

**STUDENTS' PERCEPTION OF SEX EDUCATION IN PUBLIC SECONDARY
SCHOOLS OF KIKUYU DIVISION, KIAMBU DISTRICT, KENYA**

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By

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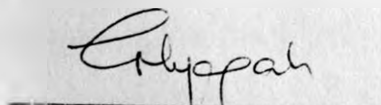
DECLARATION

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

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


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DEDICATION

This work is dedicated to my mother Elizabeth Wambui Ngotho who as my first and firm sex educator refused to compromise her standards when winds blew and trends changed. God bless you Mum.

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To all youth who are developing in this real and crucial area of life.

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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
DISH	Delivery of Improved Services For Health
EAS	East African Standard
FAWE	Forum for African Women Educationalists
FCI	Family Care International
FLE	Family Life Education
HIV	Human Acquired Immune Virus
KAPAH	Kenya Association for the Promotion of Adolescent Health
KDHS	Kenya Demographic and Health Survey
KNUT	Kenya National Union of Teachers
LISP	Life Skills Promoters
MOE	Ministry of Education
NCKK	National Council of Churches in Kenya
NYS	National Youth Service
PCA	Population Communication Africa
PTA	Parents Teachers Association
SEE	Social Education and Ethics
SPSS	Statistical Package for Social Sciences
STIs	Sexually Transmitted Infections
UNESCO	United Nations Educational, Scientific and Cultural Organization

UNICEF United Nations Children Education Fund

UNFPA United Nations Population Funds

WHO World Health Organisation

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ABSTRACT

The controversy surrounding the teaching of sex education has ranged the world over, with different schools of thought imposing their attitudes and perception towards sex and the teaching of the same with little if any consideration of the views and needs of youth in dynamic society. This dynamism has propagated divergent perception ranging from reactionary to liberal thought. Consequently, the youth have been left at crossroads regarding issues of sexuality with no choice but to scavenge for information on sex from their peers, graffiti, the media and other sources, as others rather than themselves debate their fate.

It is in this light that this study investigated students' perception of sex education in Kikuyu Division. Particularly, the study sought to establish the extent to which students in secondary schools were exposed to sex education, the extent to which students in secondary schools considered the teaching of sex education appropriate. Additionally it sought to identify students' sources of knowledge in sex education, the perceptions of sex education held by students from various socio-cultural backgrounds and finally assess if boys and girls differed in their perception of sex education

The literature reviewed gave remarkable insights into the concept of perception. In addition, sexuality was presented as a factor affecting all area of life including relationships and academic performance. Signals got from external stimuli on

sexuality and sex education were also presented as a factor that influenced and coloured perception through out life, leading to certain behaviour more so in adolescence.

A sample of 360 students, was utilized in the study. Three methods of selecting the sample were used. These were stratified, purposive and simple random sampling. The research instrument employed for the study was a students' questionnaires. Descriptive and inferential statistics were used for analysis of data obtained. In particular, descriptive statistics used included frequencies, percentages and means while the inferential statistic used was the t-test.

From the findings, it was revealed that :students were not adequately exposed to an organized school based sex education and that though some aspects of sex education were being taught in carrier subjects, like biology and SEE, the students got the bulk of sex information from other sources apart from the school.

Additionally, peers and media were identified as the most popular source of sex information, in comparison to parents, church and teachers. Moreover, married teachers of 30 to 40 years of age were ranked highest in a list of the preferred sex educators. It was also established that school based sex education was regarded appropriate by an overwhelming majority of the students. Moreover, it was noted

that different socio-cultural backgrounds and gender difference were not responsible for difference in perception, towards of sex education

In view of the above, certain recommendations were made based on the findings of the study. Among them were:

1. A review of the existing sex education curriculum should be done to ensure relevance to students in a dynamic society.
2. A component of life skills be incorporated in the school curriculum to approach to empower the youth in having a positive perception towards their sexuality

Finally, the researcher presented some suggestions for further study among them were:

An investigation on the perception of pupils in primary schools to the teaching of sex education needs to be carried out.

An evaluation of the existing sex education curriculum in terms of content and methodology needs to be carried out.

An investigation into the possibility of a life skills approach toward the teaching of sex education in schools.

CHAPTER ONE

INTRODUCTION

Background to the Study

According to Trudell (1992), Sex education is one of the most controversial and politicized aspects of the school curriculum. It engages adults with distinct cultural, political and economic agendas in heated and acrimonious debates in which student voices are largely unheard. Religious fundamentalist coalitions have had considerable success in creating a climate in which even moderate approaches to sex education can appear radical. To them mentioning sex or sex matters is generally regarded as taboo. Parents, teachers and religious leaders are reluctant to discuss even the simplest aspects of the subject with youth. (Phillips & Fine 1992, Trudell & Whatley 1992)

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Wachira (2000) argues that teens and adolescents will be curious and they will search for information. If they have nowhere or no reliable sources to go to they will go to more available and unreliable sources. According to Nyakauru(2001) information regarding sex and sexuality is no longer a preserve of a chosen few. It oozes from every pore of society, from the television radio, pop music, magazine and novels. These sources are easily accessible to and captivate the youth.

Wachira (2000) also observed that open discussion with the youth is important to enable them understand sexuality since knowledge is safer than curiosity. She further

noted that peer pressure is known to be a strong influence on the youth. Peers educate one another as the adults assume that sex education is not taking place, just because there is no direct instruction in school and home on the subject. One does not decide whether to have or not to have sex education program, since it is going on at every instance in a child's life.

The youth are especially vulnerable to the corrupting effects of pornography. At primary and secondary school few of them can be said to be discriminating readers who can sift facts from fiction. They are not fully informed and their reading tastes are not mature, cultivated or trained. Denying the youth the right information on sex will lead them to alternative, clandestine sources like prurient literature littering news stands which are a major source of misinformation, misconceptions and myths in sex matters.

United Nations Educational Scientific and Cultural Organization (UNESCO) (2002) showed the obviously important role that is played by friends in sex instruction at a time of conflict, instability, communication barrier and mistrust that adolescence is. About 68% of adolescent boys declared that they had exchanged opinions on the subject and problems that were dealt with neither at home or in school, half of which involved sex. In the case of the girls, the proportion of them who had spoken with their girl friends and companions about sex and other juvenile problems totaled to 70%.

Fermin (1988) pointed out that, problems of adolescent sex results from the attitudes of adults who surround themselves with stimuli in TV, movies among others, while at the same time condemning hiding and punishing all manifestations of sexuality in the young people.

According to the report of the first International African conference on adolescent health in Sub Saharan Africa held in Nairobi in 1992 on the sexual behavior of the youth of Africa, entry into active sexuality is increasing very early, a finding which is not reflected in policy nor in program development for young people. The report suggested that researchers and other youth workers should find ways to bridge the gap between what the society is saying and what the adolescents are doing to show what the real as opposed to the perceived needs of the youth are. The international conference further noted that full attention should be given to meeting the educational and service needs of adolescents to enable them to deal in a positive and responsible way with their sexuality. Since adolescent perceptions, attitudes and consequently behavior are largely shaped by peers, youth participation in program design and implementation may be critical to understanding and communicating with young people.

World Scouts Bureau (1988) pointed out that many young people have a lot of incorrect information about sex and reproduction they are still steeped in myths which range from the benign to the highly dangerous like those concerning sexual health.

Partial information, incorrect information or culturally embedded myths can lead adolescents to making dangerously wrong decisions for themselves. It is hence important to use a forum where the youth can talk about myth out in the open so they can be dispelled and replaced with facts.

Makinde (1989) as cited in Gitonga (1999) observed that adolescence is a delicate period when boys and girls are faced with special problems when the needs of this age are not adequately provided for, the problems of indecision, uncertainty, ambiguity, conflicts, irritability, unpredictability perhaps leading to delinquency, alcoholism, career muddle and hindered heterosexuality may surface.

Njue (2001) observed that the behaviour of any given individual at a given moment is the net of forces operating in her psychological world thus forming her perceptions. In adolescence, young people face substantial physical and emotional changes. With the beginning of awareness of their sexuality, questions arise which are at times regarded as taboo, and about which family members refuse to talk. The questions could be concerning sexual protection sexual abuse, unplanned adolescence pregnancy, sexually transmitted infections, HIV/AIDS, masturbation. Reproductive health, not only the absence of disease but also as a state of physical, mental and social well-being becomes an issue that cries for redress. Not many studies identified the specific need of adolescents in terms of their sexuality and type of interventions the youth would like to see in place (Adebayo, 2001).

Most studies on adolescent sexuality in Kenya have focused on the determinants and consequences of adolescent fertility (Ochieng 1989, Khasiani 1985 & Barker 1992). Some of the interventions that have been suggested include introduction of Family Life Education (FLE) and provision of contraceptives to youths. Lately to deal with the national disaster that HIV/AIDS is a curriculum for the same was introduced in Kenya's formal education system, both at Primary and secondary level. HIV/AIDS was to be infused in carriers subjects. What one is left wondering is, is the HIV/AIDS program sufficient in handling all the students' sexuality issues? Are the teachers equipped well enough to handle issues of adolescent sexuality?

A programme targeting above-mentioned concerns was launched by the Ministry of Education (MOE) in Kenya in 1988. Family Life Education (FLE) was to be taught to pupils from classes 5-8 and post primary (Form 1-4). FLE would be done through infusion into existing subjects. However, the project was unable to complete approval and implementation processes prior to the end of its last funding year and has since been in abeyance. (PCA1996).

In 1994/5 another attempt to address youth sexuality issues was attempted, a syllabus for FLE for upper primary school children in Kenya was drafted. It was approved by research scholars, members of the MOE and Kenya Union of Teachers (KNUT), representatives of Muslim, Catholic and Protestant groups and funded by the United Nations Population Fund (UNFPA).

According to Pathfinder (1996) a small vociferous and organized right wing minority of conservative Roman Catholic and Muslim groups however feared that the introduction of the FLE program in Kenyan schools would lead to alarming increase in sexual activity among the youth, encouraging rampant promiscuity that would produce massive increase in schools girl pregnancies, drop-outs and abortions. The groups forecast that such an in-school programme would produce sexually transmitted infections(STIs) of plague proportions. The groups campaigned within the press and Nairobi streets against the introduction of this program. Of concern, is the fact that STIs of plague proportion in the form of HIV/AIDS epidemic did indeed happen and this entirely without the benefit of the introduction of FLE programme in schools (Pathfinder 1996).

Wachira (2000) argues, we may argue that sex education is catered for in the science syllabus and that is where we go wrong because we essentially view sex education as factual information about reproduction, its anatomy and physiology. This scientific information is essential for undertaking the subject but it is too biological. It does not give in depth coverage of sexual relationships, their consequences or how one should handle emotions emanating from ones sexuality. She further observes that sex education should cover all aspects of sex with a view to develop attitude and behaviour patterns, which help children to cope with daily concerns of human sexuality.

Njau (1992) of the Center for the Study of Adolescents found out that 55% girls aged 15-19 had experienced pre-marital pregnancy and 55% boys had made a girl pregnant. In a report of the courses and nature of reproductive behaviour of youths with special reference to Kenya, she associated the lack of sex education with adolescent sexuality. A greater openness about sex related myths in society is correlated with delay in sexual initiation and intimacy hence a low of teenage pregnancy observed Njau.

A research by Pathfinder (1996) found out that youth in the National Youth Service (NYS) who had been introduced to the programme did not fall prey to the above arrayed problems. Out of the 60.3% who were sexually active at the beginning of the intervention only 59.6 were active at the end. For the secondary School students who were not introduced to the programme 43.4 %were active before the intervention but by the end the percentage had risen to 53.4%.

Research by Williams (1998) points out that rural adolescents are likely to begin sexual activity at an earlier age than their urban counterparts. Similarly, Kiragu (1991) and Nduati (1996) identified the same trend was in a survey of boys and girls in rural and urban areas of Nakuru District.

The East African Standard (EAS) of 26 February 2004 carried an article that showed the rise of sexual perversion in schools. In secondary schools of Central Province of

Kenya it was reported that sexual perverts were on the rise. The perverts lured unsuspecting students to homosexuality, sodomy and lesbianism.

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Kahura in an article in the 26th February 2004 East African Standard (EAS) reported that a parent had to transfer his son after he narrowly escaped being sodomised in Murang'a. The horrifying news is that this practice is rife in nearly all secondary schools in the country and is a major cause of indiscipline and poor performance. As Kahura noted teachers do not know how to deal with this problem. For parents it is even worse. Some cannot believe their innocent looking daughters and sons are engaged in sexual perversion. School heads were living in denial hoping the problem will go away. They are afraid they could be blamed for not doing enough to eradicate the perversion in schools.

In a girls' school in Kiambu, teachers discovered a vibrator for hire at five shillings by girls seeking sexual gratification.. A teacher in Kiambu reported that students sneak in pornographic tapes and then put into practice what they watch. A school in Lari division in Kiambu district had to be closed as Form 3 and 4 boys competed for the Love of Form ones reported the EAS on 26th Feb 2004.

An interview by the researcher with a student from one of the boarding schools in Kikuyu revealed that the favorite source of getting information on sex and sexuality was dating chat rooms and pornographic sites where students sit for an average of six hours a day when given their outings from school. The student confessed that it is

alright to have information on sex but had to access this information from websites since there was no one else who was willing to give it. The student further said that he discussed what he discovered from the websites with his friends.

The Life Skills Promoters(LISP) 1999 a Non Governmental Organization (NGO) operating in Kikuyu sponsored a workshop in conjunction with the MOE for headteachers and parent teachers association(PTA) officials from the division . In their conclusion, they lamented that parents and teachers were uncomfortable with sex education leaving their children to discover it for themselves.

It is against this background that this research will be carried out to find out the students' perception of sex education.

Statement of the problem

Most of Kenyans' views on sex education are usually channeled through the media in form of letters to the editors of various local dairies, radio and television programmes , vocal politicians and religious leaders. What appears in the press indicate that Kenyans have mixed feelings regarding the introduction of sex education in the school curriculum.

The schools have been mandated to teach some of the aspects of sexuality education. Sex education is hence infused in such subjects as Homescience, Biology, Religious studies, Literature,Social Education and Ethics. It has however been felt that all these

school subjects have not offered meaningful and adequate sex education to help the youth face the challenges of growing up especially during adolescence. While to some, especially the religious bodies, sex education should not even be mentioned in schools and have called for the banning of literature books alluding to the same. A case in point was the Kiswahili Literature set book 'Kitumbua Kimeingia Mchanga' that was accused in the Daily Nation of 26th march 2003 as being too explicit for the students. Besides most of these carrier subjects of sex education have been optional or are being entirely scrapped from the school curriculum.

Wambui (1995) points out that many girls in primary and secondary schools use matatus to commute to and from schools. FAWE's research entitled "The painful matatu ride" revealed that these rides often work against the girls, education especially in towns. The touts often give the girls free rides (sarees), cash handouts, music. In some cases it was found that touts abducted the school girls who resisted advances. Most schools in Kikuyu are day schools where most students have to commute from home to school using matatus. Ferguson (1987) observed that the highest dropout rates associated with sexuality problems were found in students from mixed day schools and 'harambee' schools. It is noteworthy that of the 24 schools in Kikuyu Division 17 mixed day schools.

LISP (2000) observed that Kikuyu Division of Kiambu District has been experiencing problems related to teenage sexuality. In their survey found out that 51.3% of the teenagers had had sexual intercourse with 1.8% of them confessing

homosexual tendencies. The age at first intercourse was 25.8% for students of 12 years and below.

In view of the above, there is need to carry out the research in order to find out what perceptions of sex education are held by secondary school students in Kikuyu Division.

Purpose of the study

The purpose of this study was to investigate secondary school students' perception of sex education in Kikuyu Division of Kiambu District. Specifically, the focus was on the extent to which students in secondary school were exposed to sex education, students' perception of the appropriateness of teaching sex education, students' sources of knowledge, how socio-cultural background affects students perception, whether boys and girls differed in their perception of sex education and finally their preferred source of information on sex education.

Objectives

The study sought to achieve the following objectives

1. To establish the extent to which students in secondary schools were exposed to sex education.
2. To assess the extent to which the teaching of sex education was considered appropriate by student in secondary schools.

3. To identify students' sources of knowledge in sex education
4. To establish what perceptions of sex education were held by students from various socio-cultural backgrounds
5. To assess if boys and girls differed in their perception of sex education

Research questions

The following research questions had been formulated for this study.

1. To what extent are students in secondary schools exposed to the teaching of sex education.
2. To what extent do students in secondary schools consider the teaching of sex education appropriate
3. Which sources do students get information on sex education from
4. What perceptions of sex education do students from various socio-cultural backgrounds hold
5. What difference exist in boys and girls in their perception of sex education

Significance of the study

The study would provide useful information to various institutions and personnel in decision making, policy formulation and implementing of sex education programmes in secondary schools. The findings would particularly benefit the guidance and counseling unit in the ministry of Education in understanding the students perceptions of sex education. The study would also be useful to teachers and head

teachers in understanding the students' behaviour and giving them the necessary support and counsel that they require to help alleviate problems like teenage pregnancy, drop out, truancy, homosexuality among others. Parents would be able to understand teenage sexuality and consequently offer support of sex education programmes.

The students would also benefit by appreciating their psychosocial, sexual and biological development that would help them in making more informed decisions about issues to do with their sexuality. It would also be significant in that it would add to the body of knowledge on teenage sexuality. Therefore the study would benefit policy makers, educators head teachers, teachers and students on the importance of strengthening sex education programmes in the school curriculum.

Limitations

The main limiting factor of the study was that its design was ex post facto. The limitation of ex-post facto design is that the independent variables cannot be controlled because their manifestations have already occurred. Whereas focus group discussions and interview schedules would have yielded in-depth data, a students' questionnaire was used for data collection.

Delimitations of the Study

The study was conducted in public secondary schools of Kikuyu Division, Kiambu district. Though the study delved into students' perception of sex education, they

could have received sex messages from many sources like novels, magazines, electronic media so there is no single uniform source of the sex education. In addition, teacher counselors, teachers, head teachers have their own perceptions, which are not within the scope of the study because then it would have been too wide to be managed. Since the study was carried out in Kikuyu Division secondary schools, the findings and generalizations of the study would only be limited there.

Basic Assumptions

The basic assumptions of the study were,

- That students had been exposed to some form of sex education.
- The respondents without embarrassment would readily offer honest answers.

Definition of Significant Terms

Abstinence- Avoiding sexual contact.

Adolescence- The age between 12-19 years A period characterized with a lot emotional, physical sexual and psycho social changes.

Adolescent – A person who is in transition from childhood to adulthood. Anyone in Form 1-4 whether in teenage or beyond.

Category of school-whether school is single- sex or co educational.

Moral education- what secondary schools are doing to help students think about issues of right or wrong to desire social good and behave in an ethical manner.

Perception- students feelings, attitude, dispositions and knowledge about sex education implicitly or explicitly expressed or exhibited

Mixed sex school- A school where boys and girls learn together

Single sex school- A school which consists of either boys only or girls only

Type of school - Whether boarding or day school.

Sex education – formal and or informal education programmes that deal with human sexuality and reproduction. Used interchangeably with FLE.

Myths- Half truths and lies about sex and sexuality that the youth trust and uphold as truth.

Sexual orientation – Preference for sharing sexual experience with members of opposite sex or ones own sex.

Organisation of the study

The study was organized into five chapters. The first chapter highlighted the background of the study, statement of the problem under study, purpose, objectives, research questions, significance, delimitations and limitations, basic assumptions of the study and definitions of significance terms of the study.

Chapter Two tackled the literature review. The related literature was reviewed under the following sub topics; the concept of perception, Sex education, the youth and their sexuality, sex education in the traditional African society, sources of sex

education in the contemporary society, rationale for the introduction of sex education in the school curriculum and a conceptual framework.

Chapter Three covered the research methodology. In this section was the research design, target population, sample and sampling procedure, research instrument, validity and reliability of the instrument, data collection and data analysis techniques.

Chapter Four dealt with data analysis and discussion of research findings.

Chapter Five focused on the summary of the findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This is a presentation and discussion of literature related to student's perception of sex education. The literature review presents the findings of other researchers in this area. The review is divided into various sections as follows.

The concept of perception, Sex education, the youth and their sexuality, sex education in the traditional African society, sources of sex education in the contemporary society, rationale for the introduction of sex education in the school curriculum and a conceptual framework.

The Concept of Perception

Goodey (1971) defined perception as the process of awareness of objects or other data through the medium of senses. He noted that perception is not only a process of seeing but also of hearing touching tasting and smelling. Perception relates to external stimuli , inner feelings and drives , experiences of the past , culture , beliefs , languages , length of residence at a location and attitudes. According to Bateman (1991) perception is the process by which individuals select organize, store and interpret sensory stimulation into a meaningful and coherent picture of the world around us.

Ukeje (1992), defines perception as the act by which data or sensations that impinge upon the sensory system are screened and organized so that we identify and classify or have some knowledge of stimulus. He argues that in any social system, a person's social behaviour is partly determined by how he or she perceives his or her role and the intention of the role sender. He further informs that values, interests, family background, projection, past experience and marital status affect perceptions. Perception is caused by a number of factors. These include stereotyping, halo effect, situation and characteristics of the perceiver and the perceived.

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FAWE (1998) identified the role model as an essential component in enhancing ones perception in a given activity. This is due to the fact that role models are experienced professionals serving a support and guide to the less experienced. Perception seemed to be formed from experiences both at home and in school (Jones and Womble1997)

Arguably perception is at the crux of virtually all significant behaviour. Much behavior comes under the control of stimulus cues in the environment. The assessment of problem situations and decision alternatives will depend very much on differences in perceptual frames. Ukeje (1992) as cited in Njue (2002) observed that the behaviour of any individual at a given moment is the net effect of the forces operating simultaneously in his or her psychological world. The attitude expectation, feelings and the needs of an individual constitute the internal forces and help determine his or her responses to them. Changes in these forces are likely therefore to produce change in behaviour. There are differences in the way individuals

perceive things. This is because of differences in their sensory experience. Indeed we see things not as they are but as we are.

Sexuality and Sex Education

World Scouts Bureau (1988) Sexuality is a broad wholistic concept, embracing the physical emotional, interpersonal, intellectual and spiritual aspects of our personal lives. It is the total expression of who we are as human beings. It encompasses our whole psychosocial development, our values, mental attitudes, physical appearance, beliefs, emotions, likes, dislikes, our spiritual selves and all the ways in which we have been socialized. It involves our sexual identity and psychic orientation. It begins at birth and lasts throughout a lifetime.

There is a great deal of confusion about sexuality and sex. Many people think sexuality means sexual intercourse. People also think you are not a sexual being and do not have sexual feelings until you actually start having sexual intercourse (Watson and Braziere 2000). The sexuality of an individual entails the sexual behaviour; contraceptive- behaviour, pregnancy history, health practices and the sexual knowledge of that individual (Adebayo 1996).

According to Gachuhi (1974), human sexuality refers to the physiological and emotional response to sexual stimuli. Sexuality consists of learning the guidelines for appropriate sexual behavior. In its broadest sense sexuality is no less than the fact of being a man or a woman and how this identity affects personality and relationships.

He further explains that sex education should be seen as a process of assisting people both young and old to know and appreciate their sexuality and what role their being sexual plays in the individual, community and societal development. Components of sex education should be any and all those values, facts and mores which society defines as constituting a wholesome person.

According to Taylor (1970), sex education is not merely a unit in reproduction, teaching how babies are conceived and born. It has a far richer scope and goal. To help the youngster incorporate sex into his present life, to provide him with some basic understanding of virtually every aspect of sex by the time he reaches maturity. To teach him critical judgment in dealing with ethical controversy and help him recognize the existence of differential sex patterns so that he can interact harmoniously with those of different sexual orientations.

Wairia (1993) states that sex education is the totality of influences which help boys and girls to understand the part sex plays in life and to recognize its physical, moral, spiritual and social dimensions. Sex refers to one's reproductive system and gender behaviour as male and female. It is gender with the biology, anatomy, and physiology.

According to the Education Digest (1990), a narrow definition in the 1970's viewed sex education as understanding reproductive anatomy. This terminology has overtime broadened to include not just the physical, biological aspects but also the

social, emotional, psychological and spiritual aspects of being human. Being sexual therefore means awareness of ones own feelings and body ability and need to be emotionally close to someone else, understanding of what it means to be female or male, the physical capacity to reproduce and the feeling of sexual attraction to other people.

Gachuhi (1976) in his survey on the views of teachers and students concerning sex education noted that sex education is not only desirable but it is urgently needed. He further noted that while knowledge on human sexuality is important in personal growth and development, it should be remembered that it will neither prevent sexual intercourse among the youth nor will it prevent the spread of STIs. However a good course is likely to assist young people to be responsible towards their own sexuality and that of others.

Youth sexuality

The concept of sexuality to each of us is formed by all our past experience. In teens the concept they form will color all of their life experiences and some of the most important decisions that will confront them. The extent to which young people are prepared for adulthood is determined by factors like healthy transition, education and exposure to information on sexual experience, marriage, HIV/AIDS, child bearing, contraception among others. Students are sexually active in every way possible. They feel sexual desires, are sexually exploited, become pregnant, cause pregnancy, have abortions, have babies, catch diseases, explore their sexuality, explore and

exploit others sexuality are sexually violent wrestle with power and controls issues (Whatley 1992).

Nyakuipa (2001) observes that the choices adolescents make will strongly affect their educational attainment, and employment opportunities in fact the entire direction of their lives. Collectively their choices will have significant consequences for the future of their community, their countries and the rest of the world.

According to UNESCO (1999) the youth have been regarded in most cases as being “at risk”. They are a group whose behaviours particularly sexual behaviour is often regarded as premature if not immature, immoral or at least unfortunate and whose ideas experiences and concerns about sexuality are mostly neglected by society at large. Many young people have a lot of incorrect information about sex. Their sexual facts are tangled up with non-facts, myths, and half-truths. Most teenagers are less sensitive and embarrassed about sex related topics than their teachers. It is the adults who are sometimes ignorant, ashamed and painfully uncertain about what they truly believe to be the acceptable sexual behaviour (Njue2003).

The world Scouts Bureau (WSB) (1988) observed that although most young people have some basic information about sex and reproduction, however they are still steeped in myth. These myths can range from the benign to the higher dangerous partial information, incorrect information or culturally embedded myths which lead adolescents to make dangerously wrong decisions for themselves. Its noteworthy that

long held culturally approved beliefs which teens swear are the truth have often extremely difficult to eradicate (WSB1998).

Nazer (1976) carried out a study in Kabul in which he noted that the youth only speak about sex in joke, they have no language, practice or serious discussion for the subject. This makes them afraid of the reality of sex and causes confusion. A research carried out in Western Kenya found out that adolescents who discussed with peers but never discussed with parents had highest rates of sexual activity (Juma 1992).

Lema (1990) and Gakure (1992) conducted their studies in Kirinyaga and found out that adolescents who were not involved in extra curricula activities were lonely, felt their parents would not be upset by their being sexually active felt their parents had let them down by having affairs, were without high educational aspirations and usually were sexually active. The sexually active youth were from single parent families, and were called upon to provide for the family, lacked parental care, were ignorant of the consequences of casual unprotected sex. Girls were active sexually due to lack of factual knowledge, lack of parents' guidance and pursuit of material gain (Lema 1990).

Baker (1992) points out that youth in Nigeria and Kenya are unanimous in their opinions over the influences on adolescent sexuality; strong desires, lack of proper education, weak religious commitments as well as strong pressures on young

women. Moreover there was an apparent mistrust of adults in general. Many of the problems of adolescent sex result from the attitudes of adults who surround themselves and their children with sexual stimuli in television, movies among others while at the same time condemning, hiding and punishing all manifestations of sexuality in their children.

Sex education in traditional African society

Sifuna (1990) observes that traditional African education was effective, tangible, definite and clearly intelligible. Education was essentially a training for living with its main purpose being to train the youth for adulthood within the society. Emphasis was placed on the normative and expressive goals. Normative goals were concerned with the acceptable standards and beliefs governing correct behaviour while the expressive goals were concerned within unity and consensus, emphasizing spiritual, physical social and intellectual values. Before the advent of colonialists and foreign religion such as Christianity and Islam, the traditional African customs and morality recognized that adolescents were sexual beings with capacity to express their sexuality and reproductive ability. While discouraging premarital sexual intercourse, many communities devised ways and means of regulating adolescent sexual behaviour.

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Njau (1994), noted that in many traditional Africa societies, education on various aspects of sexuality to the youth was provided. This education covered areas such as shaping of right sexual attitudes right from early childhood, the understanding of

sexual desires and feelings, the definition of emotion, whether or not emotions should be expressed and in what context. Taboos related to sexual expressions, rules and regulation governing sexual expression. As far as understanding of sexual feeling was concerned, the traditional education did not negate them as in modern religiously influenced sex education.

Kiragu (1991) pointed out that traditionally sex impulses, emotions and desires were considered normal and healthy feelings and this was followed by rules and regulations on how to deal with them. Most traditional groups had distinct guidelines in all aspects of socialization leading to clear expectations and social conformity. Sexual desire was viewed in a simple and straightforward manner without guilt, self-consciousness and solemnity in which puritanical societies embeds it.

According to Kenyatta (1965), among the Agikuyu, "*Umbani/Ngweko*" (a non coital sexual relation among initiates) was allowed. As per the dictates of this ritual, the initiates were allowed to engage in all forms of sexual expression safe penetration. A special skin cloth shielded the girls' genitals. Couples could enjoy unlimited non-coital for release of sexual tension. Traditional sexual ethics recognized that these feelings needed to be expressed in ways that were socially acceptable. Most communities therefore, taught the distinction between coital and non-coital forms of sexual do not pose any danger. Included were public dances where close heterosexual body contact was permissible and where petting and fondling also occurred. In some communities, coital premarital sex was allowed (Njau, 1992).

Jeffcoat (1996), asserts that the Luo brought up their girls under strict supervision and never sanctioned premarital sex. Proof of virginity at marriage was required failure to which lowered the bride price. Each clan was unique and no single sexual behaviour was shared between all groups. Children and youth were clearly taught on how to go about their sexual activities but all these died with the advent of colonialism, foreign religions and formal schooling with no sound replacement. It is clear that most ethnic groups had acceptable forms of expression particularly when the gap between sexual maturity and marriage was wide and hence underscores the need for sex- education in schools.

Kenyatta (1965) further observes that the goals of traditional sex education were to transmit and equip individuals with appropriate values, skills norms and philosophies of life that would create and mould right attitudes and behavior patterns consistent with moral and ethical society. One important message transmitted by the traditional sex education was that it was important and realistic to control ones sexual desire even when under pressure to express them. Adolescents learned to control themselves rather than keep away from peers of the opposite sex or avoid situations that might arouse them sexually

In traditional societies youths were assigned to grandparents, mature uncles or aunts or a respectable member of the community who would impart in them selected sexual information, values and constraints. However, with modernization, migration

to cities, breakdown of the traditional family set up, formal education, modern communication technology among other influences, restrictions have eased. The net result is greater sexual activity with less social control. Nothing has successfully replaced the traditional sex education, which has been eroded away thus creating a vacuum in knowledge of human sexuality among children and youth (Njue2003).

Republic of Kenya (1999) recognizes that traditional African society had rules of conduct relevant to all stages of life. From childhood, an individual went through an intense education and socialization process that prepared him or her for life in the society. The traditional education process though informal, was therefore provided by the society throughout one's life. The report noted that sexuality education for children and youth is not a new phenomenon but the sharing of the role between various social institutions be they familial, religious, educational or any other which has the welfare of the youth at mind.

Sources of Sex education in the Contemporary society

The modern society is a direct consequence of modernization and western influence on the African traditional values and culture. These foreign ideologies, cultures and value from the west have impacted on sex education by leaps and bounds. There is therefore a need for a different but relevant approach to sex education owing to these changes.

Njue (2002) noted that the youth are growing in a multi cultural environment with no distinct values to help them in their transition from childhood to adulthood.

Industrialization and urbanization has continued to alter the social cultural structure of the traditional community. Boys and girls mingle unhampered in classes and exchange their knowledge of sexuality while all along it is assumed that sex education is not taking place.

Mugwe (1989) noted that youth in Kirinyaga district blamed their parents for the increasing levels of adolescent pregnancies because they did not provide guidance and counseling on sexual matters. She further observed that one of the factors found to have a relation with premarital sex was the role of the media, which glamorizes casual sex socialization as well as information from sexually active peers.

Republic of Kenya (1994) report observed that the commonest source of information on sexuality among Kenyan adolescents are said to be friends, books magazines and teachers parents and churches play insignificant roles. Most young people obtain sex information from novels, magazines, and other media and rarely from teachers (Wangoi 1994).

Population Communication Africa conducted a survey in 1996 to assess the impact of an FLE programme introduced by the Pathfinder and UNESCO. It involved 2271 Kenyan adolescence.1554 from the NYS who had undertaken a year-long course in FLE. A further 717 who did not have this educational experience were obtained from

institutions country wide. The following concerning students' sources of information on sex education was noted.

Table 1: Students' Sources of Information on Sex Education

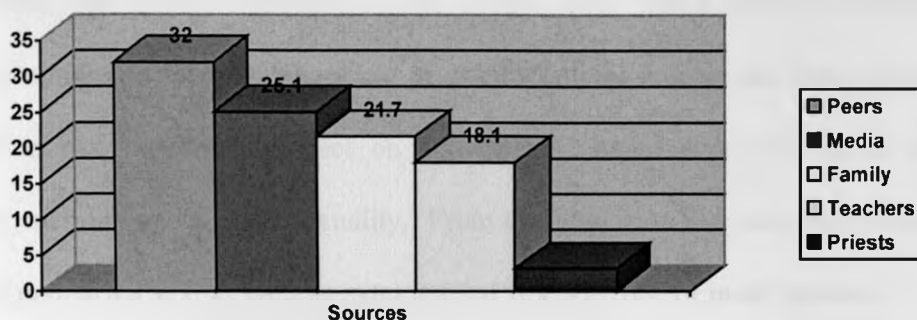
	North Eastern	Coast	Eastern	Rift valley	Central	Western	Nyanza
Peers	41.6	45.7	49.9	46.9	61.9	50.2	52.8
Family	16.7	35.7	29.3	32.8	22.2	35.4	32.9
Media	16.7	12.2	12.6	15.9	11.7	8.2	7.8
Teachers	20.8	6.4	5.9	4.4	4.0	5.8	6.2
Priests/church	4.2	0	2.3	0	0.2	0.4	0.3
Total	100	100	100	100	100	100	100

Source: MOE (2003)

It is apparent from the table that peers are the principal source of information on sexuality in all the provinces with. Central Province having the highest trend. In addition teachers and religious organizations play an almost insignificant role.

The following graph presents adolescents' sources of information, Percentage, frequency distribution.

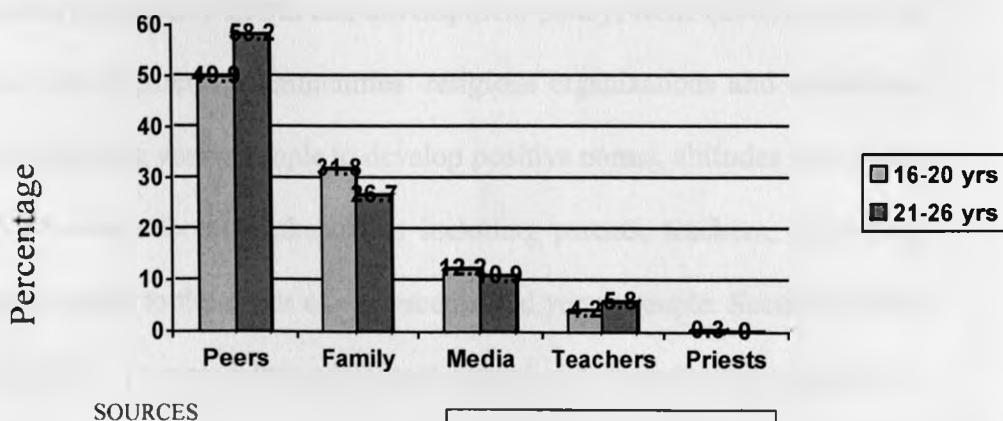
Fig.1: Percentage frequency distribution (Kenya adolescence and young adults 16-26)



Source: (PCA1996)

The graph below shows that. The respondents the more got information from peers and the media and only few cited family and media as a source of information.

Fig. 2: Source of information by age



Source: PCA (1996)

Strasburger (1990) American children and adolescents were reported to receive a vast amount of inaccurate information from a highly stimulating source the television. The report highlighted that people who watch much television get misconceptions as violent crime, use of contraceptives and sexual intercourse. The television has a powerful effect on adolescents' belief especially about marital fidelity, stability and female sexuality. From the television the youth will accept the idea of premarital sex, as well as extra marital sex with one or more partners.

Kabira (1993) in his article in the EAS on 12th October pointed out the church had lost it's relevance and application to moral teaching. He maintained that instead of going to church, young people turn to pop music, club, movie, sports and games. Moreover PCA's survey in 1996 showed that youths of Roman Catholic persuasion in general possessed less positive and liberal attitudes towards sexuality issues than do their Protestants counterparts.

The adolescent reproductive health and development policy, ROK (2003) section 2v reaffirms the role of parents, communities' religious organizations and educational institutions in assisting young people to develop positive norms, altitudes and values. Section 6.5 advocates for all stakeholders including parents, teachers, community leaders, must respond to the needs of adolescents and young people. Section 4 of the development policy proposed that adolescent sexual and reproductive education to be incorporated into the curricula at all levels of education and training institute .

Njau (1992) found that peers were the primary sources of information for other teenagers on all sexual and reproductive matters such as boy girl relationships. Close to 50 % of adolescent respondents said they get their reproductive health and sexuality information from the peers while close to 30% get it from teachers. This clearly shows that students' perception understanding of sex education is of great concern since they will educate and affect their peers with information and attitude they hold.

Njue (2003) noted that teenagers are continually exposed to many environmental influences in the changing society such as multi-media material, books, magazines, and films. All this is so easily accessible in the streets and at home. He further observed that Many times these sources provide false and unclear pictures of sex and morals. However, parents and guardians not being aware of environmental influences on youth get confused by the teenagers' behaviors. Some have no background knowledge on expected behavior of teenager others are too shy to talk about it because they themselves grew up treating the whole of sex as a sensitive untalked about topic. Consequently, the youth are left groping for information from all clandestine sources. In Kitale municipality, it was found out that most information on reproduction, contraceptives and Venereal diseases was obtained from friends, none of her respondents mentioned parents as a source (Akinyi 1987).

Wairia (1993) observed that the mass media has played its role in influencing the youth competing with parents, teachers and traditional leaders. Mass media

entertainment and advertising are filled with presentations of sex as glamorous exciting and risk –free, with unrealistic or no consequences. Sex was presented as a pastime for the popular and affluent. Mass media bombards the youth with alien values and culture without the mechanism to adjust and relate to their new social environment.

According to a baseline survey conducted in Uganda before the launch of the Delivery of Improved Health Services (DISH) mass media campaign in 1995, 62% of boys and 38% were sexually active. The mean age at first coitus was 15 years for females and 14 for males. Most of the sexually active respondents (50%) had more than one sexual partner. When asked why they engaged in high-risk sexual behavior they cited peer pressure. The DISH project team then developed the program based on the premise that the best way to capture young people attention is through entertainment and social activity that are informative and fun.

In Zimbabwe information was disseminated through schools but the conventional classroom based education was not employed, instead Radio and drama was used. This strategy, which inserts educational content into entertainment, has proven effective in transmitting sex and reproductive health messages around the world. Drama for instance attracts and holds the attention of large audiences and provides role models for social learning. It generates emotional responses that can heighten the impact of messages. It is a proven and potent strategy for young people, who enjoy

media entertainment but frequently receive misleading messages about sex information through the same (Nyakauru2001).

Rationale for the introduction of sex education in the school curriculum

In order to develop a better educational intervention, greater emphasis needs to be given to the ways in which young people understand their social and physical worlds and to the social and cultural processes that help them make sense of sexual desires feelings and interests. This theoretical approach emphasizes the process through which identities are acquired developed and maintained and on the way in which meanings about sexual behaviour and sexuality are communicated and learned in schools.

According to Nyatuka (2002), one of the major objectives of sex education programs in schools is to fill the gap created by the declining role of the parents and the general community in providing solutions to the needs and problems of adolescents pregnancies, unsafe abortions, abandoned children and spread of HIV/AIDS among others.

The lack of traditional teaching and the dispersion of families at an early age due to urbanization and search for education have left a hiatus in the education system. Some people assume it is the responsibility of teachers in formal schools to teach sex education others have put it squarely on the parents, other still put it on social institutions like the church and youth organizations. Parents however have problems

realizing the teenagers need assistance. The few who realize what teenagers need in terms of service are too scared to discuss with them the sensitive topic of sex (Wairia 1993).

Wairia (1993) further noted that a lot has been said about sex education to teach it in the school curriculum or not to, what should be taught, who should teach it and what parents want. However little about what students know about their sexuality has been documented. Indeed some small groups of people argue that what happens naturally should be let to happen. She further noted that some people say introducing sex education is making adolescents aware of issues that they have no need of knowing. Teenagers need to realize that they have to cope with changes within themselves and their new environments.

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According to UNESCO (1999) in some parts of Africa 40% of 15year old young men and women have experienced sexual intercourse whereas in some parts of south East Asia over 80% of 20year old are still virgins. Research findings by AMREF in a study of Kenyan Secondary School girls put the average age at first coitus at 14.7years. PCA's survey showed that 64% of the Kenyan youth disapprove of premarital sex. When this is the case why is it that the youth still engage in the same practice?

Watson and Brazer (2000) there are good reasons to ensure that the youth are well informed about their sexuality at home in the streets, in school and through the media. The young people today are increasing exposed to a variety of challenges and

ask. Young people today are at a great use for variety of health problems such as STIs, HIV/AIDs, unwanted pregnancies, and unsafe abortion. About 60% of all new HIV infections in Africa are occurring among young people aged 10-24.

A report by Furstenberg (1987) attributed the problem of teenage pre marital sex and pregnancy to the inability of the society to manage effectively the transition of adolescents into adulthood. A finding that was echoed by Kiruhi & Simelane (1993) who found out that 40% of adolescents in Nyeri district Kenya are sexually active before the age of ten. The Population Council Nyeri project (2003) observed that youth who did not receive information about their bodies and their reproductive health from trusted adults were more likely to engage in early sexual behaviour.

The report of the 1st inter African conference on adolescent health in Sub-Saharan Africa held in Nairobi noted that Sexual activity begins early among adolescents. Nearly eight out of ten of the youth had sexual relations before 20 years of age survey by KDHS (1998), a finding which was not reflected in policy interventions not in programme development for young people. Teenage premarital sex has been attached to factors like type of school found that the highest drop out rates was found in 'Harambee' secondary schools, which also tend to be mixed day schools. Drop out rates were highest in the exit classes (Std 8 and form 4) and dropouts tended to be older than their classmates and had poorer academic records. Ferguson (1987), found out that half of the pregnancies were conceived during school holidays.

According to UNESCO (1996), youths from single- sex schools had a more positive attitude towards gender and sexuality than did youngsters with a co educational background. While in boarding schools youth had a more positive attitude than in day schools.

Fig.3: Attitudes by single sex or co-educational schooling

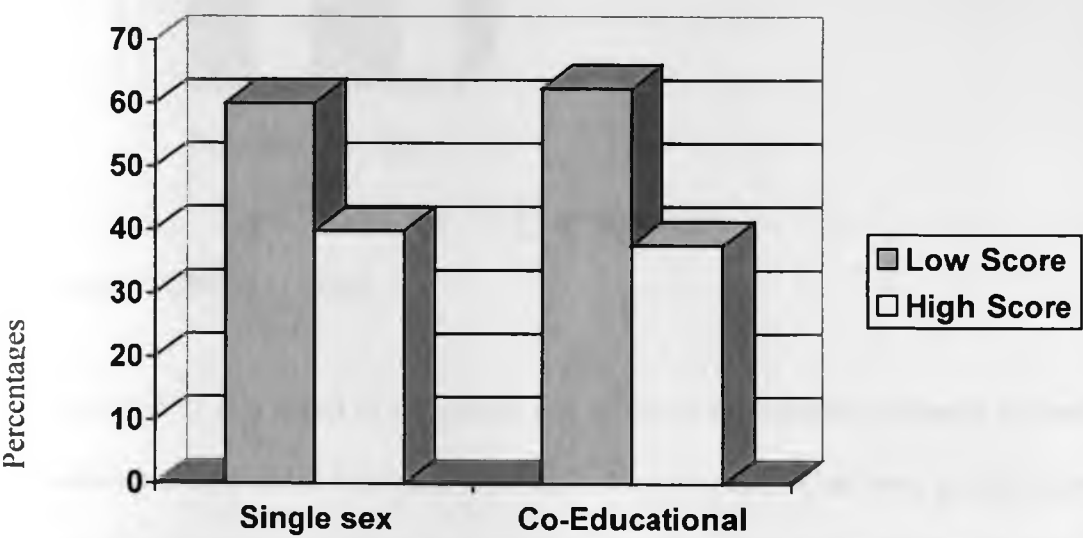
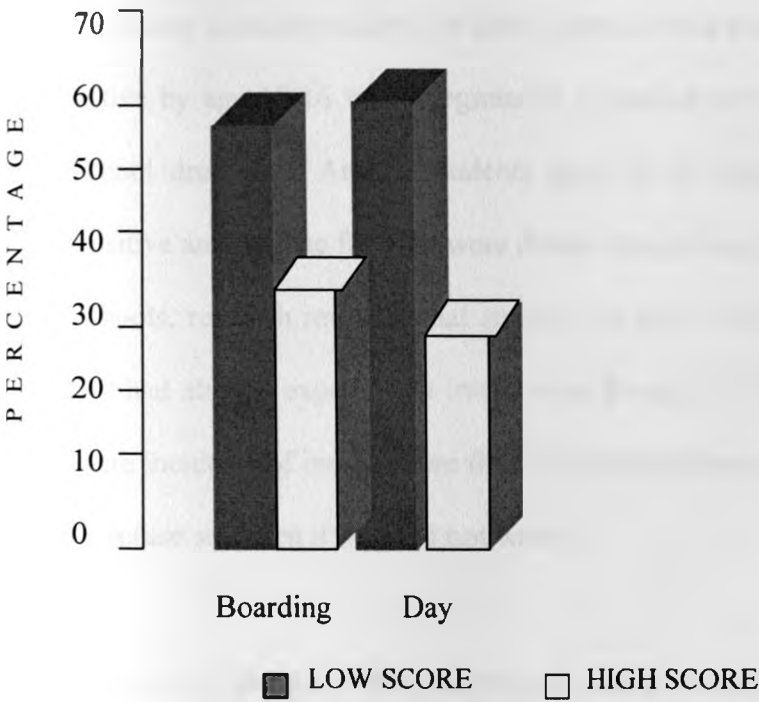


Fig. 4: Attitudes score by day or boarding school attendance



Source: (UNESCO 1996)

Njau (1992) in a report of the causes and nature of reproductive behavior of youths associated lack of sex education with adolescent sexuality It has been greatly proven that a greater openness about sex related matters in society is correlated with delay in sexual initiation and ultimately low levels of teenage pregnancy. Sexual responsibility interventions have the greatest impact on young people before they initiate sexual activity, perhaps even before they reach puberty on the other hand encouraging adolescents who are already or are on the verge of becoming sexually active to take preventive measures like abstinence, condom use, reduction of partners can make an immediate impact on older teenagers (Nyakauru 2001).

Birdthistle and Whitman (1997) conducted a national survey in 1990 in Swaziland secondary schools students. In their report, it was revealed that 50% were sexually active by age 15-16 with pregnancies occurring for between 25% and 50% of all school drop outs. Among students aged 15-19 treated for STIs, 27% were HIV positive and the rate for girls were double that of boys. In the Hhohho region primary schools, research revealed that student had very little knowledge of their sexuality, but had already experienced intercourse. Roughly 1/3 of reported sexual encounters were incidents of incest. More than 1/3 of respondents admitted that it would be hard to refuse sex even if they did not want it.

Republic of Kenya (1994) a significant and growing body of research relating to the behavior of Kenyan adolescents clearly indicates that many young people are not making responsible decisions about family life issues which have immediate and serious repercussion upon their health and welfare. Sexual relationship begins very early in the life cycle and by age 16. To intervene effectively in a moment of sex-related risk to prevent all its evils, It is essential to understand what is happening in particular the youth's intentions, interests and the possible outcomes. Greater emphasis need to be given to the ways in which young people understand their social and physical worlds and to the social and cultural processes that help them sense of sexual desires, feelings and interests (UNICEF 1994).

KAPAH (2003) schools are often a better place for students to get information on their body changes, development and the risks of early sex since they spend more

time at school than at home. In addition, students are more open with teacher than with their parents. However, a comprehensive sexual and reproductive health education in school is often limited. This is due to lack of priority in the school curriculum, limited availability of trained teachers' absence of training material and lack of commitment by school administration to allocate resource. A lot of research has been done on HIV/AIDS and teen pregnancy. However, those at risk would not understand the AIDS pandemic unless sex-education is introduced to the school training curriculum Baltazar (1994) as cited in (Wachira 2000).

According to Trudell (1992), information is accepted and acted upon if it is related to the needs and desires of its intended audience. It follows that sex education will be more functional if it is organized around the children's needs and desires and the community where the school is located. By knowing the amount of misinformation present, the degree of interest or expressed need for certain kinds of knowledge, educators can plan a relevant curriculum. The curriculum content and the appropriate age when controversial content can be introduced will thus be determined. It will also be helpful in ascertaining what method of teaching will be most effective.

Summary of the Literature Review

The literature review presented the concept of perception as a cause and effect that both affects and is affected by stimuli in the environment Perception was seen to influence consequent decisions leading to certain behavior. The role of significant

others like the peers, parents, religious orientation and the society at large and how it affects perception was looked into.

Sexuality was defined as encompassing the whole psychosocial development, values, mental attitudes, physical appearance, beliefs, emotions, likes, dislikes, spiritual selves and all the ways in which one has been socialized. It was seen to begin at birth and last throughout a lifetime hence should not be confused with sexual intercourse as some were seen to do .

The researcher also presented sex education in different communities both in the traditional and modern societies. In the traditional society the teaching of sex education was regarded as positive and an integral part of the life of the youth in particular. It was hence inculcated in the form of education that was offered.

However, with the break up of the traditional social set up and the encroachment of other players like the media, new religious beliefs and formal education, different people including the youth have had diverse perceptions of sex education with some being so hostile towards any mention of it and others having a more apologetic stance.

Mostly the adult world has imposed their views of sex education with the youth being largely unheard. Attempts to introduce Sex education in Kenya into the school curriculum has thus failed and what currently exists is only piecemeal in carrier subjects which are being phased off by the present curriculum.

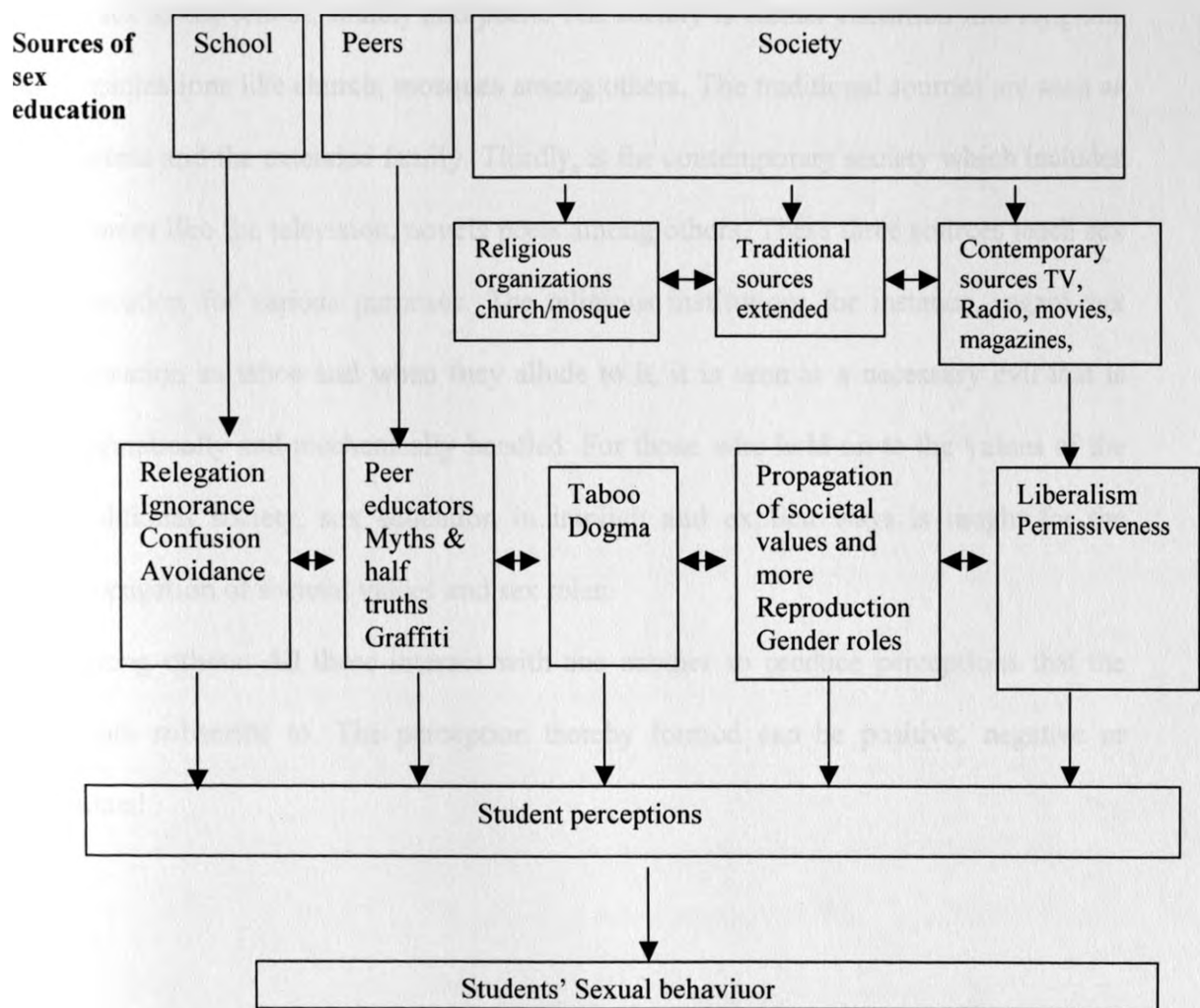
Past researches have observed that what is taught is too biological and mechanical to meet the need of adolescents in a dynamic society and recommended a more youth friendly approach to the teaching of sex education, which they seem to agree, is a very vital component of life.

Therefore this research was carried out to identify what perception of sex education the youth hold to see to it that worthy and relevant interventions are implemented.

Conceptual Frame work

The interplay of the variables that influence perception of sex education are summarized in the conceptual framework below

Fig. 5: Conceptual Frame work of Students’ Perception Towards Sex Education



In the contemporary society, sources are available to the youth through the graffiti, television, magazines, radio and movies from these sources, the youth access sex information. Peers educators are also a favorable source. Myths and half-truths most often are communicated through these sources. As the youth interact with all these

sources they elucidate reactions such as confusion, avoidance, liberalism. The conceptual framework presented implies that the source of information on sex and sexuality influences a student's perceptions. The researcher conceptualizes sources of sex as the school, society and peers. The society is further classified into religious organizations like church, mosques among others. The traditional sources are such as parents and the extended family. Thirdly, is the contemporary society which includes sources like the television, novels, peers among others. These three sources teach sex education for various purposes. The religious institutions for instance, regard sex education as taboo and when they allude to it, it is seen as a necessary evil that is dogmatically and mechanically handled. For those who hold on to the values of the traditional society, sex education in implicit and explicit ways is taught for the propagation of societal values and sex roles.

among others. All these interact with one another to produce perceptions that the youth subscribe to. The perception thereby formed can be positive, negative or mixed.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter dealt with research design, target population under study, sample and sampling procedure, research instrumentation, instrument validity, instrument reliability, data collection procedure and data analysis techniques.

Research design

The study employed an ex-post facto research design. According to Kerlinger (1973), an ex-post facto design is a systematic empirical inquiry in which the scientist has no direct control of independent variables because their manifestation has already occurred or because they are inherently not manipulable. Inferences about relationships among variables are made without direct intervention from concomitant variation of independent and dependent variables. In addition, Cohen and Manion (1986) reports that an ex-post facto research is a method of eliciting possible antecedents of events, which have happened and cannot, because of this fact be engineered or manipulated by investigation.

This study was ex-post facto because the research investigated independent variables such as age, gender, socio-cultural background, type of school in retrospect for any

possible relationship to and effect on the dependent variable, that is, students' perception of sex education.

Target population

The target population of the study consisted of public secondary school students. According to the MOE (2003), there are 24 secondary schools in Kikuyu Division. There are four zones in Kikuyu division namely Kabete, Karai, Thogoto and Muguga.

There are 2 national schools, 3 provincial schools, one girl day district school and all the rest are mixed day district schools. The total student population targeted was 6940 students, of which 3263 were girls and 3677 boys.

Table 2: Public Secondary Schools in Kikuyu Division

ZONES	Boarding	Mixed Day	Girls Day	No. of boys	No. of Girls	Total
Karai	1	4		368	723	1091
Muguga	0	3	1	546	447	993
Kabete	2	6		1342	939	1720
Thogoto	3	4		1007	1568	2575
Total	6	17	1	3263	3677	6940

Source: MOE (2003)

Sampling and sampling procedure

The size of the study sample was identified using Krejcie and Morgan's Table in Mulusa (1988.) This table gives the sample size of a given population. For 6940 students the sample was 364. Three methods of selecting the sample were used. This were stratified, purposive and simple random sampling. Mulusa (1988) stratified sampling caters for various strata in the population. So that each is included in sufficient numbers. The target population was stratified into boys and girls to ensure gender representation.

Purposive sampling allows a researcher to use cases that have the required information with respect to the research objectives. Using Purposive sampling two national schools were sampled one boys and one girls school.

Kerlinger (1973) simple random sampling draws a portion so that all possible samples of a fixed size have the same probability of being selected. Using simple random sampling two schools were selected from each zone and one from Thogoto which had already contributed the two national schools to ensure a representation of the division. 9 out of 24 schools were sampled. For each school, 40 students were randomly sampled each from every form, to make a total of 360 students. Ten students were randomly selected using the class registers.

The data for this study was collected using students' questionnaire. The questionnaire had 3 sections. The items in section 1 sought background information of the respondent such as; age, sex, religious background, home background type of school, class levels and was thus classified. Section 2 consisted of objective type items and other multiple choice questions. Section 3 of the questionnaire sought information on student perception of sex education. In this section, the Likert summated rating method was used. Each statement was followed by 3 or 5 responses.

Validity of the instrument

A pilot study was conducted on a population similar to the target population. The rationale being: to assess the clarity of the instrument items and to modify or totally discard any item(s) that did not measure the variables intended in the study. Mulusa(1998) recommends that 10% which represent the target population in all major aspects can be used in a pretest. Therefore forty students from four schools were randomly selected for the pre-test.

Reliability of the Research Instrument

To enhance the reliability of the instrument, the split half method was used to establish internal constancy. The instrument was split into two, one half of even –

numbered and the other of odd -numbered items. The correlated result value provided the internal consistency of one half that is the degree to which the two halves of the test are equivalent . To obtain the full reliability of the instruments the Spearman Brown prophecy formula was used;

$$\text{Reliability of entire test} = \frac{2 (\text{reliability of 0.5 test}) (r)}{1 + (\text{reliability of 0.5 test}) (r)}$$

Source: Tuckman (1978).

The score of the instrument was established to be 0.88 hence the questionnaire was therefore regarded reliable for the study.

Data Collection Procedures

Data was collected from the sampled schools prior to which permission was sought from MoEST. Before data collection, a brief introduction on the nature and importance of the study was given to all respondents to ensure cooperation. The researcher personally administered the questionnaire to a captive audience in five schools and collected them immediately. However, in the remaining four schools access to a captive audience was denied, hence the questionnaires were left with teachers to administer and were collected after two days.

Data Analysis

Once the completed questionnaires were collected, the researcher inspected them to ascertain accuracy, completeness and uniformity. A series of themes were developed to categorize the information by type of information sort.

To analyze research questions 1,2,3 and 4, descriptive statistics were used. Descriptive statistics involve calculating frequencies and measures of central tendency, namely, mean, mode and median for each set of sample scores.

For research questions 5 which sought to establish the differences in students' perception of sex education by gender, inferential statistics was employed. A T test was used to measure the differences. According to Best (1981:289), a T test is the test of significant differences between two sample means hence the following formula will be used.

$$T = \frac{\overline{M_1} - \overline{M_2}}{(N-1)(S_1^2 + (N-1)S_2^2 \left[\frac{1}{N_1} + \frac{1}{N_2} \right])} \bigg/ \sqrt{N_1 + N_2 - 2}$$

Where M_1 = mean of sample 1

M_2 = mean of sample 2

N_1 is size of sample 1

N_2 is size of sample 2

S_1^2 is variance of sample 1

S_2^2 is variance of sample 2

Due to the nature and volume of the data the Statistical Package for Social Sciences (SPSS), a software package, was used for data analysis.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter presents an analysis of the study findings. The findings are organized under sub headings according to the research questions.

Questionnaire Return rate

The study involved a sample of 360 students. After the questionnaires were administered and collected 302 students (84%) duly answered the questionnaire, the remaining 58 were not fully filled and were thus discarded. This return rate was considered adequate for the study.

Biographical Data of Respondents

The biographical data of the respondents was tested using variables such as gender and age. The findings are as presented below.

Gender Distribution of respondents

There were 141(46.7) male and 161(53.3) female respondents who successfully participated in the study. This was a true reflection of gender distribution in Kikuyu Division in which the female students are more than the male (MoEST 2003).

Distribution of Students by Age

The respondents ranged from 13 years to 18 years of age with three respondents being 19, 20 and 21 years. This distribution is suitable since it reflects the normal age of students in secondary schools who are going through adolescence and a myriad of changes especially in their sexuality normally experienced during puberty (WHO, 1999). The varying ages of the students were fruitful to the study since they are representative of differences in perception towards sex education. The distribution by class is as tabulated below.

Table 3:The Distribution of Students by Class

Class	Frequency	Percent
Form 1	45	14.9
Form 2	85	28.1
Form 3	98	32.5
Form4	74	24.5
Total	302	100.0

N=302 Students

From the table above responses from Form One students was lowest, because most of these questionnaires discarded for not being fully filled, belonged to Form One students. This may be attributed to the nature of the research. It is worth noting that

these students are still grappling with their emerging sexuality. However the 14.9% who responded gave a response that enriched the study.

Distribution of Students by Category and Type of School

UNESCO (1996) Observed that the type of school plays a major role in influencing perceptions and attitudes towards sex and sexuality. Various types of the schools were thus involved in the study to establish the varied perception that students held. From Table 4 below it is apparent that all categories of schools were adequately represented.

Table 4: The Distribution of Students by Category of School

Type	Frequency	Percent
Boys only	95	31.4
Girls only	63	20.9
Mixed	144	47.7
Total	302	100.0

From Table 4 above, 20.9%, 31.4, 47.7% of respondents were from boys only, girls only and mixed schools respectively. The responses are a true reflection of the division which has 17 mixed schools 3 boys only and 4 girls only schools .

In addition 45.7% of the respondents were from boarding schools while 54.3 % were from day schools. These percentages are a reflection of the area of study which has 6 boarding schools and 18 day schools. However, the researcher purposefully sampled

more boarding schools to facilitate comparison of perceptions from the two groups of students.

The Distribution of Respondents in Relation to Socio -Cultural Factors

Various socio-cultural factors that were included to solicit information from the respondent. These included:

Religion of the student

Home location whether rural or urban

Type of family the student came from.

Religion of the respondents

Religion is fundamental as a social cultural factor that impacts on perception. Different religious backgrounds give connotations in regard to sex education both implicitly or explicitly. As PCA(1996) observed the church plays a complementary role in the process of inculcating sex education. Moreover, depending on the religious stance towards sex education some are conservative and others more liberal. Among the 302 respondents ,73 were catholics,219 protestants 2 traditionalist and 8 were Muslims .Therefore the researcher was able to gather views from a well represented sample.

Type of Family of Respondent

The home being the first socialization agent influences perception towards sex education. Various family set ups communicate sex messages to the children which impact into their perception – values and inhibitions vary from family.

The researcher gathered responses from the various family backgrounds such as: nuclear, single parent, polygamous and extended families.

Respondents' Home location

Home location was tested as a social-cultural factor that influence perception. Since Kikuyu Division is largely rural, it is no wonder then that 54% of the respondents were from the rural setting. However, it draws students from the urban set up especially due to its proximity to Nairobi and also because of the nature of the schools in Kikuyu (see Table1). Consequently, the 46% of students were from an urban setting and their responses yield a good basis on whether home background affects perception.

Answers to the Research Questions

To realize the objectives of the study, research questions were formulated for which answers were sought. The following is an analysis of the findings presented under various research questions.

To What Extent Are Secondary School Students Exposed to the Teaching of Sex Education

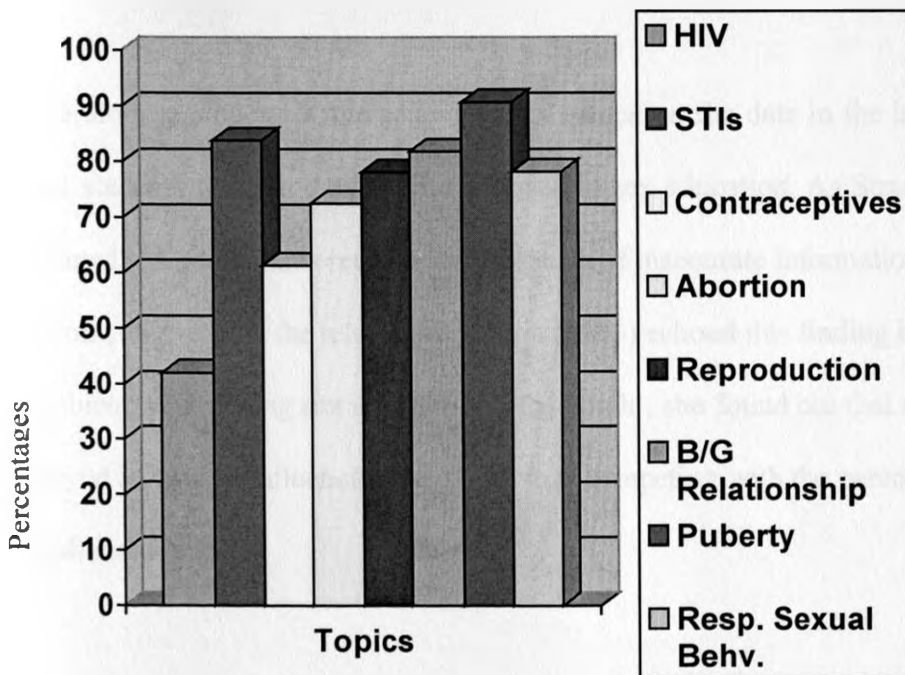
To answer the above research question, students were asked to indicate whether they had discussed sex-related issues with a number of possible sources. From the data collected, 82.2%, 64.9% and 30.4 % indicated that they had discussed with peers and teacher counselors and parents respectively. In addition, 173 (57.3%) responded in the affirmative they had discussed with the classroom teachers. This finding suggests that Secondary school students are not adequately exposed to a comprehensive school -based sex education and a greater percentage of them discuss with their peers on matters relating to sex.

To probe further the students were asked to acknowledge various sex education topics that they had been taught in school. The responses are as reported in Fig 6.

Form the data presented in the histogram, it is apparent that most students were familiar with most of the sex related topics. However HIV/AIDS education that has been infused into the current school curriculum scored a distant 42.1%. Contraceptives also ranked an average 61.3%. These findings confirms the that students are not adequately exposed to a school based sex education.. Data on the other topics however seem in contradiction with the findings discussed above since 72.5 to 90.7 % of the respondents showed that they were familiar with these topics. It is therefore apparent that though schools may not adequately provide sex

education, students look for the information elsewhere and regardless of the source and they acquire information though very selectively.

Figure 6: Sex Related Topics in Secondary Schools



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Therefore regardless of the source of sex education the data in the latter item show that students to a large extent are exposed to sex education. As Strasburger (1990) pointed out adolescents receive vast amounts of inaccurate information from a highly stimulating source, the television. Wairia (1993) echoed this finding in her work 'the problems of teaching sex education to the youth', she found out that mass media has played its role in influencing the youth thus competing with the parents, teachers and traditional leaders.

It is apparent that students have a positive attitude towards sex education nevertheless the exposure they have had from the school alone has not been sufficient rendering them vulnerable to sources of information that are more accessible. As Wachira (2000) observed, teens and adolescents will be curious and they will search for information. If they have nowhere or no reliable sources to go to they will go to more available and unreliable sources. She further noted that,

clandestine sources like prurient literature littering our news stands are a major source of misinformation, misconceptions and myths in sex matters.

Which sources do students get information on sex education from?

To clarify the above implied sources of sex education afore discussed, the researcher sought responses as to sources from which students got sex related information from. Their responses are as presented in table 5 below.

Table 5: Sources of Sex Education

Source	Response	
	Yes	%
Friends	248	82.2
Family	177	58.6
Classroom	175	55.9
Teacher Counselor	174	57.6
TV/Radio	170	76.3
Novel/Magazine	167	55.3
Church	124	41.1
Websites	49	13.2

N=302 students

Note the percentages do not add up to 100% since the respondents were required to give more than one source of information on sex education

The responses indicate that peers, TV, radio, classroom, counseling, novels and newspapers were considered popular sources of information on sex and sexuality.

Conversely the family and church were not considered popular. Twenty three percent point two (23.2%) of the respondents said they got information on sex and sexuality from websites.

This finding agrees with (Njau 1992 & UNESCO 2002)) who found out that peers were the primary sources of information for other teenagers on all sexual matters. In addition Akinyi (1987) in her study of Kitale Municipality found out that most information on reproduction, contraceptives and venereal diseases was obtained sorely for friends. To clarify the findings on students' sources of sex education, respondents were asked to state their preferred sources of sex education .The responses are tabulated below.

Table 6: Preference of Sex Education Sources

Source	Preference					
	Mp		Fp		Np	
	N	%	N	%	N	%
Peers	91	30.1	136	46.0	72	23.8
Teachers	82	27.2	175	57.9	45	14.9
Novel/magazines	54	17.9	90	29.8	158	52.3
Family	53	17.5	134	44.4	115	38.1
Tv/Radio	50	16.6	100	33.1	152	50.3
Church	40	13.2	101	33.4	161	53.3

N =302 Students

Key: Mp- most preferred, Fp -fairy preferred, Np -not preferred

Note the percentages do not add up to 100% since the respondents were required to give more than one source of information on sex education.

Data from the Table 6 shows that peers were rated as the preferred source of sex education. Teachers were rated second, magazines family , TV, radio and church were rated in that order of preference.

The findings depict that despite the great majority of students getting information from the television, radio, novels and magazines and the church as shown in the findings above (table 5), these sources were not preferred . Students may have consulted them due the fact that they are easily accessible and available. There is therefore a need to drift from the conventional methods and a more inclusive and relevant approach be adopted that will take advantage of the strengths of these sources available that captures the students' attention.

To what extent do students in secondary schools consider the teaching of sex Education appropriate?

To address the above research question, students were asked to give their views on whether sex education should be taught in schools. From the findings, an overwhelming majority (93.2%) of the respondents answered in the affirmative.

This finding is contrary to popular belief about sex education that some religious organizations hold, as reported by Pathfinder (1996) With the inception of sex education, youths will be more promiscuous and STIs of plague proportions will be

resultant. Indeed 69% of the respondents said that school based sex education would be important in creating self-awareness. A further 66% of the respondents said students are sexually active and so they needed help through the ministry of education introducing sex education in to the school curriculum. Moreover 56.9% of the respondents said that parents do not have time and so teachers should teach, furthermore 3.6% said sex education was necessary to inculcate positive behavior and discourage immorality. A distant 0.3% thought that sex education would encourage students to engage in sexual intercourse.

To probe the extent, to which students considered the teaching of sex education appropriate further, students were asked how relevant various aspects of sex education were. The responses are as outlined in Table7 below.

Table 7: Relevance of Aspects of Sex Education

Aspect of sex education	Relevance					
	VR		R		IR	
	F	%	F	%	F	%
Sex education in giving						
accurate information	173	57.3	84	27.8	45	14.9

Parents as sex educators	81	26.8	81	26.8	140	46.4
Current HIV syllabus	68	22.5	109	36.1	125	41.4
Religion	57	18.9	134	44.4	111	36.8
Sex education in inculcating responsible behaviour	42	13.9	87	28.8	173	57.3
Biology, RE/SEE syllabus	39	12.9	136	45.0	127	42.1

Key : VR- very relevant R - Relevant IR – irrelevant

Note: The percentages do not add up to 100% since the respondents were required to give more than one response on relevance of aspects of sex education

The greater percentage of the respondents considered the various aspects of sex education relevant as shown in the Table 7 above. However, aspects like sex education in inculcating responsible sexual behaviour, parents as sex educators were rated as irrelevant as were Biology RE and SEE as avenues for teaching of sex education. This finding tallies with Wachira (2000) who pointed out, sex education catered for in the science syllabus, is essentially factual information about reproduction, its anatomy and physiology. This scientific information is essential for undertaking the subject but it is too biological. It does not give in depth coverage of sexual relationships, their consequences or how one should handle emotions emanating from ones sexuality. She further observes that sex education should cover all aspects of sex with a view to develop attitude and behaviour patterns, which help children to cope with daily concerns of human sexuality.

What Perception of Sex Education are Held by Students From Various Socio-Cultural Backgrounds?

To denote socio-cultural backgrounds, certain aspects were used, this included: religion, home location(rural or urban) and type of family.

Home Location of the Student

Students were asked whether sex education should be taught in school, 96.9% and 88.5% from the rural and urban set up respectively responded in the affirmative. These response imply that, regardless of their home location, students from both the rural and urban set up have a positive attitude towards sex education.

This was further indicated by their response to who they preferred as sex educators. Fifty-nine (59%) of the urban respondents preferred teachers while for the rural respondents the teacher was preferred by 64.4%. Both sets of students not only wanted sex education to be taught. In addition, they suggested that married teachers of 30-40 years of age should teach them. None of the respondents wanted to be taught by older teachers of 40 and above and younger teachers of 25 and below. The latter two groups of teachers were regarded as not being in touch with the world of the youth, hence not able to communicate to them effectively.

To probe further the respondents were asked how relevant religion was in helping the youth deal with their sexuality. For the urban respondents, 66.9 % rated religion as relevant, compared to the rural counterparts 60.2 %. This finding contradicts Kabira(1993) who asserted that the church has lost its relevance and application to moral teaching and instead of going to church young people turn to Pop music, clubs and movies.

However, it was evident from the findings that religion was more appealing to the urban than the rural students, may be because the church is regarded as a socializing agency, more so in the urban setting than in the rural where it may be treated a little more ritualistically.

Further, the students were asked to rate the relevance of the current HIV/AIDS education in dealing with sexuality. An average percentage of 59.5% and 57.6 from the rural and urban respectively setting rated it as relevant. This finding suggests that above 40% of the students perceive HIV/AIDS education as irrelevant. It is apparent therefore that students need a more comprehensive curriculum than the current HIV/AIDS. The respondents' view of the relevance of biology, home science, Social education and Ethics as avenues of teaching sex education was a mirror of their view of the HIV/AIDS syllabus discussed afore, with 41.7% and 42.8% from urban and rural setting respectively rating it as irrelevant. This attitude showed a negative and mixed perception to the existing school sex education program

Asked if sex education led to irresponsible sexual behavior, both sets of students disagreed with a 70.6% rural and 73.8% urban respectively this response shows a positive attitude towards sex education. Respondents were asked whether sex should be taught by same-sex sex educators. From the findings, 68.1% of the rural students answered in the affirmative compared to 59.7% of their urban counterparts . Hence, the rural group were more open minded in regard to the gender of the sex educator than their urban counterparts.

In addition single sex education classes were preferred by a 84.2% and 87.1 % of the respondents from the urban and rural settings respectively. The response is an indication that both sets of students perception of single sex sex -classes was positive regardless of their home location, a finding that echoes Trudell (1992) who asserts mixed sex education classes act as a barrier hence single sex classes are preferable.

Religion

To establish what perception of sex education students from different religious backgrounds held, responses were sought in regard to whether sex education should be taught in schools. Of the 302 students involved in the study, (89%) of the 73 catholic, 94.1% of the 219 Protestants the Muslims and the 2 traditionalist respondents answered in the affirmative, . The finding indicates a positive attitude

towards sex education regardless of religion. Among the reasons given the majority agreed that sex education was important in creating self awareness in sex related issues, 69% of the respondents said that students were sexually active and hence needed help on sex related issues. In addition, students overwhelmingly disagree with the popular belief that introduction of sex education will cause students to experiment.

Asked who they preferred as sex educators, the majority (62.3%) mentioned teachers. However, there were discrepancies among the students from different religious backgrounds. Among the respondents, 47.9% Catholics, 66.2%protestants, 75% Muslims and all the traditionalists preferred teachers. It is apparent that Catholics preferred teachers to a lesser extent than others. Catholics preference for parents was 27.4% compared to protestants 14.6% and Muslims 12.5 % this may be attributed to their catholic parents attitude that sex education should not be taught in schools.

To delve further into their perception students were asked to indicate how relevant religion was in dealing with sex and sexuality issues. Sixty five point eight percent (65.8% of the protestants and 54.8%, Catholics said religion was relevant in dealing with sexuality issues. This finding confirms the conservative stance held by the Catholics as expounded by PCA (1996).

To elicit more information respondents were asked whether teaching sex education should be a shared responsibility between the church the home and the school. The majority (52.2) disagree that it should be shared responsibility and were more inclined to school based sex education. 43.8% of the Catholics and 40.2% of the protestant respondents disagreed that sex education should be a shared responsibility. This findings confirms that most students want sex education to be taught in school. When asked to rate the suitability of teachers as sex educators since they spent more time with them, 79.5% protestants and 54.4% catholic agreed that the majority prefer teachers for sex educators.

Type of family

The family backgrounds that were investigated included, nuclear, single parent, extended and polygamous family. To identify what perception towards sex education respondents from different backgrounds held, they were asked to indicate how relevant parents were as sex educators. Parents and peers were mentioned as supplementary sex educators by students from the polygamous and single parent backgrounds. Peers, TV, radio, classroom, counseling, novels and newspapers were mentioned by these two groups as popular sources. Conversely the family, and church were not considered popular. This finding echoes Njau (1992) & UNESCO (2002)) Who found out that peers were the primary sources of information for other teenagers on all sexual matters. Respondents from single parent and polygamous families however preferred peers Family peers than parents with 58.5 and 25%

respectively , in addition, parents were not as sex educators in polygamous families.

In addition,23.2% said they got information on sex and sexuality from websites

To elicit more information, students were asked whether boys and girls should be taught by same sex sex –educator. From the single parent background, 53.1% answered in the affirmative, 66.8%,53.8%,and 76.9% from the nuclear, polygamous and extended families also answered in the affirmative. This trend indicates that most students prefer a same sex sex educator. Moreover more students from nuclear and extended seemed to prefer more so inclined to the perception that same sex educators were better.

To probe further they asked to comment on whether sex education be taught in mixed classes or single sex classes. From nuclear an overwhelming 95.3% affirmed from the single parent and polygamous backgrounds the percentages were 81.9% and 84.6% respectively. The findings indicate that students from different family background have a positive perception towards the teaching of sex education in single sex classes .The reasons they gave was it reduces shyness and concerns of different sexes are treated separately.

What difference exist in boys and girls in their perception of sex education?

To establish what difference existed in boys and girls in their perception of sex education a T test was carried out and the results are as follows below.

Table8: Perception of Sex Education in Relation to Gender

Gender	Male	Female
	N=141	N=161
Mean		
Score (M)%	78	79
t(301)	=1.18, p ≤0 .05	

t critical=1.645 p≤.05

It is evident from the findings tabulated above that there is no difference in the perception of sex education between boys and girls, given that the mean scores are approximately the same 78 and 79 for the boys and girls respectively. In addition, the calculated t score has a numerically lesser value at 1.18 than that of the critical 1.645 at 0.05 level of significance, which is further support of this finding. This state of affairs can be taken advantage of and be a stepping stone to propel and boost the teaching of sex education in schools.

Summary of Data Analysis

The data analysis of the study established that students’ perception towards sex education was positive unlike religious adults who have a negative perception and are of the view that that the introduction of sex education in schools would

encourage promiscuity among the youth. However a positive attitude towards sex education does not necessarily deter promiscuous behaviour.

The study established that students were not adequately exposed to an organized school based sex education. Although some aspects of sex education were being taught in carrier subjects, like biology and SEE, which are optional subjects, students did not rate the information they got from the school as relevant enough. Indeed, the current HIV/ADS syllabus was not found to be comprehensive enough to attend to all the information on sex and sexuality that the students need.

The students got the bulk of sex information from other sources apart from the school. Peers and media were identified as the most popular sources of information. This was attributed to their availability and the fact that they were considered more available and less threatening in comparison to parents, church and teachers. Moreover married teachers of 30 to 40 years of age were ranked highest in a list of the preferred sex educators. The students perceived them as better communicators with a wider range of experience in sex related issues.

School based sex education was regarded quite appropriate by an overwhelming majority of the students. The students, 50.7% percent of whom were sexually active felt that the teaching of sex education would empower them to make informed choices, give them self awareness and help them deal with their undeniable sexual relations which their parents seemed too embarrassed to address.

Different socio-cultural backgrounds were not responsible for difference in perception. The catholic students for instance, held a more conservative stance in comparison with their protestant counterparts. Moreover, there was no difference in perception of sex education between students of different genders.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

The teaching of sex education has been shrouded by much controversy the world over, with different schools of thought occasionally imposing their attitudes and perception of this matter with little consideration of the youth.

Although in the traditional African setting sex education was viewed as a positive, acceptable and almost compulsory component of life particularly to the adolescent, and was intentionally propagated for discipline and perpetuation of societal mores and values, this trend was phased off with the advent of urbanization and the disintegration of the traditional family set up.

In addition, the encroachment of other players like the media did not ease the situation. Formal education later employed conventional piecemeal methods of teaching by introducing sex education in to carrier subjects like biology and homescience. Unfortunately, these subjects are quickly being phased out in Kenyan secondary school syllabus courtesy of the wide 8-4-4 curriculum.

Consequently the students have been left vulnerable to the influence of the media with little if any guidance from the adults and no skills of discriminating right from

wrong. The church, family and school have thus lost relevance in this crucial area. The result being that students were left scavenging for information from all sources including pornographic websites.

Much of research that has been conducted in the country and particularly Kikuyu has not particularly focused on the youths' perception and attitude towards sex education. This study therefore delved into the various aspects of sex education, including: the extent to which students in secondary schools are exposed to the teaching of sex education, the appropriateness of a school based sex education, how well aspects of sex education were being taught in schools, sources from which sex information is gotten, which sources were preferred by the youth and lastly perceptions held by students from different socio-cultural backgrounds

Related literature focused on the concept of perception, perception of sex education in the traditional African society, some aspects of society like the mass media that influence perception and what sources were available and preferred by the youth for sex education.

Using an ex post facto design, the study involved a sample of 360 student. Of these 302 duly filled the questionnaire. The questionnaire was tested and a reliability of 0.86 was established. Using descriptive statistics (percentages and frequencies) and inferential statistics (T- test) the data gathered was analysed and interpreted to answer the research questions and hence achieve the objectives.

The findings were as follows:

- The study established that students were exposed to only few aspects of sex education like reproduction, puberty, HIV AIDS and other STIs. Consequently they resulted to more available sources of information on aspects of sex education like boy- girl relationships, contraceptives, skills of handling sexuality responsibly among others.
- The study identified the peers as the most available and popular source of sex education and the media ranked second though the teacher was preferred as the best source of information. Parents and churches also appealed to a number of students.
- The bulk of the students (93.2%) regarded the teaching of age appropriate sex education appropriate. Indeed 82 % of the students mentioned teachers as their most preferred sex educators.
- Students with a catholic background were more conservative than their protestant counterparts. In addition, 62.3% of the respondents agreed that the church was one of the relevant sources of sex education. Rural respondents held a more towards the teaching of sex education than their urban counter parts. The type of family however did not yield much of difference in the perception of sex education.

- The findings of the study indicated there were no significant difference between boys and girls in their perception of sex education.

Conclusions of the Study

From the findings, several conclusions were arrived at:

First, students possess biological and other facts of sexuality from carrier subjects taught in Secondary school curriculum particularly HIV/AIDS education, biology, RE ,SEE and home science. However, the study revealed that the content in these subjects was not yielding enough information on sex related needs of the students. Consequently the researcher concluded that a lifeskills approach to the teaching of sex education to enable students to make responsible choices regarding their sexuality was lacking and needed to be incorporated in the school curriculum.

Secondly, students from different socio-cultural backgrounds regarded sex education very important and the teaching of it appropriate. Therefore a comprehensive sex education if put in place, would be positively received by the intended recipients who are the students. In addition, religion influenced perception towards sex education though to a small extent. The protestants were more open-minded towards the teaching of sex education in schools unlike the Catholics. Contrary wise, home background and the type of family did not yield notable differences in the perception of students towards sex education. Furthermore, there

were no differences of perception in students of different genders. In the absence of this difference, a comprehensive sex education curriculum can easily be put in place.

Thirdly, married teachers of 30-40 years of age were regarded the best sex educators by secondary school students of Kikuyu Division. Consequently they need to be targeted for training in sex education content and methodology as well as being serviced regularly. In addition the study established that peers were the most popular sex educators to the youth hence an emphasis on peer education in sex education is needed.

Fourthly, Conventional methods of teaching sex education cannot exclusively meet the needs of the students, actually a more innovative and proactive method need to be looked into for relevance, similarly, a multi- faceted approach to the teaching of sex education is required. Anti sex education campaigners have treated sex education as a taboo topic without regard to students' views. The findings of this research indicate a contrary viewpoint where students did not exhibit any notable inhibitions towards the teaching of sex education.

Recommendations of the Study

From the data and subsequent analysis, the study recommends that:

There is need for the Ministry of Education in conjunction with KIE and other stakeholders to review the existing sex education curriculum so that it can be more

relevant to students in a dynamic society. This curriculum once implemented should be constantly reviewed.

Teachers should be trained in handling sex education in a less biological, dogmatic and mechanical way. A component of life skills such like: friendship formation, assertive training, negotiation decision making, self awareness, self esteem creative and critical thinking among other skills should be incorporated to facilitate day-to-day life. This approach will empower the youth in having a positive perception towards their sexuality and also empower them in making informed choices.

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Government and willing stakeholders be mobilized for a more multi faceted approach to the teaching of sex education which will incorporate less conventional and dynamic methods like peer education, drama, theatre and media.

Heads of learning institutions in conjunction with MoEST need to take into account a more intentional and comprehensive sex education other than the existing infusion in carrier subjects. This should target the formal, informal and non-formal dimensions of the school curriculum.

MoEST and KIE should ensure that relevant information is promptly relayed to students through a team of trained teachers. This should be coupled with regular in servicing of teachers who are democratically chosen by the students and evaluation of the same facilitated to assess the impact.

Suggestions for Further Study

An investigation needs to be carried out on the attitude of primary school pupils to the teaching of sex education. This would be an interesting area as these pupils are at the onset of puberty when sexuality first begins to be a reality.

A study on the perception of teachers towards the teaching of sex education in secondary schools should be carried out. Such a study would shed light on their views of how to tackle youth sexuality issues since they are very instrumental in the actual implementation of the curriculum at the classroom level.

This study could be replicated in a purely urban set up for comparison.

A comparative study in the topic studied in another division can be carried out to confirm and compare the finding of this study.

An evaluation of the existing sex education curriculum in terms of content and methodology needs to be carried out to establish its strengths and weaknesses and consequently strengthen it.

An investigation into the possibility of a life-skills approach toward the teaching of sex education in schools.

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APPENDICES

APPENDIX A

INTRODUCTION LETTER TO THE PRINCIPAL

Dorcas N Karanja
University of Nairobi
Department of Educational
Administration and Planning
P.O. Box 92
KIKUYU

The Principal

_____ Secondary School.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Dear Sir/Madam,

**RE: INVESTIGATION INTO THE STUDENTS PERCEPTION OF SEX
EDUCATION IN KIKUYU DIVISION SECONDARY SCHOOLS**

I am a postgraduate student in the University of Nairobi, pursuing a Master of Education in Administration and Planning. I am conducting a study on the students perception of sex education in Kikuyu Division secondary schools I hereby request you to allow me interview your students through questionnaires.

The questionnaires are meant for this research only, therefore the responses will be confidential. No name is required from the Respondent or Institution.

Thank you in advance.

Yours sincerely,

Dorcas Karanja

APPENDIX B

STUDENT'S QUESTIONNAIRE

This questionnaire is designed to seek your option and views regarding the teaching of sex and family life education in schools. The questionnaire has three parts.

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

Be assured that your answers will be confidential. **Do not write your name or the name of your school anywhere in this questionnaire.**

Section1

General information, and background.

Please put a tick (✓) in the appropriate space given

1) Indicate your gender

a. Female ()

b. Male ()

2) In what class are you

Form 1 ()

Form 2 ()

Form 3 ()

Form 4 ()

3) Indicate your age in years ()

4) Indicate your religion

Catholic ()

Protestant ()

Muslim ()

Traditionalist ()

Others (please Specify).....

5) Please indicate the type of family you come from:

- Single parent ()
Nuclear ()
Polygamous ()
Extended ()
Others (please specify).....

6) What is the category of your school

- Boys only ()
Girls only ()
Mixed ()

7) Please indicate the type of school you attend

- Day ()
Boarding ()

8) Where is your home located

- Urban ()
Rural ()

9 a) Have you had sexual experience Yes () No ()

b) If your answer in (9a) above is yes, In what circumstances did it take place

- i. Incest/with a family member ()
ii. Rape/Forced ()
iii. Consent/ agreed ()
Others (specify).....

Section II

1) Have you discussed issues of sex with the following? Tick as many as are applicable

	YES	NO
i. Parent	()	()
ii. Your Girl Friend/Boy friend	()	()
iii. Your teacher counselor	()	()
iv. Your classroom teacher	()	()
v. Grandparent	()	()
vi. Others specify	()	()

2) From what source did you get your information about sex related issues. Tick as many as are applicable

- i. Classroom instruction ()
- ii. Counseling teacher ()
- iii. Radio/TV ()
- iv. Newspaper/ Magazine/novel ()
- v. Friends and school mates ()
- vi. Family ()
- vii. Church ()
- viii. Clinics/ hospitals/doctors ()
- ix. Public posters and handouts ()
- x. Others (please specify).....

3 a. Do you think issues of sex should be taught in schools:

Yes () No ()

b. If Your answer to 3a above is yes give reasons for your answer.....
.....
.....

c. If your answer to 3a is No give reasons for your answer

.....

.....

.....

.....

4) Following are some sex-related topics taught in secondary schools which ones are you familiar with? Tick as many as are applicable to you

- i. HIV/AIDs ()
- ii. Sexually transmitted diseases ()
- iii. Contraceptives ()
- iv. Abortion ()
- v. Reproduction ()
- vi. Responsible sexual behaviour ()
- vii. Boy/Girl relationships ()
- viii. Puberty/Adolescence ()

Others please specify.....

.....

5. Who would you prefer to teach sex education

- i. Parents ()
- ii. Teachers ()
- iii. Peers (Age mate) ()
- iv. Others specify.....

6. How old should a teacher who teaches you issues of sex be

- i. 20 –30 years old ()
- ii. 30 – 40 years old ()
- iii. Older than 40 years ()

Section III

Each of the following statements need your opinion on various aspects of sex education.

For each kindly respond by indicating with a tick (3) whether **1 very relevant VR**

2 Relevant R,3 Irrelevant IR

Statement	VR	R	IR
How relevant is sex education in giving accurate information on how best to deal with issues of sex			
How relevant is sex education in helping the youth acquire responsible sexual behaviour			
How relevant to you is religion/the church in helping you deal with issues of sex and sexuality			
How relevant are parents as sex educators			
How relevant is the current HIV/AIDS education in attending to students questions sex and sexuality			
How relevant is biology, religious education, social education and ethics and other subjects in addressing students sex -related issues			

The following are sources of information on sex education tick the one you prefer most as a reliable a source of information on sex related issues please indicate with a tick(3) the one you prefer **1most preferred 2 Mp fairly preferred Fp 3 not preferred Np**

Source	Mp	Fp	Np
Radio/TV			
Newspaper/ Magazine/novel			
Classroom instruction			
Friends and school mates			
Family			
Church			
Clinics/ hospitals/doctors			
Public posters and handouts			

The following statements need your opinion on various aspects of sex education. For each kindly respond by indicating with a tick (√) whether **you strongly agree(SA), agree(A), undecided(U), disagree(D)or strongly disagree(SD)**with the statement.

Statement	SA	A	U	D	SD
Sex education is different from teaching how to engage in sexual intercourse.					
Teaching sex education will encourage sexual immorality among youth.					
School based sex education would increase the rate of pre-marital pregnancy.					
Teaching sex education should be a shared responsibility between home, church and school.					
Students already have adequate and accurate					
Knowledge and information on sex education hence no need for school based sex education programs.					
School based Sex education should start as soon as a Child enters school					
HIV/AIDS education should be taught as part of a comprehensive sex education program					
The main function of school sex education is to equip the children with correct information and address Misinformation that students have.					
Sex education is dirty and should not be taught at School or anywhere else					
Sex education should be taught in church only.					
Sex education should be taught in single- sex/girls only or boys only and not mixed- sex classes girls and boys together					
Every child has a right to age- appropriate sex education.					
Statement					

Students can get accurate information on sexuality on their own.					
students can get accurate information on sexuality on their own.					
Boys and girls should be taught sex education by same sex teachers.					

Mention some challenges you face in matters to do with what an how you are taught sex and sexuality issues

.....

.....

.....

In your opinion how can the teaching of sex education in schools be improved.....

.....

.....

.....

.....

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

MOES&T 13/001/34C184/2

grams: "EDUCATION", Nairobi

phone: Nairobi 334411

relying please quote

Ref No. DORCAS NIERI KARANJA
UNIVERSITY OF NAIROBI
PO BOX 30197
NAIROBI



JOGOO HOUSE "B"

12 KARAMEBO AVENUE

P.O. Box 30040-00100

NAIROBI

....., 20.....

Dear Madam

RE RESEARCH AUTHORISATION

Reference is made to your production for authority to conduct research on "students perceptions of sex Education in Kikuyu Division, Kiambu District".

This is to inform you that you have been authorized to conduct research in Kiambu District for a period ending 31st December 2004.

You are advised to report to the District Commissioner , the District Education Officer and the Principals of the schools you will visit before commencing your data collection.

Upon completion of your study you are advised to submit two copies of your research report to this office.

Yours faithfully

A handwritten signature in black ink, appearing to read 'B. O. ADEWA', with a long horizontal line extending to the right.

B. O. ADEWA

FOR: PERMANENT SECRETARY

CC

The District Commissioner
Kiambu District
KIAMBU

The District Education Officer
Kiambu District
KIAMBU