age which needs to be investigated in order to help these young people since pregnancy has plunged them into serious disadvantages especially the girls.

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Many studies have shown that girls drop out of school due to pregnancy. This is highlighted by Ferguson (1988) whose statistics show that in 1987, 8,000 girls dropped out of school due to pregnancy and 13,000 in 1986. Age mates are sited as being responsible for the pregnancy. Most of these girls are not married by those who impregnate them. This justifies why the girls suffer psychological torture. She has no source of income of her own to cater for her needs and those of the infant. At the same time, society views her as a person of loose morals.

Psychological problems are expected since the girls are experiencing changes and disillusionment in their lives. Teenagers who find themselves pregnant suffer the pain of disgrace social stigma brought about by an out of wedlock child which makes the girl a black sheep in her society. This is what makes some of them resort to abortions, which a very dangerous exercise as it can result to the death of both mother and child.

Abortion is one of the most dramatic reflections of teenage involvement in sexual behaviour. Abortion is illegal in Kenya and many teenage girls resort to backstreet abortions usually in unhygienic circumstances. Induced abortion is dangerous to the girl's health and life. It may not only result to death but it can also lead to life-long complications such as perforated uterus, infections, ectopic pregnancies and infertility (Kimani, 2007).

Muraya (1985) reports that a 17 year old dies while trying to abort a six month old foetus by inserting a plastic straw into her vagina and asking a friend to blow into it. This is a clear case of misinformation. However, Muraya has not indicated the reasons for such practices which in actual fact is the aim of this study.

Complications from unsafe abortions are the single biggest contributor to gynaecological emergencies in Kenya, a new study says. According to the study appearing in the latest issue of The East African Medical Journal (EAMJ) conducted at the Kakamega Provincial General Hospital in Western Kenya in 2001, nearly half of the patients reporting to the institution with life-threatening gynaecological emergencies are teenagers of about 17.

Abortion accounts for 43 per cent of all cases admitted with acute gynaecological conditions. It is the most common ailment with its complications accounting for them longest hospital stay, compared to other acute gynaecological conditions. An average of 91 bed hours are required to treat a patient suffering from the complications of unsafe

abortion, compared to 39 hours for patients reporting with other gynaecological problems (The East African Magazine, April 2007).

Another study at the Kenyatta National Hospital showed that up to 60 per cent of all gynaecological emergencies were similarly a result of unsafe abortions. Significantly, 53 per cent of the abortions treated there had also been procured by girls below 14 (The East African Journal, 2007). Hence this study seeks to establish what teenagers teach each other to make them indulge in behaviour that leads to pregnancy.

The number of STD cases is quite high among teenagers particularly syphilis, gonorrhoea among others in Nairobi. This is because the teenagers engage in sex at a young age and carelessly (Muraya, 1985). Data collected by the Kenya National Aids and Sexually Transmitted Diseases Control Programme (NASCOP) has it that, 2.5 million out of 30 million Kenyans are living with HIV/AIDS, two million have already died. This continues to weaken the social and economic infrastructure of Africa. Study such as this one will help us understand better the behaviour of teenagers that spread HIV/AIDS and other Sexually Transmitted Diseases

2.4 Reasons as to why Teenagers get involved in sexual activities

There are several factors that contribute to teenage involvement in sex. Firstly, misinformation as Lema (1989) quotes Njau who reports that, sexually active girls had positive opinions of engaging in sex. To her, girls expressed their views that sex was a good practice especially in health. She further explains that the girls expressed the fear that if they don't engage in sex before marriage; it may result into infertility and failure to

give birth due to the closure of birth canals. This is a clear reflection of wrong information. It could also mean that the source is ill equipped with sex information just like the recipient.

Too (1988) reports that boys convince girls that engaging in sex have no negative consequences. He further says that girls copy their friends who are sexually active with the notion that despite the fact that they engage in sex, they do not get pregnant. This is evidence that teenagers emulate their peers without necessarily looking at the side-effects.

The other factor is peer pressure. Teenagers' face the pressure from their peers as reported by Wanjohi (1986) and Lema (1987) but this is not clearly highlighted in these studies. It is therefore necessary to establish which peer pressurizes the other to indulge in sex, what the peers share and the challenges these pose to the administration.

Studies have shown that girls yield to pressure to maintain relationships and engage in sex. The abuse of drugs, for instance, alcohol makes young people engage in careless sexual behaviour (Discipline Committee, School, 2008).

2.5 Sources of sexual information

According to studies, peers seem to feature more than parents and teachers (Lema, 1987; Rogo and Owang'o 1991) .Teenagers tend to rely on sex information provided by their peers more than sex information from parents and teachers.

Lema (1987) reports that parents and churches play a minor role in the provision of sex education to young people. He further reveals that, parents formed only five per cent in the discussion regarding sexual matters with their children. He adds that in the rural areas, only two per cent of the parents talk to their daughters about menstruation .In some places, for instance, in Narok, it is not mentioned at all.

Liku (1987) explains that mothers are free to discuss other topics apart from the issue of conceptions or how to avoid it. He further says that a good number of teenagers receive hints on conduct, advice and other related issues from their mothers with a small fraction of them being exposed to sex information. However, both studies do not come out clearly with reasons as to why parents shy away from the topic of sexuality. It is not explained why parents give hints instead of tackling real issues.

Peers are the main sources of sex information. In Lema (1989), Njau reports that girls received sexual information from their boyfriends more than they do from fellow girls. She reports that, 65% of the young people she talked to were told about their sexual organs by peers. It is not clear how this information is passed down from one peer to another. It is not clear what technique is used to pass this knowledge. Hence the needs to establish the mystery underlying the topic of sexuality and the magic possessed by peers that tend to capture the attention on matters related to sex.

Many children today acquire information on sexuality from the television, videos, films, books and magazines, radios, peers, school and internet among others. Most of these

sources have been blamed for feeding the youth with wrong inaccurate or misleading information about sex and sexuality (Baker, 1992; Hill & Lloyd, 1970, Nema, 1987; Ramani, 2001).

2.6 Sex Education

Today, inadequate information is provided to the teenagers. Their parents lack the objective competences, psychological and emotional predisposition to have the realistic discussions with their children on matters related to sexual behaviour. Hence the needs to understand the traditional sex education as transmitted by the great grandparents and see how it was conducted in the older days and probably explain why parents and teachers seem to fail. The researcher seeks to establish what teenagers teach one another and why it is more appealing than what teenagers teach in class.

2.7 Theoretical Framework

Currently, socialization process which used to be in the hands of the aunties and grandparents seems to be taken over by the peers. To understand the peer influence, among teenagers in sexual behaviour, the study will adopt the Reference Group theory.

The reference group theory will be employed to explain the role of peers in a more specific manner, for example peers serving as role-model for teenagers for identification. Taking the concept of conditional reinforcers and evasive conditioning within the learning theory, it will be utilized to outline how peers are rewarded by their peers for sexual behaviours which parents and teachers on the other hand punish.

Merton (1957) developed three elements within the reference group theory that serves as frames of reference for individuals. Cases in which the attitudes or judgments of man are held to be influenced by comparison with the situation of others within whom one is in actual association, in sustained relations.

The comparison is said to be on the basis of some pertinent respect of the same status or in the same social category. The theory holds that; comparison is also assumed with those who are in pertinent respect of different status or in different social category. Reference groups are innumerable. There are those of which one is a member, as well as groups of which one is not a member. These groups become points of reference for shaping one's attitudes, evaluations and behaviour.

According to the theory, individuals may be oriented towards any one or more of the various kinds of groups and status, that is, membership groups and non-membership groups, status like her own or if different, either higher, lower or not socially ranked with respect to her own.

To employ the theory in this study, teenagers and their peers may be said to be of the same status in terms of being, age-mates. They could also be members of a group: 'teenage society'. Therefore peers become points of reference for teenagers. Teenagers also tend to compare themselves with those of different status from their own. For

example, public figures like music stars, athletic stars, which they are not in the same social category with.

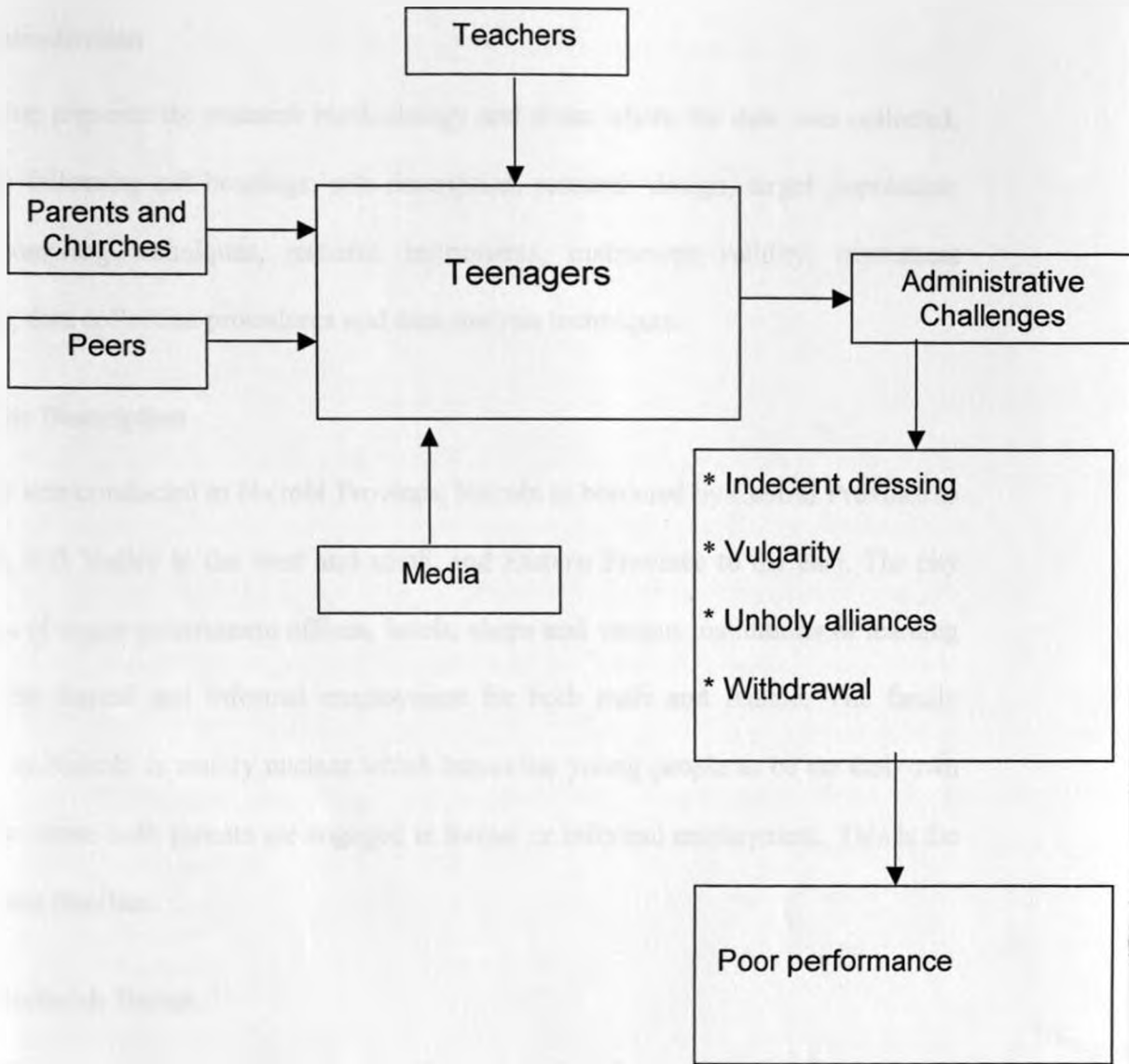
2.8 Conceptual Framework

The concept of sexuality has been defined as the ideas, beliefs and values that are associated with body structure. It deals with the attitudes and behaviour in regard to sexual activities, feelings, desires and emotions which can be expressed by all people.

In this case, it is a process by which individuals especially the teenagers organize and interpret their sensory impressions in order to give meaning to their body mechanisms. Teenagers tend to use their external stimuli, drive and the little knowledge they have their parents and teachers on sexuality to determine the kind of behaviour to adopt while in and out of boarding school. Teenagers' perception is focussed on their bodies, what to do and when and where to do it. It is therefore a social responsibility to teachers, parents and churches to give teenagers direction.

Since the parents and teachers avoid the topic, peers and the media provide misleading information to teenagers. As a result, administrators face challenges from the teenagers who develop perverted behaviours.

Figure 2.1: Conceptual framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presents the research methodology and areas where the data was collected, under the following sub-headings; site description, research design, target population, sample sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Site Description

The study was conducted in Nairobi Province. Nairobi is bordered by Central Province to the north, Rift Valley to the west and south, and Eastern Province to the east. The city comprises of major government offices, hotels, shops and various institutions of learning which offer formal and informal employment for both male and female. The family structure in Nairobi is mainly nuclear which leaves the young people to be on their own especially where both parents are engaged in formal or informal employment. This is the case in most families.

3.3 Research Design

This study used a survey design that will apply a descriptive research. This design enabled the researcher to use a variety of data collection techniques to gather information that describes existing phenomena by asking individuals about their perceptions, attitudes or values and in this case , on the subject of sex education. Gay (1981) defined descriptive research as a process of collecting data in order to test hypotheses or to

answer questions concerning status of the subjects in a study. Therefore, this type of research attempts to determine and report the way things are in an ex-post-facto manner.

Kerlinger (1973) defines ex-post-facto research as follows:

“A system of empirical enquiry in which the scientist does not have control of the independent variables because its manifestations have already occurred or because they are inherently not manipulatable. Inferences about relations among variables are made without direct intervention from concomitant variation of independent and dependent Variables.”

Turkam (1978) and Wirisma (1995) have explained ex-post facto research as that which an investigator examines the variables without manipulating them. The investigator examines variables under natural conditions in which they are operating as dependent and independent variables. The ex-post facto research design is used for this study because the variables for the study such as sexuality, peer influence, parents' and teachers' position and teenagers' reception of information have already taken place and would not therefore be manipulated.

3.4 Target Population

Borg and Gall (1982) have defined target population or the universe as being all the members of the real set of people, events, or objects to which the researcher wishes to generalize the findings. Nairobi province has 11 public girls secondary boarding schools with a total of 11 principals, 325 teachers and 8,400 students (Provincial Director of Education Office Manual, 2007). This study targeted all the 11 principals, 325 teachers and

8400 students whose participation and contribution to the topic; peers in the provision of sex education among teenagers were analyzed.

3.5 Sample and Sampling Techniques

Wiersma (1995) and Churchill Jr (1991) state that a good sample should be large enough so that a researcher can work with confidence that a different sample of the same size, if done using the same procedure, can illicit similar results. Sampling error is a function of the size of the sample and it is largest when the sample is small and vice-versa.

The sample size is best derived by considering the total population and the prevalence of a specific problem of interest in that population. The total population of students in girls' public boarding secondary schools in Nairobi province is estimated to be 8400 students (Provincial Director of Education Office Manual 2007).

Sampling methods often introduce bias in educational research studies. This can be avoided by choosing a sample size that is representative of the study population. The researcher systematically chose four (4) schools from which all the deputy principals (as disciplinary mistresses), another four (4) counsellors, four (4) class teachers and thirty (30) students from each school to take part in the study. Thus there were 4 deputy principals, 4 counsellors, 4 class teachers and a hundred and twenty (120) girls making a total of 132 respondents exclusive of the focus group discussions. The students were chosen using simple random sampling as it provided an objective way of obtaining an unbiased sample.

3.6 Research Instruments

The data for this study were collected using questionnaires. In order to achieve optimum level of information in investigating the role of peers in the provision of sex education among teenagers in public boarding secondary schools, the closed and open ended questions were designed to allow for the collection of detailed data. The questions aimed at getting information about the 'education' teenagers receive from their peers and how they react to it. Two types of questionnaires were used in this research. There was a questionnaire for students and one for Guidance and Counselling counsellors who will highlight the challenges the institution faces as a result of peer sex education. The researcher also interviewed Deputy Principals in the same four schools to establish challenges they face. The research also conducted Focus Group discussions of eight (8) students each to examine the kind of information teenagers share.

3.7 Instrument Validity and Reliability

There was a pre-testing of the research instruments so as to assess the clarity of the instrument's validity and reliability of each of the items in the instruments as well as the suitability of the language used in the instruments (Mulusa, 1988). In validating the instrument, a pilot study was conducted in two schools out of the eleven schools chosen. After each respondent had successfully completed the questionnaire, each question was discussed with the respondents to determine whether the items were correctly framed and therefore not open to misinterpretation during the main study. Reliability is a measure of the degree to which an instrument yields consistent results or data after repeated trials. Reliability in research is influenced by the random error, as random error increases, reliability decreases. Random error is the deviation from a true measurement due to the

factors that have not effectively been addressed by the researcher, for example ambiguous instructions to the subjects. To establish the reliability of the instruments the researcher used test-retest method.

3.8 Data Collection Procedures

Authority to conduct study in Kenya's public secondary schools is usually obtained from the Ministry of Education, Science and Technology. The researcher therefore reported to the Provincial Director of Education, Nairobi for clearance and permission. After the permission was granted, the researcher visited each school in the sample. Permission was also obtained from each school in the sample particularly from the principals to enable the researcher conduct the research in the school. The research questionnaires were personally distributed to teachers and collected when duly filled. The students were supervised as they filled the questionnaires. This gave the researcher an opportunity to assure the respondents of confidentiality of their responses. It also motivated the participants to respond more readily since they are interacting with the researcher at a personal level than if they were mailed to them.

3.9 Data Analysis Techniques

The study being a qualitative and quantitative one, both descriptive and inferential methods of data analysis were used. Descriptive statistics such as means and percentages were utilized to analyze demographic information. Data processing was done using the Statistical Package for Social Sciences (SPSS) computer programme. For quantitative data, quantitative methods of analysis were used.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with the presentation and analysis of findings of the study. It presents findings on the Administrative Challenges Arising from Peer Sex Education in Teenagers in Girls' Public Boarding Secondary Schools in Nairobi Province using the Statistical Package for Social Sciences (SPSS) programme for the analysis.

Data presentation in this chapter is mainly by use of frequency tables (f) for primary analysis. The findings are presented in a format that reflects the objectives of the study which were stated earlier on so as to determine the challenges of administrators arising from peer sex education in teenagers in the girls' public boarding secondary schools in Nairobi.

4.2 Response Rate

A total of 126 questionnaires were received from the student respondents, out of these, 118 were from the students, 2 from the deputy principals and the other 6 were from the class teachers and counsellors. This represents a 95% response rate while the other 5% did not respond. The success of this magnitude was enhanced by the cooperation by the schools principals and the interests that the study topic generated among the counsellors which ensured that the students responded to the questionnaires.

4.3 Data processing and analysis

The major purpose of data analysis was to reduce the data so collected into an organized, integrated and meaningful whole. Analysis was done using quantitative though qualitative data was also collected and used to supplement understanding of the interrelationships of the construct variables that were generated by the quantitative methods. After collecting the questionnaires from the respondents, the questionnaires were edited for completeness, accuracy and uniformity. Completeness was to ensure that there was an answer to every question on the questionnaire. Seven (7) questionnaires with missing responses were noted and kept aside. Inaccuracy may have been due to lack of concentration by the respondents or a conscious attempt to give misleading answers. Uniformity gave an opportunity for checking that the respondents interpreted both the instructions and questions uniformly and in the same manner. Editing of the questionnaires was to help the researcher identify and as far as possible, eliminate errors and mistakes in the completed questionnaires.

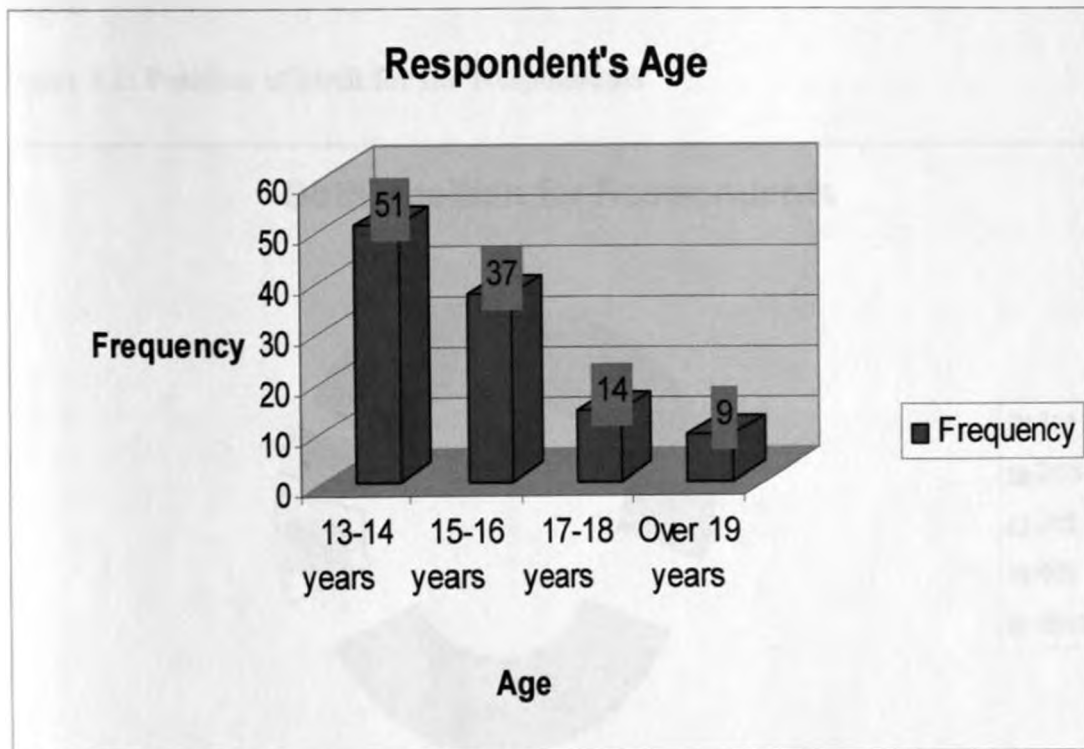
4.4 Data analysis

After the data was coded and reviewed for accuracy and consistency it was then entered into the computer for further descriptive analysis of the data using SPSS computer package for windows throughout the analysis of the primary data. The coded data was categorized and tabulation was obtained for the questions that were intended to measure descriptive characteristics of the study sample.

4.4.1 Demographic analysis for students

When the responses were received the analysis was conducted based on the category of the respondents (students and teachers). On the side of the students, their ages were as indicated in the pie bar graph below.

Figure 4.1: Age of Respondents

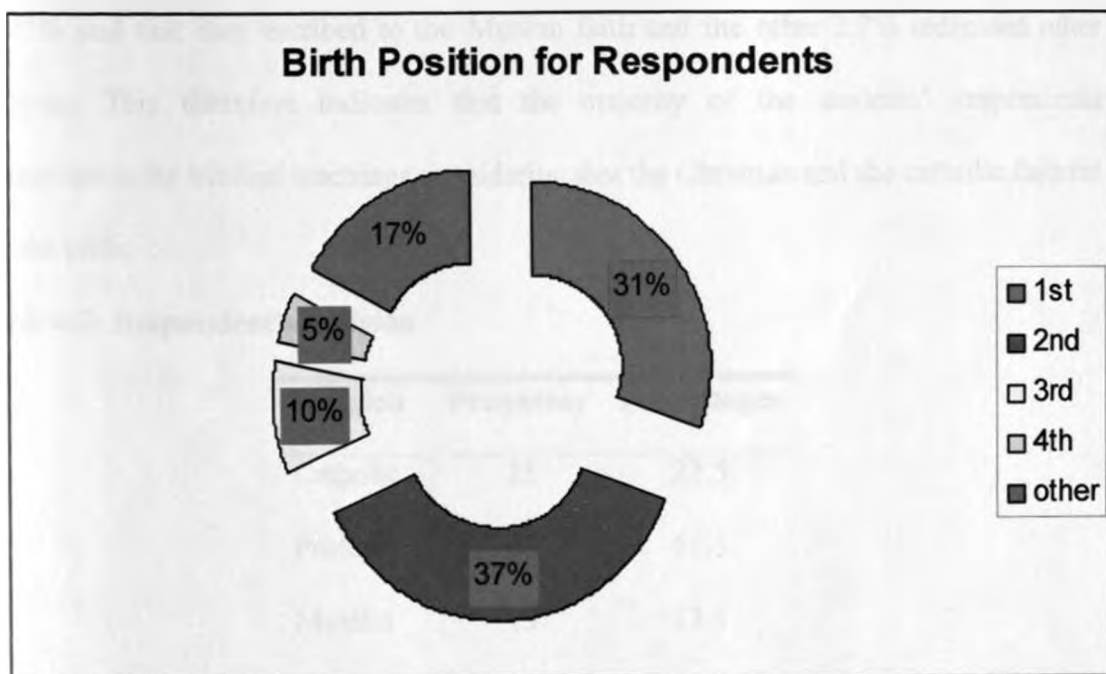


The results indicates that majority of the students (46%) were aged between 13 and 14 years while 33% were aged between 15 and 16 years. Those aged between 17 and 18 years were 13% while the remaining 8% were aged above 19 years. This means that the majority of these respondents were teenage girls who would ordinarily be grabbing within sexual matters and challenges in life. Thus, the category of respondents chosen

would provide substantive information about sex education and the effects that the peers have on their friends.

The researcher intended to also find out the effect the birth position would have on the sex information on the girls. Majority of the respondents (37%) were second borne in their families, 31% were first borne while 17% were either 5th or other positions in their homes.

Figure 4.2: Position of birth for the Respondents



Majority of the respondents were in form 2 (34.23%), 32.43% were in form one and their other 17.12% were in form three. The remaining 16.22% were in fourth form. Again, the choice of the category is critical as the majority (form ones and twos) are still coming to terms with secondary school life and would have a lot of time to discuss other issues out of class more than the form three and fours who would rather concentrate on class work rather than other talks.

Table 4:1: Respondent's form

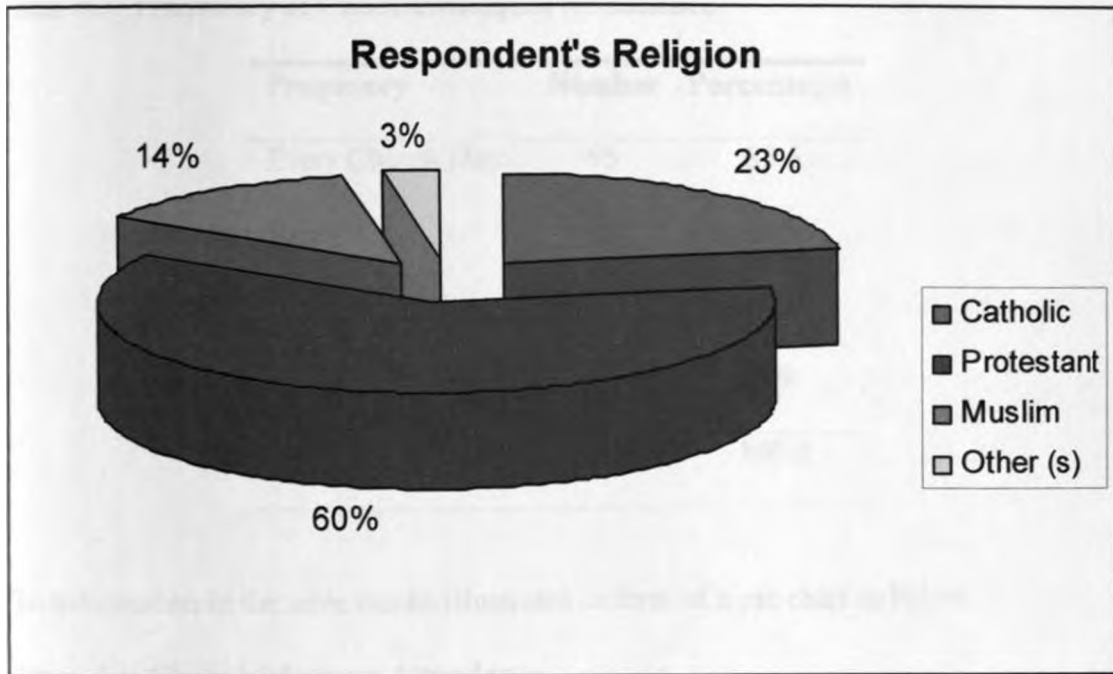
Form	1	2	3	4	Total
Frequency	36	38	19	18	111
Percentage	32.4	34.2	17.2	16.2	100.0

Regarding the religion or faith that the students ascribe themselves to, majority (61.26%) said that they were Christian while 22.52% said that they were Catholics. Another 13.51% said that they ascribed to the Muslim faith and the other 2.7% indicated other religions. This therefore indicates that the majority of the students' respondents subscribed to the biblical teachings considering that the Christian and the catholic faithful use the bible.

Table 4:2: Respondent's Religion

Religion	Frequency	Percentages
Catholic	25	22.5
Protestant	68	61.3
Muslim	15	13.5
Other (s)	3	2.7
Total	111	100.0

Figure 4.3: Religion of the Respondents



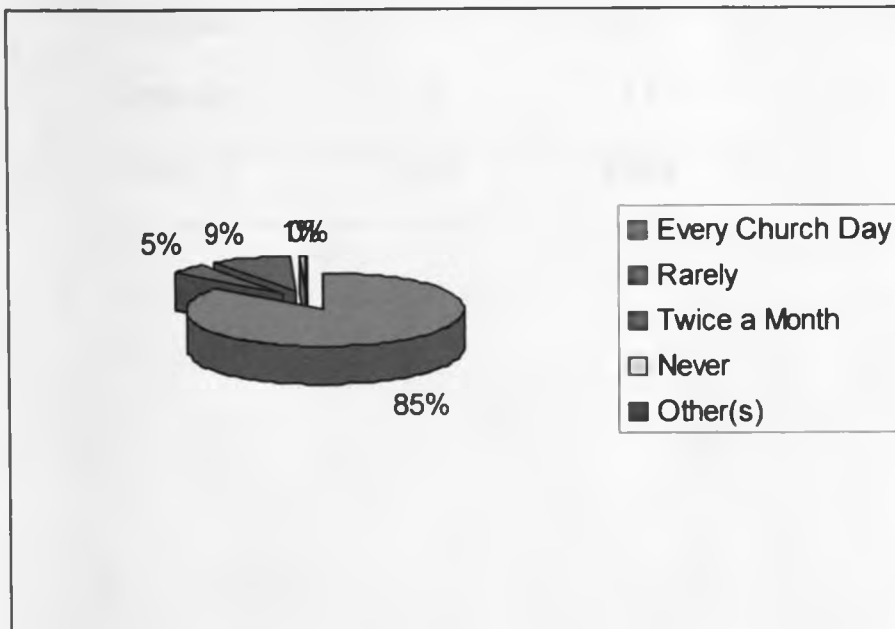
When the students were asked on the frequency they attended their worship services during their worship days, majority (85.59%) indicated that they attended these services on each day of worship during their break from school (holidays and half terms). Only 9% of them said that they attended the services twice a month while the other 4.5% said that they attended them rarely. The clear perspective here is that the church and the church doctrines had a significant chance of influencing the sex knowledge and information that these students would get. Indeed, the majority of the students indicated that the pastors and other church leaders as well as their peers in the church were an alternative source of information on sex education.

Table 4:3: Frequency of Church/Mosques Attendance

Frequency	Number	Percentages
Every Church Day	95	85.6
Rarely	5	4.5
Twice a Month	10	9.0
Never	1	0.9
Total	111	100.0

The information in the table can be illustrated in form of a pie chart as below.

Figure 4.4: Church/Mosques Attendance



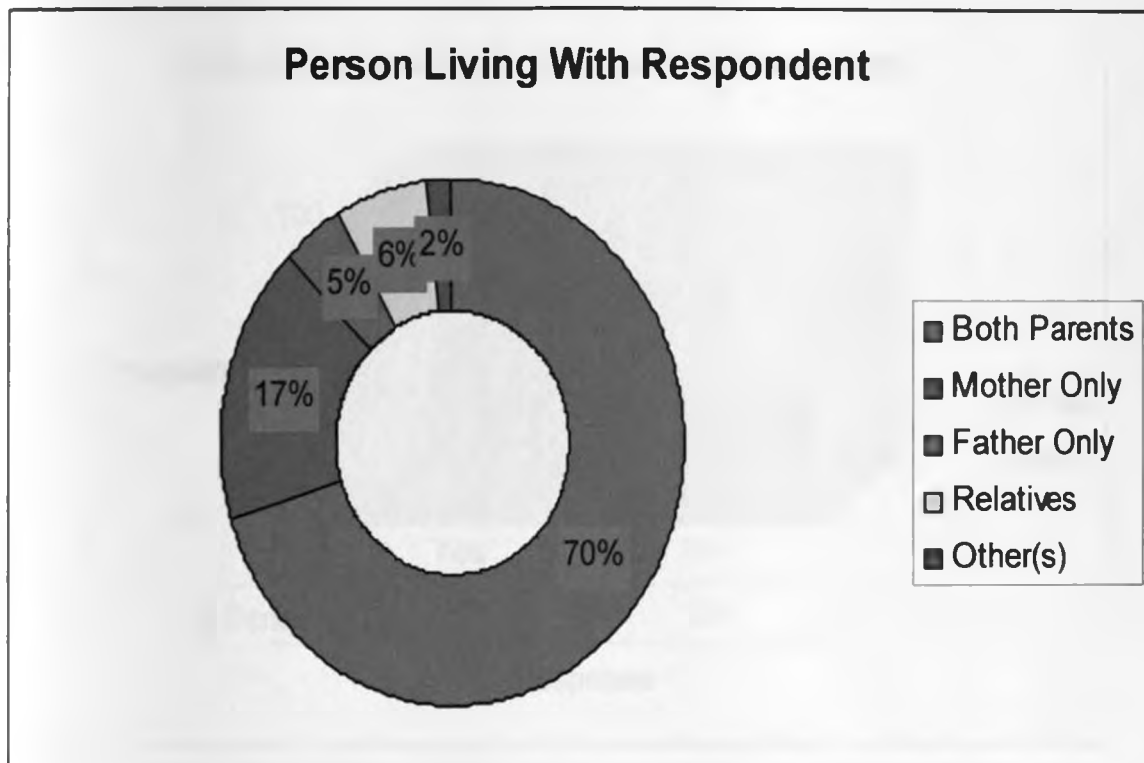
When the students were asked on the person with whom they live, majority of them (70.27%) said that they lived with both parents while another 17.12% said that they lived

with their mother only. Another 4.5% said that they lived with the father only while 6.3.6% said that they lived with other relatives indicating uncles, aunts and cousins while others said they live on their own (with other siblings). Evidently, then it can be deduced that the parents had an upper hand to mould and influence their children with regards to sex education as they have a better part of the student's lifetime with them. The information is shown in the table and figure below.

Table 4:4: Persons Living with Respondent

Living With	Frequency	Percentages
Both Parents	78	70.3
Mother Only	19	17.1
Father Only	5	4.5
Relatives	7	6.3
Other(s)	2	1.8
Total	111	100.0

Figure 4.5: Person Living with Respondent

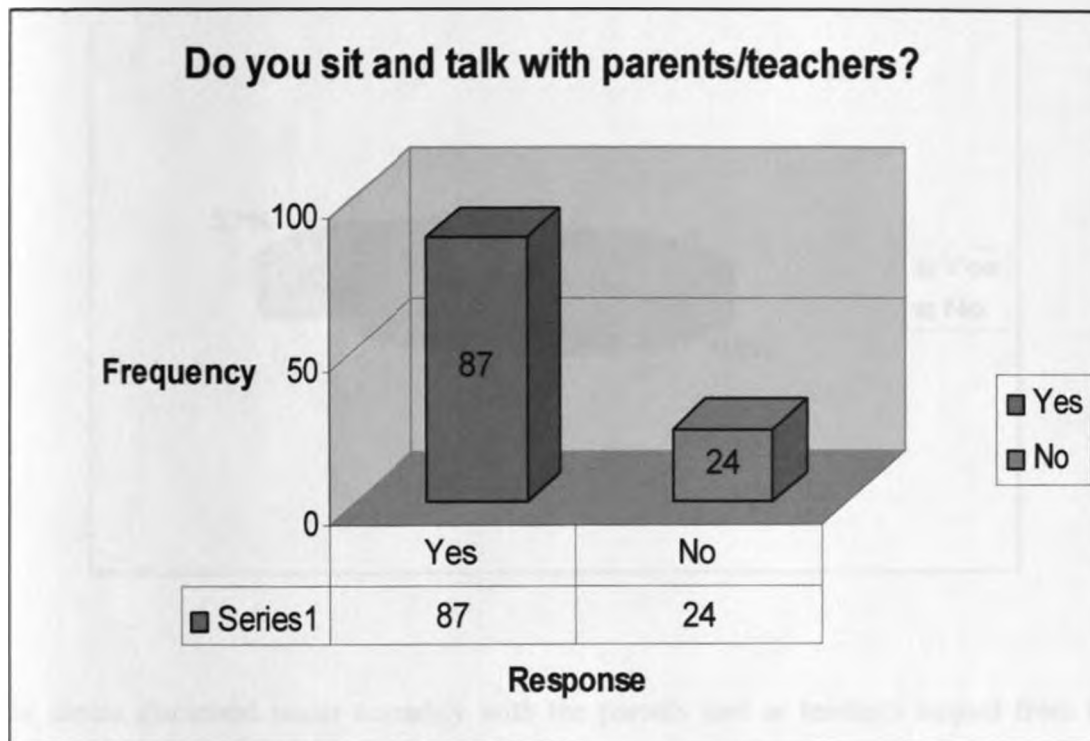


Majority of the parents and guardians that the students lived with were educated with others having doctorate degrees, masters and bachelors' degrees. In some few cases, the parents were form four leavers. The same parents, given their level of education were employed in senior levels of management though others had lower positions.

4.4.2 Parent Child Relationships

When the students were asked whether they ever sit with their parents, guardians and teachers to talk, their response was as below:

Figure 4.6: Talk with Parents/Teachers

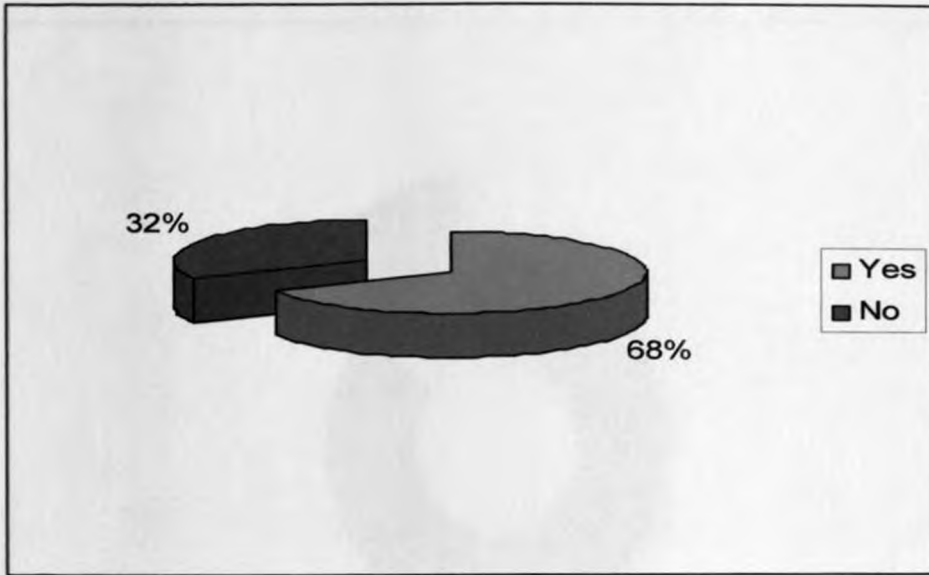


For the respondents who said that they never sit with them, they indicated that the parents/guardians were too far away from them such that there is not time to sit and talk. But regarding the teachers, they said that the teachers did not encourage discussions of issues outside class work. Others indicated that the parents were quite harsh and did not have time to sit down and talk with the children.

For those who indicated that they sit and talk with the parents and teachers, they cited academics, character, behaviour, sex and its consequences as well as needs for the students as a student, salvation, and issues to do with the entire family.

It also appeared that some students did not discuss issues regarding sex and sexuality in general with the parents or teachers as shown by the pie chart below.

Figure 4.7: Discussion of Sexuality with Parents /Teachers

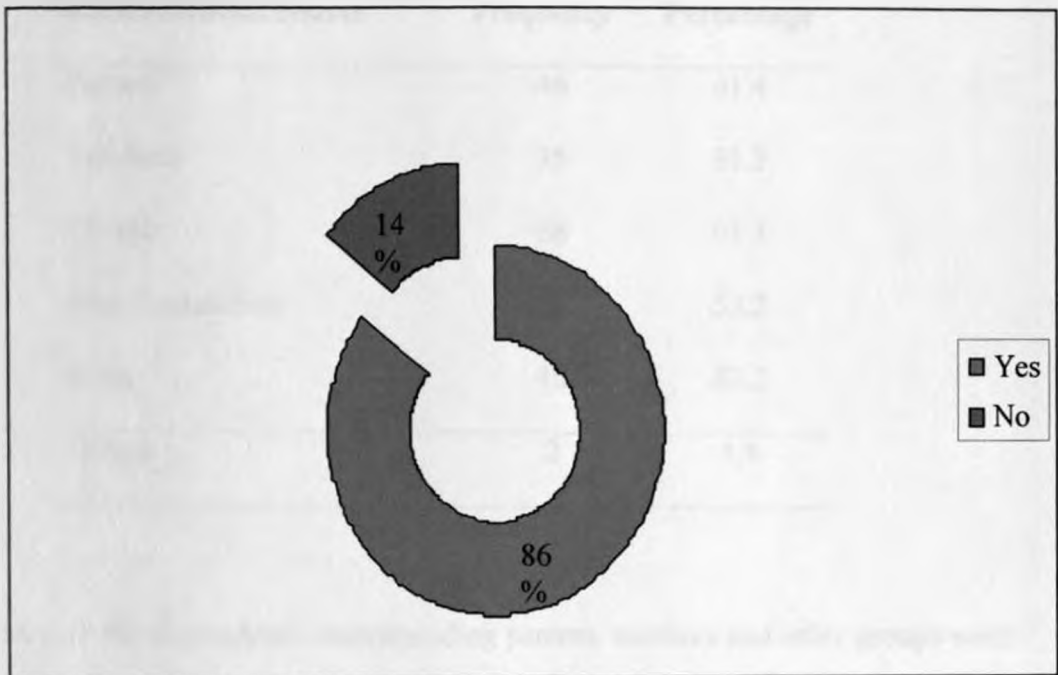


The topics discussed under sexuality with the parents and or teachers ranged from the dangers of sex before marriage, the virtues of being a virgin as well as the challenges that arise as a result of being morally loose.

When asked about other sources of sex information and knowledge apart from the parents and teachers, the respondents indicated Christian books, pastors, peers and peer counsellors sisters, boyfriends, cousins, aunts and other relatives. Magazines, Television programmes and shows as a source of this information featured prominently. Surprisingly though, some respondents indicated that they do not obtain any of this information from any other source other than the parents and teachers.

When asked whether they share the sex information they have with other people, majority of them (86%) indicated that they did share while a few others (14%) said that they do not share.

Figure 4.8: Share of Information with others



On the issue of the best source of sex information for them, different respondents gave varied answers as tabulated below.

Table 4:5: Source of Information

Recommended Source	Frequency	Percentage
Parents	46	41.4
Teachers	35	31.5
Church	68	61.3
Peer Counsellors	59	53.2
Peers	48	43.2
Others	2	1.8

The frequency of the respondents recommending parents, teachers and other groups were undertaken and surprisingly their responses were as varied as the reasons they gave for them.

Some respondents indicated that parents and teachers were best as they were experienced and had more knowledge about the students and would desire to ensure the students have a better life in the future. For the peer counsellors, some recommended them for their open mindedness and their understandability of the life of a student and teenager especially. For those opposed to peers as a source, they indicated that they would mislead as they are not experienced and more so would want others to misbehave and destroy their lives as they have done to others. This means they can easily provide dangerous and misleading information about sexuality.

For those against the church and the parents, they indicated that they would set up unrealistic standards which are unachievable. Indeed, some indicated that they would want to deny the students (respondents) a chance to enjoy their youthful age yet they themselves (parents and church) did enjoy it during their time.

4.5 Qualitative Analysis

Qualitative data were received from the deputy principals and the students' counsellors from the four schools identified.

The respondents indicated that their main challenges that the schools faced in regards to relationships included boy – girl relationships where the girls could be pulled down academically by the boyfriends when they meet over school holidays or even during visiting days where the boys visit as brothers or cousins. The girls also face a lot of pressure from the boys to practice the pornographic materials they watch from cinema halls and television sets.

The girl-girl relationship also is a great challenge facing girl schools. The respondents indicated that the girls do not relate well as a result of the social class of their families. Indeed, in some cases the girls resort to fighting and blackmails. The respondents indicated that the schools organize talks to discuss such issues with relationships, use church services, the schools guidance and counselling departments are encouraged to deal with these issues directly with the girls. Essentially, the cases are successfully addressed through teamwork and collaboration for a common goal between the schools' departments and the parents or guardians.

The respondents indicated that they experienced few incidences of pregnancies among the class as the stringent policy of expulsion has really helped to streamline these problems and ensure cooperation from the parents. Rudeness, theft, untidiness, noises from class, fighting, formation of terror gangs (to intimidate others), laxity to perform duties illegal items (like phones, and alcohol) and misbehaviour during school outings were indicted by the respondents as the main problems of discipline among the girls in their schools. To handle these cases, the school usually discusses with the parents and the students, suspends the students when necessary and in cases of extreme incidences, invites counsellors to the school.

Some schools have peer counselling in their schools while others do not have. For the schools with the peer counselling, they also do not provide time for them to conduct their assignments but rather do them in their free time. The peer counsellors are also given professional training to enable them become effective. The respondents agreed that the students do discuss sexuality issues among themselves through love notes passed to each other as well as through comments made in classes

When the counsellors were asked about the peer influence on various issues, they all concurred that the peer influenced performance of the girls in school, exchange of love notes, general conduct, dress code, sexual perversion, existence of cases of STDs as well as existence of personal items.

4.6 Focus Group Discussions

From the discussions that were conducted in different discussion groups, it became evident that the majority of the girls got sex education from a range of people including parents, boyfriends, teachers, church pastors and teachers as well as close relatives (siblings and aunts).

When asked on where they got information about sexual organs (names), all the groups indicated teachers and friends while on menstruation, they said that they obtained the information from books, teachers at primary schools, parents and friends. On wet dreams, they indicated that they got to know them from boyfriends, teachers and classmates while on kissing and fondling, they indicated television programmes, movies, novels and experienced friends. Interestingly too, they said that they got to know about kissing from their own experience.

On the question of whom they were freer to discuss issues to do with sexual intercourse, contraceptives, boy-girl relationships, conception and ultimate children deliveries, the answers were more or less uniform. They indicated parents, sisters, teachers, boy friends, and experienced (older) friends.

When asked as to why they were freer to discuss these issues with the people they indicated, they said that it was because they were experienced and that they were better placed and non-judgmental in their talk. Some indicated that the friends are freer because

they are of the same age and would be quite honest. On who would come to them for the same information they get from parents and teachers, they indicated that their younger siblings always sought help from them with regards to sexuality and other related issues. They also said that their peers from other areas and schools would also come to them.

From the analysis therefore, the researcher gathered that teenagers rely more on their peers and the media for information on sexuality. Administrators admitted they handled discipline cases resulting from peer influence .They admitted perverted behaviour among students was on the increase and challenging because it manifested itself in poor performance. Some students exchanged love notes and at times forgot them in books collected for marking.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings and results of the study, presents conclusions thereof and makes recommendations as well as providing suggestions of areas for further research.

5.2 Summary

The aim of this study was to find out the challenges of administrators arising from peer sex education in teenagers in the Girls' Public Boarding Secondary Schools in Nairobi. Six Research Questions were formulated to guide the study. Research Question One sought to establish why teenagers rely on their peers more for sex information than on their parents and teachers; Research Question Two was to explore how sex information is passed from one teenager to another; Research Question Three aimed at establishing the type of content peers provide to teenagers; Research Question Four was to enable the researcher to which peers are the most active in the passing sex information among teenagers; Research Question Five sought to establish the challenges administrators face when teenagers learn sexuality from their peers and Research Question Six sought for recommendations for ensuring that teenagers get the right information on sexuality.

Data was collected through the use of questionnaires, interviews and focus group discussions. The findings revealed that:

- i. Most schools do not appoint peer counsellors and this paves way for peers who end up giving misleading or inaccurate sex information to others.
- ii. The peer counsellors are neither trained nor is the content they offer scrutinized.
- iii. There is no time allocated for guidance and counselling services in schools. This made students to opt for peers for information .They in turn practise what has been shared by fellow teenagers.
- iv. Many teenagers prefer to go for sex information from siblings, aunts and friends who are young .They feel accepted.
- v. Teenagers argue that teachers, parents and the church set unrealistic goals which they did not meet in their teenage as far as good morals are concerned.
- vi. Teachers do not encourage discussions on topics outside class work.
- vii. Parents talk about academics, character and issues to do with the entire family.
- viii. Magazines, television programmes and shows are cited as major sources of information on sexuality.
- ix. Administrators are aware that perverted behaviour results from peer sex education they say it is manifested in academic performance, mode of dressing and exchange of love notes.

Conclusions

The aim of this study was to establish the administrative challenges arising from peer sex education in girls' public boarding secondary schools in Nairobi Province. Findings revealed that teachers tended to limit their lessons to academic studies only. It was further revealed that teenagers rely on their friends, siblings the print cum mass media for

information on sexuality. This could adversely affect the conduct of students while in and out of school since their sources of information do not guarantee moral authority.

The school timetable did not avail time for guidance and counselling. Furthermore, peer counsellors are not trained and nobody censors the content they offer to other teenagers.

The teenagers therefore receive information that is “attractive” and this leads to perverted behaviour and a drop in performance. Deputy Principals said that a drop in performance revealed other hidden activities such as exchange of love notes, intimacies, lesbianism and other related behaviour.

Recommendations

From the foregoing conclusions and summary of findings, the following recommendations have been made:

- i. All peer counsellors should be trained and the content they offer closely scrutinized so that they offer adequate information to their age mates who tend to identify with them. They that they are non-judgemental and understanding.
- ii. The schools in collaboration with the Ministry of Education should allocate time for guidance and counselling in schools to enable teenagers access constructive information on their sexuality.

- iii. Teachers and parents should be sensitized on the need to address all teenagers' needs wholly .Once empowered by adults, teenagers will make sound decisions on issues related to their sexuality.

- iv. Time should be allocated for sex education so that teachers and students engage in healthy discussions to correct misleading information teenagers could have acquired from unauthorised sources such as mass and print media.

Suggestions for further research

The research was only conducted in girls' public boarding secondary schools in one province. Hence, there was no comparison with either girls' private boarding secondary schools or those in other provinces. A similar research should be carried out in private schools in Nairobi Province and other public boarding secondary schools in the country.

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APPENDICES

Appendix 1: LETTER OF INTRODUCTION TO THE RESPONDENTS

Alice Omari
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P.O. BOX 30197
NAIROBI

Dear Respondent,

RE: QUESTIONNAIRE

I am a post graduate student, and this is an academic research study as partial fulfillment for the requirements of the award of the Master of Education in Educational Administration and Planning, University of Nairobi. The researcher wishes to assure all participants that the information sought in this study is purely for academic purposes. That nothing by implication or mention will be published to otherwise taint your reputation.

You are therefore requested to be truthful to enable the researcher meet the academic requirements. Further still, do not write or give your name or any form of identification anywhere on the forms provided and during the discussion. All ethical considerations will be observed. May God bless you as you assist in the worthy course.

Yours faithfully,

Omari Alice

E55/8921/2004

APPENDIX 2: QUESTIONNAIRE FOR STUDENTS

INSTRUCTIONS

1. Complete the questionnaire honestly and to the best of your knowledge.
2. Select an option or a choice using a tick (√).

SECTION A: BACKGROUND INFORMATION

1. How old are you?

Age (Years)	13-14	15-16	17-18	Over 19
Frequency				

2. What is your birth position in the family?

Position	1 st	2 nd	3 rd	4 th	Other (Specify)
Response					

3. In which form are you?

Form	1	2	3	4
Response				

4. Which religion do you ascribe to?

Religion	Catholic	Protestant	Muslim	Other (Specify)
Response				

5. While at home for holidays, how often do you attend church/mosque?

Frequency	Response
Every Saturday/Sunday/Friday	
Rarely	
Twice a month	
Never	
Other (Specify)	

6. Whom do you live with often?

Living with	Response
Both parents	
Mother only	
Father only	
Relatives (specify)	
Other (Specify)	

7. What is the highest level of education attained by your parents?

Highest Level	Father	Mother
Primary		
Secondary		
Diploma		
Graduates		

Masters Holders		
Other(specify)		

8. What is the occupation of your parents or whomever you are living with?

Person Living with	Mother	Father	Guardian	Others
Occupation				

SECTION B: PARENT CHILD RELATIONSHIPS

9. Do you ever sit and talk with your parents/teachers?

Yes No

10. If No to 9 above, why.....

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

11. If yes to 9 above, which topics do you discuss with each of them generally?

- i. Both parents
- ii. Father
- iii. Mother
- iv. Teacher

12. Do you talk about sexuality with the parents /guardians?

Yes No

If yes, what do they tell you about sexuality?.....

.....
.....

13.(a) Do you talk about sexuality with your friends?

Yes No

(b) If yes, list the things you discuss among yourselves

- i
- ii.....
- iii.....
- iv.....
- v.....

(c) Apart from your parents and teachers, who else provides you with sex education?

(d) Do you share this information with your friends? Yes No

(e) Whom do you recommend to provide sex education among the following?(tick as many as possible)

- (i) Parents (ii) Teachers (iii) Church
- (iv) Peer Counselors (v) Peers (vi) Others, please specify....

(f) Why do you recommend the people you have mentioned?

THANK YOU FOR YOUR PARTICIPATION

APPENDIX 3: QUESTIONNAIRE FOR SCHOOL COUNSELLORS

This is an academic research as partial fulfilment of the requirements for the degree of Master of Education in Educational Administration and Planning. Your participation in this study will be highly appreciated. Kindly read the instructions before you answer the questions. Please tick (v) appropriately.

- 1. Gender: Male Female
- 2. How old are you?
- 3. For how long have you taught?
- 4. Are you a trained counsellor?
- (a) Do you have peer counsellors in your school? Yes No
- (b) If yes, are they trained? Yes No
- (c) If yes, who trains them?
- 5. Do you get feedback from peer counsellors? Yes No
- 6. If yes, what challenges do they face as they guide their peers?.....
.....
.....
- 7. What content do peer counsellors offer?.....
.....
.....
- 8. Is there a way in which the peer counsellors' content is censored?
Yes No

Please explain.
.....

9. In your own assessment, how have students benefited from peer counselling?.....

10. Charged with the responsibility of guidance, have you noted peer influence on any of the following? Please tick (✓) as appropriate.

Performance	
Exchange of love notes	
General conduct	
Dress code	
Sexual perversion	
Existence of cases of STDs	
Exchange of personal items	

11. What challenges do you face in regard to the areas in number 10 above?

12. What role does the school administration play in mitigating the challenges mentioned above?

13. Which class is most active in passing sex information among teenagers?.....

14. What type of sex information do peers provide among other teenagers?

15. (a) Do teenagers rely on their peers more than teenagers for sex information?

Yes No

(b) Please give reasons for your answer

.....

Thank you for your participation

APPENDIX 4: INTERVIEW SCHEDULE WITH THE DEPUTY PRINCIPALS

1. (a) What are the major relationship problems experienced by the girls?
(b) How do you deal with these problems?
2. Have you ever had cases of girls who get pregnant in school?
3. What is the school policy on this issue?
4. (a) What are some of the common discipline problems among the girls?
(b) How does the school approach them?
5. Are there peer counsellors in your school?
6. (a) Has the school scheduled time for peer counselling?
(b) Who trains them?
7. Do they discuss issues of sexuality?

APPENDIX 5: FOCUS GROUP DISCUSSION GUIDE FOR STUDENTS

1. From where did you get the information about the following?

- Names of sexual organs
- Menstruation
- Wet dreams
- Kissing
- Fondling

2. Basing your answer on the people you interact with (that is: father, mother, sister, friend, teacher), who do you feel free to discuss the following issues with?

- Sexual intercourse
- Contraceptives
- Boy/girl relationships
- How babies get into the womb
- How babies are born

3. Why do you feel freer with the person (people) you have mentioned above?

- iv. Who comes to you for the information in number 2 above.

Appendix 6: Research Authorization Letter



REPUBLIC OF KENYA

**MINISTRY OF HIGHER EDUCATION SCIENCE
& TECHNOLOGY**

Telegrams: "SCIENCE TECH", Nairobi
Telephone: 02-318241
E-Mail: pub@scienceandtechnology.go.ke

MINISTRY OF
HIGHER EDUCATION
P.O. Box 9581/00201
NAIROBI

When Replying please quote
Ref. MOH/EST 13/001/38C 229/2

3rd June 2008

Oman Alice Kwamboka
University of Nairobi
P.O. Box 30187
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on
*'Administrative Challenges Arising from Peer Sex Education in
Teenagers in Girls Public Boarding Secondary in Nairobi Province'*

I am pleased to inform you that you have been authorized to carry out
research in Public Boarding Secondary Schools in Nairobi for a period
ending 30th August 2008.

You are advised to report to the Provincial Commissioner and the
Provincial Director of Education Nairobi before embarking on your
research project.

On completion of your research, you are expected to submit two copies of
your research report to this office.


M. O. OMBEKI
FOR: PERMANENT SECRETARY

Copy to:

The Provincial Commissioner
Nairobi Province
NAIROBI

The Provincial Director of Education
Nairobi Province
NAIROBI