

**AN INVESTIGATION INTO THE FACTORS AFFECTING THE TEACHING OF
SEX EDUCATION IN PUBLIC SECONDARY SCHOOLS IN NGONG SUB-
COUNTY, KAJIADO COUNTY, KENYA.**

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DECLARATION

I declare that this research is my original work and has never been presented for any academic accreditation in any other university or college. I also declare that all the resources used in this research work have been indicated and duly acknowledged.

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DEDICATION

I dedicate this work to my beloved Late Father Mr Osim Inyang Obo and Mother Mrs Peace Ofem. Mrs. Lilian Muli for their constant support and encouragement during my period of study at MIUC.

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May the Almighty God bless you all.

LIST OF ABBREVIATION

B.ED: Bachelor of Education

UNESCO: United National Educational, Scientific and Cultural Organization

SIECUS: Sexuality Information and Education Council of the United States

SPSS: Statistical Package for Social Science

MIUC: Marist International University College

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ABSTRACT

Sex education is important for the development of students. However, its being affected by series of factors, therefore the overall aim of this research is to make an investigation into the factors affecting the teaching of sex education in Public Secondary Schools in Kajiado Sub-county. The study was guided by the three research objectives; To know whether Culture and Religion affects the teaching of sex education in Public High schools in Kajiado County, Ngong Division, 2. To find out if the perception of teachers towards sex education affects the teaching of sex education in Public High schools in Kajiado County, Ngong Division, 3. To find out if teaching resources affects the teaching of sex education in Public High schools in Kajiado County, Ngong Division

The study adopted a quantitative data analysis. The population for the study was teachers and students in Kajiado sub-county in Nairobi. The research adopted a random sampling technique on a target population of 3 schools. Sample size of 40 teachers and 147 students was drawn from the teachers and the students from forms three and four. Primary data was collected by use of questionnaires. The study generated quantitative data, which was coded and entered into Statistical Packages for Social Sciences (SPSS Version 22.0) and analyzed using descriptive statistics.

The study noted that sex education in public secondary schools is being faced by a myriad of challenges ranging from oppositions from different cultural and religious backgrounds, lack of adequate teaching and learning resources to the negative perceptions of teachers. The study recommends that teachers, school administration and the government have a critical role to play in order to reduce these challenges facing teaching of sex education in public secondary schools.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Kearney (2008) defines sexuality education as a comprehensive course of action by the school calculated to bring about the socially desirable attitudes, practices and personal conduct on the part of children and adults, that will best protect the individual as a human and the family as a social institution. Globally sexuality education started in the US around the turn of the 20th century following the World War II outbreaks during the period of military maneuvers and activities where sexual hygiene and conduct had proven to be a major problem for the Worlds' Armies. Soldiers and Sailors on assignment overseas were often lonely, had time to spare, got homesick, or were just looking for female companionship and many men started having multiple sex partners and that resulted to fast spread of venereal diseases. As a country, as indicated Reiss (2005), America was more likely to rely on schools to solve social problems of sexually transmitted diseases, which became a national panic during World War II, though a few factors tend to mitigate against this effective implementation of this sex education in schools

Some Australia believers of traditional cultures view formal sex education as a platform to encourage sexual activity among teenagers. The current view point based on traditional cultures emphasizes that sex education corrupts youth and this shows that cultures perceive sex education differently due to differences in attitudes and beliefs, leading to significant diversity in the management of sex education among different societies. It is now notable that different religions support abstinence of sex until marriage and that makes it harder to teach sex education in public high schools as stated by Jackson (2012). In some instances, as further supported by Almahbobi

(2012), the Catholic Church as well as certain interpretations of the Koran and other faith-based schools discourages the use of condoms and the teaching of sex education in public schools because many religious leaders see that it does not preserve traditions, culture and morality.

Another factor that influences teaching of sex education in public schools is the teaching resources, which as well include the trained personnel and time. According to Owoko (2010), the term resources refers not only to teaching methods and materials but also the time available for instruction, the knowledge and skills of teachers acquired through training and experience for example, in Spain 60% indicated that their school did not have enough resources to teach sex education. A very large percentage of teachers had received little college training in sex education. Whereas sex education in schools is dependent on teachers and if teachers training is not developed, teachers will not receive good-quality training, and their students will not receive high-quality sex education (Hilton 2003). May (2013) report that sexuality education in Australia has been described as 'inconsistent and ad hoc' and poorly resourced within education departments.

Pearson (2012) reported comprehensive sexuality education programs work to delay initiation of sex, reduce the number of sexual partners and increase the use of condoms and other forms of contraception. The perception of teachers to sexuality education in schools is again another factor that can affect how sexuality education in general and HIV/AIDS education in particular is in school systems. UNESCO (2010) report that it is important to acknowledge that teachers have their personal, cultural and traditional beliefs and values and these affect their comfort, willingness and ability to teach sensitive topics in the appropriate language. Teachers' confidence about teaching sex education could depend on their negative outcome expectations. A teacher might consider the whole content of a program as contradicting her/his own values and

norms, those of the students or the parents, or the values and norms in the community in general (Helleve, Flisher, Onya, Mathews & Aaro 2009).

It is now evident that most schools in Africa according to the sexuality Information and Education Council of the United States (2008) are seriously reacting positively towards the need and importance of implementation of sex education. In East Africa 21 countries including Angola, Botswana, Burundi, Democratic Republic of Congo, Ethiopia, Kenya, etc., have the findings that at the countries to some level HIV&AIDS education in the primary and secondary school curriculum has been included.

In the education sector of Kenya HIV & AIDS has been, introduced into the curriculum in 2000 and an Education Sector Policy on HIV&AIDS developed in 2004 and mainstreamed into the Sector Support Program in 2005/10. Nevertheless, HIV&AIDS remains one of the major challenges of socio-economic growth. Furthermore, studies carried out in Kenya indicate that 23% of girls in secondary schools in Kenya drop out of school each year because of teenage pregnancy. Tony (2006) points out that The World Health Organization reported that in sub-Saharan Africa, between 45 to 52 percent of women are sexually active by age 19 years and that according to the United Nations Population Fund more than one-quarter of men aged 15 to 19 years in countries including Ethiopia, Gabon, Haiti, Kenya, and Malawi reported having first sexual intercourse before age 15 (United Nations Population Fund, 2003).

These statistics according to Tony (2006), shows that sex education is important to young people, as this will help reduce the risks of potentially negative outcomes from sexual behavior like unplanned pregnancies and sexually transmitted diseases. However, implementation has been slow and uneven. In light of the findings of the sexual problems in our society even with

personal experiences, this proposal made an investigation into the factors influencing the teaching of sex education in public high schools in Ngong division.

1.2. Statement of the Problem

The controversy surrounding sex education have left youths with no choice but to scavenge for information on sex from their peers, the media and other sources. Fentahun (2012), Kasonde (2013), Estelle (2009), Wistoun (2011), Karanja (2008), reveals that, socio-culture, parenting style, willingness of teachers, student's perceptions are obstacles to sex education. Walsh (2015) and Chrisholm (2005) also notes that teaching resources influence the teaching of sex education implementation. Similarly, Estelle (2009) and Adepoju (2015) indicate that opposition from religious and conservative groups influence the effective implementation of sexuality education in public schools.

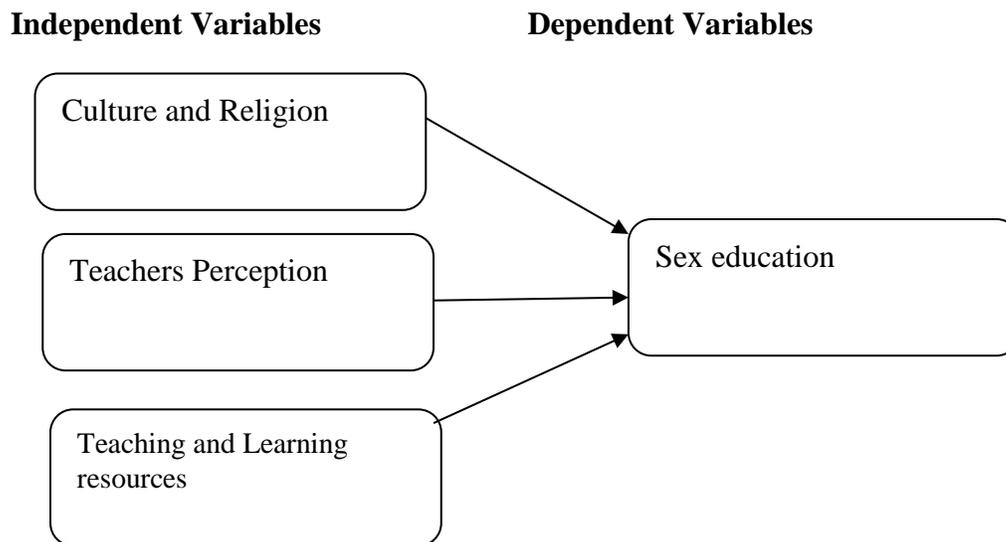
In retrospect, the reviewed studies focused on the student's and parental perception while few studies focused on culture and religion as hindrances to sex education. The current study stressed on teacher's perception, which has not been given much attention. However, it also focused on culture and religion and teaching resources, which has been given little attention in the study area. Therefore, the purpose of this study was to investigate into the factors that influences the teaching of sex education in public high school in Ngong division.

1.3. Research Objectives

- 1). To know whether Culture and Religion affects the teaching of sex education in Public High schools in Kajiado County, Ngong Division.
- 2). To find out if the perception of teachers towards sex education affects the teaching of sex education in Public High schools in Kajiado County, Ngong Division

3).To find out if teaching resources affects the teaching of sex education in Public High schools in Kajiado County, Ngong Division

1.4 Conceptual Frame Work



Source:(Reseach, 2018)

Figure 1 *Conceptual Framework on factors influencing the teaching of Sex Education*

Kisilu and Delno (2006) ,define conceptual framework as a research tool intended to assist a researcher to develop awareness and understanding of the situation under study. He adds that a conceptual framework of a study is a hypothesized model identifying the concepts under study and their relationships. It shows the relationship between dependent and independent variables.

Therefore, the diagram above, identifies some of the factors affecting the teaching of sex education in public Secondary schools. The independent variables are culture and religion, teachers perception and teaching resources; while the teaching of sex education, is the dependent variable.

Therefore, the above conceptual framework supposes that, culture and religion, teacher's perceptions and teaching resources affect the teaching of sex education within public secondary schools located in Ngong division, Kajiado County.

1.5.The Significance of the Study

The findings of this study is beneficial to:

- i) The students of various public high school who are the primary beneficiary of this education
- ii) The parent whose child will have a better knowledge about sex education
- iii) The society in which the rate of unwanted pregnancy, STDs, abortions, etc. among teenagers will be greatly reduced
- iv) Researcher and academia and school management as the study will help them improve their curriculum on sex education

1.6. Scope/Delimitation

This study embraced all the area of Ngong high schools, although the researcher was unable to cover all the schools in that division. The researcher selected three mixed public high schools in Ngong division and a sample of students in the selected schools. Sex education is a very broad topic. It is necessary for everybody not just student or adolescents. However, this study was limited to the teaching of sex education in public high schools.

1.7.Limitation of Study

In this study the researcher was faced with a number of problems, which restricted the researcher from carrying out the study thoroughly. Some of the problems included finances to include more school, printing of the work to the supervisor for editing posed a challenge. The combination of domestic works and other academic activities also posed a challenge to the researcher.

1.8.Definition of Terms

Sex Education: sexuality education is a process of acquiring knowledge and skills, and forming attitudes, beliefs and values with regard to human sexuality.

Education: This is the act of acquiring knowledge, skills, attitude that intends to produce a positive result. It is a process of changing the behavior of a person.

Culture: Is the way of life for an entire society, which includes codes of manners, dress, language, religion, rituals, and norms of behavior such as law and morality, and systems of belief

Age: A period of human life, measured by years from birth, usually marked by a certain stage or degree of mental or physical development and involving legal responsibility and capacity

Teaching Resources: The term refers to a spectrum of educational materials used in the classroom to support specific learning objective

Public High School: These are schools maintained at public expense for the education of the children of a community or district and that constitutes a part of a system of free public education at secondary level.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1. Introduction:

This chapter reviewed various writings on the factors influencing the effective implementation of sexuality education in public high schools which includes: opposition from religious and conservative cultural groups, the lack of resources and teachers that are well train and teacher's general perception towards sex education. These drawbacks culminate in the failure and inability of many schools to offer Sex education to their students.

2.2. Religion and Culture

According to Estelle (2009), the argument over whether or not there should be sex education in public schools has lasted over a century and several studies have been carried to find out those factors that hinder the effective implementation of sex education in public high schools. Wistoun (2011) conducted a multicountry study to assess the implementation of sexuality education in four countries from two regions (Latin America and Africa): Peru, Guatemala, Ghana and Kenya. The study reveals that opposition from religious and conservative groups, cultural silence regarding sexuality are some of the factors influencing the effective implementation of sexuality education in schools. In addition, Bibby (2014) recognized that different religions have different teachings about what constitutes sexual morality. Adepoju (2015) posits that Christianity is seen as less rigid and highly adaptable to social changes while Islam is very rigid and not receptive to any subject whose content is at variance with its ideals and this pose a daunting challenge to the successful implementation of sexuality education in Nigeria secondary schools.

Furthermore, Ikpe (2004) also added that the Islamic injunction believes that both the Islamic moral philosophy and the social system of Islam have adequately taken care of the sexual problems beyond the conception and scope of sexuality education. It is strongly believed that religious knowledge, be it Islam or Christianity helps children to cultivate religious attitude towards life and orientate them towards self-purification, self-actualization and socialization, therefore both Christianity and Islam do not see the need for sexuality education in Nigeria secondary public schools.

In South Africa, the promotion and maintenance of Christian values and the draconian policing of sexuality were fundamental to the apartheid project (Posel, 2004), noted in the emphasis of Jewkes, Morrell, & Christofides (2009). During that time, sex education included social and moral hygiene (which focused on the prevention of disease by promoting health, including moral healthy habits) in the curriculum of all Black and white South African schools. However, Christian teaching prohibits sex outside marriage and was not to be a topic of discussion with youth that made it difficult for parents, teachers and caregivers to fill the gap in sexual socialization. In addition, Ontario (2015) indicates that some of the lesson content in sex education in most public schools is in direct opposition to the teachings of many public schools. In the Canadian public school, Ontario (2015) argued that writing this content into curriculum would further add to the spiritual culture loss already being experience in Canada.

Other studies have also explored the ways in which conservative socio-cultural norms offer significant barrier to the delivery of effective school-based HIV and sexuality education. In Asia, Nath (2009) and Barnett (2010) are among those who have detailed the “cultural sensitivities” which inhibit the open discussion of sexual matters in schools. Nath (2009) notes that since sex-

related issues are widely also considered a taboo for discussion in India, young people have limited opportunities to gain this knowledge formally within schools.

Chamsanit (2005) identifies the presence of similar socio-cultural norms in Thailand. Although HIV and sexuality education is regarded as important for young people's health on a national level, the fact that open discussions about sex are largely "unacceptable" in Thai society inhibits the implementation of such programmes in schools (Thaweessit & Boonmongkon, 2009). Similarly, in Botswana the research of Kasonde (2013), also supports that the major barriers to sexuality education are culture (60%) and lack of training (24%). Majority of teachers (64%) indicated that they were not trained to teach sexuality education. Teachers in Gaborone secondary schools are knowledgeable on sexuality education and their attitude and perception of sexuality education are mostly positive. Culture and lack of training are the major barriers to teaching sexuality education in secondary schools.

Few literature exists supporting that religion slows down the implementation of sex education in Public schools in Kenya, however, the work of Francess (2016), highlights specifically the conservatism of the church in Kenya towards sex education when the religious doctrine sent shocking waves to educationists protesting against the inclusion of three novels – *A Man of the people* (Chinua Achebe), *Kiu* (S.A. Mohamed) and *Kimeingia Mchanga* (S.A. Mohammed) – considered by parents and clerics alike to be pornographic and sexually explicit. Organised under the theme – *Help Kick Pornography out of the Classroom*, the Roman Catholics carried their protests across Nairobi and Kiambu, which reached a crescendo when during mass at the Holy Family Basilica in Nairobi, President Mwai Kibaki and Education Minister George Saitoti (in attendance) were requested to yield to their demands.

The effects of such sexual conservatism are devastating, as Francess, (2016) notes that the church constitutes one of the most powerful agents of socialization, having both parents (family) and church protest against sex education, gives the youth very little hope or opportunity to come to terms with sexuality education. Consequently, television, magazines and peers remain the only other option for learning about sex – an option that has contributed immensely to the corruption of youth morality. Henry (2003), maintains that such moral posturing by the church should be condemned and in his critique of the Kenyan Catholic church’s request for the elimination of “pornographic books from the syllabus argues that the Kenyan church is deliberately refusing to accept the sexual realities of Kenyan society and it is sad that the sexual conservatism of the Kenyan church fails to equip girls and boys with the necessary knowledge and skills to fight sexual temptation (Francess, 2016)

Furthermore, the study of Francess, (2016) has also been reviewed by Kangara, (2016) who adopted a descriptive research design and the target population of the study comprised of 1500 youth attending private secondary schools in Langata. A sample size of 10% of the population was used. Therefore, the sample was 150 youth attending private secondary schools in Langata, selected through probability sampling technique. The key instruments for data collection were focus group discussions, interviews and questionnaires. Kangara, (2016) found that there is a huge possibility of the adolescents engaging in risky sexual behaviour and having sexual relations with multiple partners whom they felt they were ‘in love’ with. There is also the aspect of wide knowledge of contraception yet very little use of the same as many youths stated that among them were those who would readily have sexual relations without condoms thus expose themselves to and are oblivious of the many dangers they are face.

2.3. Teachers Perception

The studies of Gallagher and Gallagher (2010) reveals that many teachers reported negative attitudes towards sex education in Canada. The study further notes that sex education is very controversial and sometimes becomes the source of considerable community conflict, due to varying attitude of teachers, parents and students towards sex education in Canadian public secondary schools. However, Gallagher & Gallagher, (2010) admits that attitude towards sex education differs from one group to another depending on many factors like dominant perceptions, social belief systems, religious factors, family socialization and cultural set up within which learners grow up. In the research of Mahajan, (2005), supports that most teachers were generally uncomfortable in talking to their children about human sex and mothers were reluctant to talk about sex education to their daughter as they found it embarrassing to discuss the issues.

In the same light Namgyal (2015) supports that sex education is not provided in the schools because it contradicts with some concepts of our age-old culture, for example in the culture of shame a son talking to his mother about sex is a shame. In other words, a student talking about sex with his teacher is a taboo and since we grow up in such kind of environment, teachers feel uncomfortable to talk about sex related topics in class.

The study of Smith & Abigail (2011) investigates the attitudes of 43 teachers and school administrators towards sex education in 19 secondary schools in rural KwaZulu-Natal, South Africa. The study based on how attitudes affect school-based HIV prevention and sex education. Teachers in this study expressed judgmental attitudes towards young people's sexuality and pregnant students and focused on girls' perceived irresponsible behavior instead of strategies to minimize HIV risk. Despite general awareness of the HIV epidemic, few teachers perceived it as

an immediate threat, and teachers' own HIV risk was infrequently acknowledged. Teachers perceived themselves to have higher personal standards and moral authority.

Kasonde (2013) study on the attitude and perception of teachers to sexuality education in senior secondary schools in Gaborone, Botswana reveals number of respondents (96%) agreed that sexuality education promotes condom use. It was a cross-sectional, quantitative study aimed at establishing the knowledge and attitudes of 25, randomly selected teachers to sexuality education in secondary schools of Gaborone, Botswana. The survey was conducted using a self-administered, closed-ended, structured questionnaire.

Brocato and Aboagye (2007) shows that adults in the Ghanaian society have usually refrained from discussing sexual matters with the young. Traditionally, children grow up with strict discipline and fear. Children are punished for questioning their parents and teachers especially the girls. Consequently, young people are afraid to ask questions relating to sexual issues, as they would be seen as disrespectful and disobedient. Sexual issues are seen as topics to be discussed only by adults. A research conducted in secondary school in Cross River State, Nigeria by Akpama (2013) shows that teachers perception of the teaching of sex education to adolescent in secondary schools is significantly negative that is, teachers, irrespective of their gender nor education status view introductory sex education to youths as a bad, moral issues that should not be encouraged. Similarly, a recent study carried out in Kano state in Northern Nigeria revealed that parents and have a negative perception of sex education in schools probably because of their religious belief and socio-cultural norms and values (Ayyuba, 2011).

Teachers' perceptions and attitudes regarding sexuality have emerged quite consistently as a key variable in teaching sexual and HIV/AIDS education in schools. In a study conducted in Nepal to investigate the practices and preferences of young people on sex education particularly

HIV/AIDS in schools and to identify parents and teacher's perceptions and preferences on the subject, revealed that teaching practices on issues connected to sexual health including HIV/AIDS were poor. The study found out that there was no two-way communication between teachers and students about sex and sexual issues. It also found out that teachers did not have adequate knowledge, skills and confidence for teaching sexual issues like sex, masturbation and reproductive organs. It therefore found out such teachers to be shy and sometimes embarrassed. (Molambo, 2000).

Two separate qualitative studies by Chiwela and Mwape (2012) and Molambo (2009) of Zambian teachers and HIV/AIDS also clearly reveal that beliefs and attitudes play a key role. Their research showed that some teachers believe that young people who are exposed to sexual information will be more likely to engage in sexually permissive behavior later on in life and that these teachers thus argued against providing this information. A study in Massachusetts, United States, found a direct relationship between teachers' knowledge of HIV/AIDS and positive or supportive attitudes toward HIV, also found that female teachers hold more positive attitudes toward teaching about HIV/AIDS than male teachers (Dawson 2010).

According to Kiswili (2006) study which sought to find out how teachers' attitudes impact on sexual and HIV/AIDS education in Kenyan primary schools with special reference to Dagoretti Division of Nairobi. The key methods One of the key findings of this study was that teachers' attitudes play a significant role in regard to sexual and HIV/AIDS education in schools. It was established that such attitudes determined how individual teachers viewed the subject. This in turn determined their willingness and commitment to teach the subject. The study found out that majority of teachers have a positive attitude towards sexuality and HIV/AIDS issues and this tremendously enhanced their capacity to teach the subject without any hold backs. Such teachers

it was found out were more liberal, pragmatic, innovative, less judgmental and accommodative to learners concerns and views when teaching the subject. They also felt it was their personal responsibility and not a professional obligation to pass on this information to the pupils and the larger community.

Kiswili (2006) also found out that there were also some few teachers who had a negative attitude on the subject. This tended to hamper their intentions and capacity to teach the subject. Such teachers it was found taught the subject to fulfill a professional duty. In the most severe cases, there were those who would never teach the subject at all instead asking their colleagues to stand in for them when such lessons cropped up. Teachers with a negative attitude towards the subject were very judgmental, less innovative and swallow in what they chose to teach. As it is the case with qualitative research paradigm, this study did not have a predetermined sample size as the major consideration in such studies is the quality of the information collected and not the number of people interviewed. Purposive sampling was employed to choose the study site after which institutions for the study were picked through convenience sampling. Once the institutions had been selected, purposive sampling was again used to draw individual respondents for the study.

2.4. Teaching Resources:

Kasonde (2013) notes that majority (68%) indicated that the school curricula do not cover topics on abortion and communication and negotiation skills to reduce risks for HIV, other sexually transmitted diseases and pregnancy and only forty-four percent indicated that the current school curricula were appropriate for teaching sexuality education. However, Chrisholm (2005) notes

that the socioeconomic inequalities within the education sector has a negative impact on educators' ability to implement the life skills program. In other words, schools and institutions in South Africa as opined by Chrisolm (2005) that are located in poorer communities often lack the resources to provide adequate training for their teachers. In addition, these communities often have a more conservative method of educating.

In order to resolve these issues, the government introduced a new policy called Curriculum 2005 as cited Wistoun (2011) He further stated that by training teachers to focus more on class discussion and problem solving, it promotes a more enriching and engaging teaching style and transmission of information. However, the legacy of apartheid means that a number of obstacles, such as inadequate training, insufficient material and staff shortages, have made it difficult for the government to enforce the new curriculum on sex education in South Africa.(Chrisolm 2005).

According to Wistoun (2011), the Sexual Health and Viral Hepatitis Unit commissioned Deakin University to develop a sexuality education resource designed to assist teacher educators to prepare pre-service teachers with the knowledge, skills and confidence to teach sexuality education. This was based on the findings of Carman, Mitchell and Walsh (2009) that showed that pre-service programs were (and are) inadequate. Consultation was carried out with current pre-service educators, other academics, sexuality educators, policy developers, researchers and topic-specific specialists. This committee provided important feedback on the need, content and structure of the resource.

Walsh (2015) acknowledge also that, teacher trainings assist teachers in preparing to teach sex education, including increasing their content/curriculum knowledge, skills, and comfort level. However, financial resources are not allocated, as needed, to provide trainings. Training

offerings should be ongoing and accessible to new and existing teachers and teacher training should review relevant state and district policies and emphasize teacher comfort and skills in delivering the curriculum.

In South Africa, Newell (2009) reports that a module was developed as a resource to support pre-service training of teachers for the delivery of school-based sexuality education in East and Southern Africa. Designed for trainers who are delivering pre-service training on sexuality education in the region, this participatory training equips teachers with the basic knowledge and skills necessary to deliver effective sexuality education in the classroom. Trainers can use the module to tailor trainings according to the number of days/hours available for training teachers. While the material is focus on training teachers for school-based sexuality education, the material can be adapted to out-of-school environments.

Hosegood (2011), Pre-tested in Uganda and through a regional training of trainer's workshop held in South Africa, the module includes nine core sessions lasting approximately 38 hours, requiring a total of 42 hours in its totality. Key topic areas include adolescent sexual and reproductive health in East and Southern Africa; an overview of sexuality education; adolescent development; experiential learning and facilitation skills; classroom management; application of skills through simulation of lesson plan delivery, and policy and ethical considerations. These were steps to resolve the lack of teaching resources that hinder the successful implementation of sex education in public secondary schools in Uganda, as this particular research wants to makes an investigation whether lack of teaching resources affect the teaching of sex education.

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 one's 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.

The problem of this sex education is also examined by the study of Njoki (2012) on the inadequate communication between secondary school teachers and students in discussing sex-related issues in Starehe District, Nairobi County. The study sought to find out the level of awareness of secondary school students on issues related to sex, investigate the perceptions of teachers and students on the teaching and learning of sex education in schools, investigate the communication methods used by teachers and students in communicating sex-related issues with students, identify the challenges that the teachers and students face in communicating sex-related issues and to suggest ways through which communication between teachers and students on sex issues could be improved. The assumption of the study was that teachers and students frequently share information related to sex. The study adopted a descriptive survey design and data were largely descriptive by nature. In collecting the data, 393 students and 28 teachers participated in the study.

Generally, some of the findings of Njoki (2012) indicates that there are challenges that the teachers and students face in discussing sex-related topics. These include: shyness, religious inhibitions, lack of teaching aids, lack of adequate training for teachers as well as lack of proper guidelines from the Ministry of Education. In relation to what should be done to improve communication between teachers and students on sex related issues, the study found the

following: Open class discussions, use of debates based on sex topics, incorporating sex education with the curriculum, availing resources like books and other visual aids, more time to be created and sensitizing the parents and the community in general on the need to encourage the children to be open in discussing sex- related issues.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

This chapter describes the research design and methodology of the study under the following sub-headings: research design, population of the study, description of the sample size and sampling techniques, description of data collection instruments, validity and reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations.

3.1 Research Design

A research design according to Leedy and Omrod (2001) is a set of plans which a researcher develops to provide criteria and specifications for a study or a research. Kombo and Tromp (2007) add that a research design is a collection of conditions for collecting and analyzing data in a way that aims to integrate relevance with the research purpose. Khothari (2004) in supporting this notion opine that a research design aims at the arrangement of conditions for collecting and analyzing data in a manner that combines the ideas of the research purpose with economy in procedure. Thus a research design is necessary for every research because it facilitates the various research operations thereby making it as efficient as possible and producing maximum information with minimum expenditure as far as funds, time and energy are concerned.

This research adopted a quantitative paradigm. It used survey in its design, which according to Nassiuma (2000) entails the asking of questions to selected group of people who write their responses after reflecting about them. This study specifically used the cross-sectional survey in obtaining quantitative data to investigate the factors influencing the teaching of sex education in public secondary schools, in Ngong division.

3.2. Population of the Study

A target population is, as defined by Mugenda and Mugenda (2003), a population which the researcher wants to use to generalize the results of a study. They add that it is an aggregate of all that conforms to a given specification. Kombo and Tromp (2006) further note that a target population is also a group of individuals, objects or items from which samples are taken for measurement. Kisilu (2006) describes a target population also as a group about which a researcher aims to make assumptions. In this light all the form three students and teachers as well as all the form four students and teachers from three public secondary schools in Ngong division constituted the target population of this study.

The population in this study involved the teachers and students in three public secondary schools in this area. The researcher used the teachers and the students in order to determine their views on the factors influencing the teaching of sex education in the study area.

3.3 Description of Sample Size and Sampling Techniques

Khothari (2004) defines a sample as a part of the statistical population whose properties are studied in order to obtain information about a whole while Kombo and Tromp (2007) define sampling as a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. Singh and Nath (2007) observe that it is impossible to do research with the whole population due to limitations in cost, time and other factors which make it difficult for the researcher to get information from the whole population.

The research sampled three secondary schools in Ngong selected from a total of ten(10) public secondary schools hereby identified as A, B, and C which is within the recommended 30% of

the total population. In the selection of the sample of students, simple random sampling was used. This is because the students were many and the researcher did not intend to select either a particular group of students or a certain gender. This provided equal chances for each student to be included in the sample as is emphasized by Kombo and Tromp (2007). The sample size of the students in the sampled secondary schools was done by getting at least 30% of the total population (490) which is 147. For the teachers, the researcher used purposive sampling method whereby all the 40 form 3 and 4 teachers were included in the study. The distribution of the students' and the teachers' sample are shown in the Table 1 below.

Table 1: The distribution of students and teachers sample size

School	Total population of students respondents	Sample size	100% Sample	Total population of teachers respondents	Sample
A	196	59	40	13	13
B	80	24	16	11	11
C	214	65	44	16	16
Total	490	147	100	40	30

3.4 Description of Data Collection Instruments

A research instrument is a tool of collecting data from the sample, data being the information needed, as Nsubuga (2000) posits, to solve a problem. In order to realize the enumerated objectives of the study, the researcher used questionnaires. Two sets of questionnaires;

questionnaire for students and questionnaire for teachers were used to obtain a data from the sample population.

3.4.1 Questionnaire for the Students

The questionnaire was formulated in line with the objectives of the study. The researcher divided the questionnaire for the students into four sections: Section A dealt with demographic information of the students and Section B. dealt with the opinions of teachers and students on culture and religion as factor that influences the teaching of sex education, and section C also dealt with the opinions of teachers and students if the teaching resources influence the teaching of sex education.

The questionnaire consisted questions and statements that were either open-ended or closed-ended. The closed ended questions on the one hand were arranged in such a way that the respondents provided a list of responses from which appropriate answers was selected. These ranged from agree (A), undecided (UN), to disagree (D). On the other hand, open ended questions required the respondents to provide their own answers.

3.4.2 Questionnaire for Teachers

The questionnaire for teachers was similar to that of the students except for a few modifications in the first section concerning the demographic information of the teachers and an additional section of questions that concerns teachers only. The questionnaire for the teachers was divided into four sections: Section A dealt with demographic information of the teachers and Section B dealt with the opinions of teachers and students on culture and religion as a factor that influences the teaching of sex education, and section C also dealt with the opinions of teachers and students on the in influence of teaching resources on the teaching of sex education. While section D dealt

with opinions of teachers, finding out if the perceptions of teachers influences the teaching of sex education.

3.5 Validity and Reliability of Instruments

The validity of a research according to Nassiuma (2000) is the degree to which the observed outcome reflects the expected. Furthermore, the validity is manifested by the accuracy and the authenticity of the methods applied. Mugenda and Mugenda (2003) define validity on their part as the accuracy and meaningfulness of inferences which are based on the research results. To add to that, validity can be seen as the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Orodho (2009) also notes that validity is concerned with the degree to which an empirical measure or several measures of a concept accurately represent that concept. The principle of validity requires that one asks quite genuinely if the items in the measuring instruments singly or collectively represent what they are supposed to measure. Mugenda and Mugenda (2003) are of the opinion that the validity of an instrument is enhanced through the judgment by experts. The researcher accomplished content validity of the instrument by pursuing knowledge from professionals in education and guidance of the supervisor.

3.6 Data Collection Procedures

Data collection is described as the gathering of specific information in order to provide and support some facts or refute some assertions (Kombo and Tromp, 2007). A permission letter was obtained from the university (MIUC) to the schools where the data was collected. The permission letter was submitted to the authorities or Head teachers or principals of the schools which was among the sampled schools for this research. It served as a letter of authenticity for

the schools to permit the researcher to collect data. The questionnaires were administered to the respondents through the assistance of the schools' principals and head teachers.

3.7 Data Analysis Techniques

Data was analyzed quantitatively. Descriptive statistics was used and summaries were presented graphically using tables and figures. The researcher used Statistical Package for Social Sciences (SPSS) to analyze and present the data. The reason for choosing SPSS is because it is an effective data management tool, it has wide range of options, it is relatively easy to use, it was time-saving and reliable.

3.8 Ethical Considerations

As Mugenda and Mugenda (2003) put it, research ethic focuses on the application of ethical standard in the planning of study, data collection, analysis and dissemination as well as use of results. As mentioned above, the permission to collect data to the different secondary schools was obtained from the Head teachers and Principals of the schools where the researcher conducted his research

The researcher also assured the respondents of the confidentiality in the data collection exercise and in dealing with their responses. This was done by neither mentioning names of schools nor names of individual respondents. All sources of the information/literature for this research was acknowledged and in the reference list in accordance with the American Psychological Association 6th edition (APA) style with regards to academic integrity.

CHAPTER FOUR

4.0 PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

In this chapter, the researcher presents the findings from the field and their analyses in relation to the topic under study which is the factors influencing the teaching of sex education in public secondary schools in Kajiado sub-county. The findings are presented in three main sections: questionnaire return rate, demographic information, whether culture and religion, teacher's perceptions and teaching resources affects the teaching of sex education.

4.2 Distribution of Questionnaires and the Return Rate

Questionnaires were administered to both teachers and students respectively. The Table below summarizes return rate for each category of respondents.

Table 2: Questionnaire Distribution

Questionnaire Distribution

Respondent Type	Targeted		Returned	
	Questionnaires		Questionnaires	
	Frequency	%	Frequency	%
Students	147	78.6	134	79.7
Teachers	40	21.3	34	20.2
Total	187	100	168	100

Table 2 above shows that the study targeted 187 respondents (147 students and 40 teachers) in collecting data on from the study, 168 respondents (34 teachers and 134 students out of the sampled 187 respondents) filled the questionnaires making a response rate of 79.7% for students and 20.2% for teachers. Although some participants were not able to return their questionnaires as anticipated, the participation can be described as satisfactory. This response rate is also acceptable as suggested by Mugenda (2003) who asserts that a response rate of at least 70% is adequate.

4.2 Demographic Information of Participants

This section presents some basic information about the respondents' characteristics. These include: the age, gender, year of study for students and age, gender, years of working experience and size of the class.

4.2.1 Gender of the Respondents

The respondents were requested to indicate their demographic information in regard with their age. Their responses are summarized below.

Table 3: Gender of Respondents.

Gender of Students		Gender of Teachers		
Gender	Frequency	Percentage(%)	Frequency	Percentage(%)
Male	56	41.8	12	35.3
Female	78	58.2	22	64.7
Total	134	100	34	100

From the Table 3 above, the study enlisted 134 student participants comprising of 41.8% males and 58.2% females. This implies that female participants outnumbered their male counterparts. However, this gender disparity did not affect the outcome of this study in any. Furthermore, we can see from Table 2 that that study enlisted 34 teachers, comprising 22(64.7%) female teachers and 12(35.3%) male teachers. This shows that in the sampled studied area female teachers are more than male teachers and it's in correspondent with the literature of Kibera and Kimokoti (2007) which found that the teaching profession is dominated by female teachers.

4.2.2 Response Rate on Age of Students

The respondents were requested to indicate their age. Their responses are summarized in Figure 2 below.

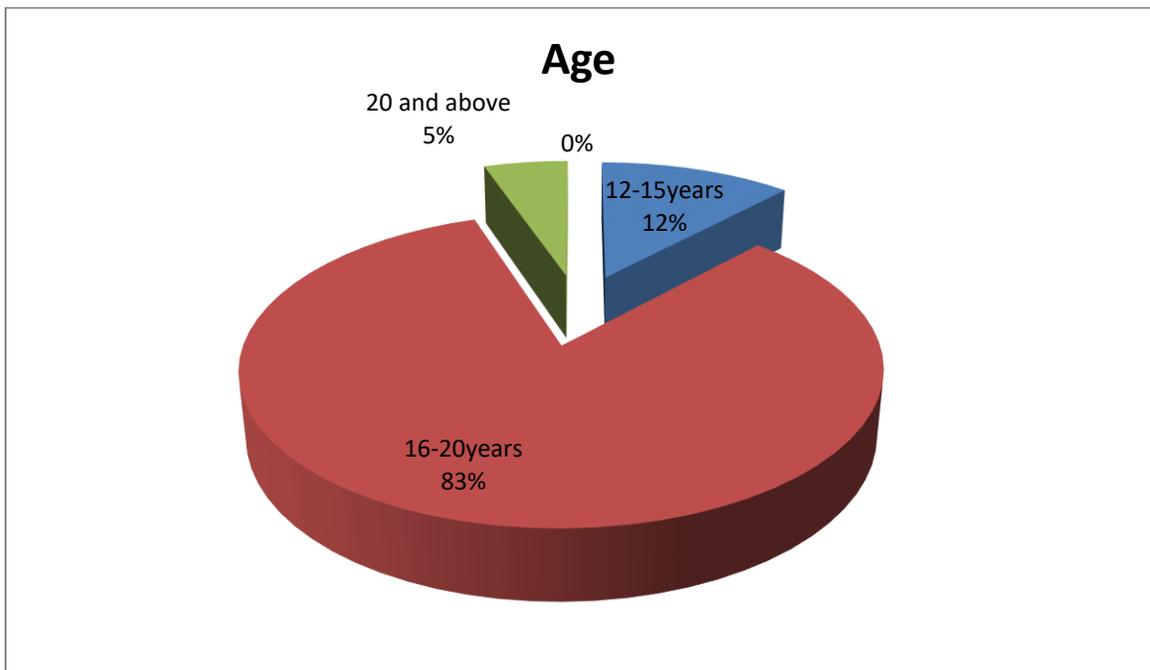


Figure 2: *Age of Student Respondents,*

Figure 2 indicates that, majority of the student respondents were aged 16-20 years (83%) followed by those aged 12-15 years (12%) and lastly, those aged 20 and above years (5%). This shows that, majority of students were teenagers. Based on the majority of the respondents, it means that the targeted population fitted into the population need for the research.

4.2.3 Response Rate on form (Class) of Students

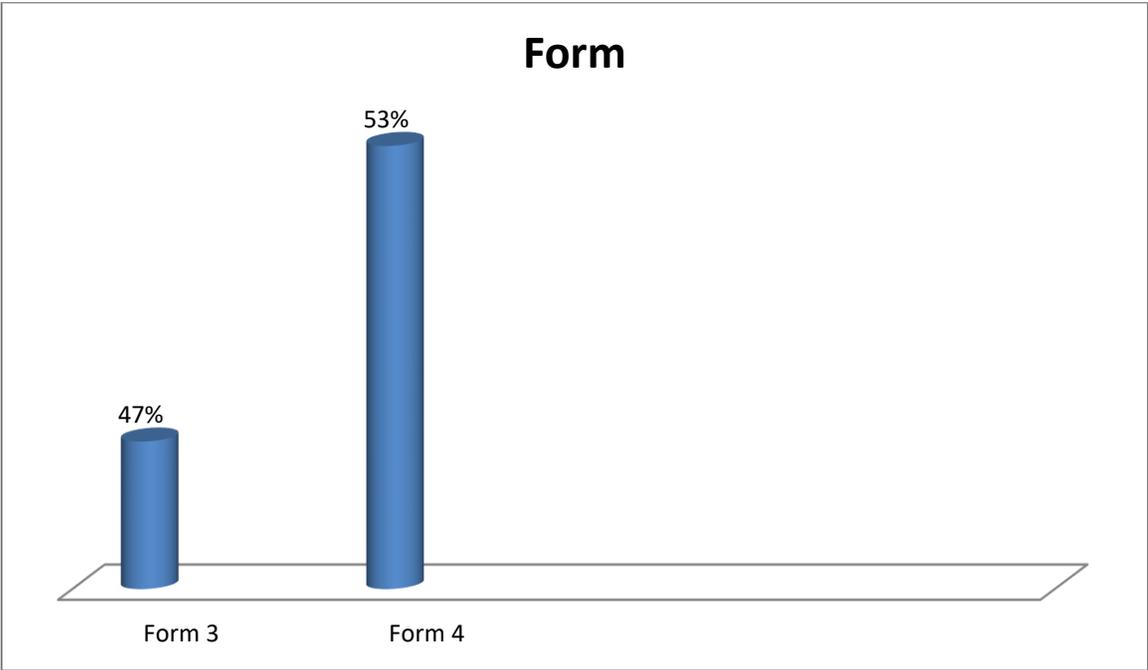


Figure 3: Form of the Student Participants

Figure 3 shows that student participants from Form 4 were the majority at 53%, followed by Form 3 at 47%. This shows that the two targeted classes were well represented. Having the majority of the respondents coming from Form 4 was also an advantage as they are considered to be more experienced and knowledgeable about the information being sought by the study.

4.3 Influence of Culture and Religion Teaching of Sex Education.

This objective embarked on establishing the influence of culture and religion on teaching of sex education. Several items were asked around this objective and the responses are presented as follows:

4.3.1 Fear of violating Students' Culture and Religions Affect the Teaching of Sex Education

Table 4: Fear of Violating Students' Cultural and Religious Beliefs Affects Teaching of Sex Education

	Students		Teachers	
Cultural Fears affects Sex education	Frequency	Percentage	Frequency	Percentage
Agree	53	29.1	14	41.2
Undecided	20	11.0	9	26.5
Disagree	61	33.5	11	32.4
Total	134	100	34	100

On whether fear of violating students cultural and religious beliefs affects the teaching of sex education, the table Table 4 above shows that 53(29.1%) of students agreed, 20 (11.0%) were undecided while 61(33.5%) disagreed. Teacher respondents had 14(41.2%) who agreed, 9(26.5%) who were undecided and 11 (32.4%) disagreed. In general, those who agreed

outnumbered those who disagreed and therefore one can deduce that cultural fears affect sex education. This conforms with findings of Ontario (2015) which agrees that in the Canadian public secondary schools inclusion of the content of sex into curriculum would further add to the spiritual culture loss already being experienced in Canada and this gives worriers, fears and unwillingness to teachers to teach sex education in public secondary schools.

4.3.2 Sex Education Contributes to Loss of Morals in Students

Table 5: Teaching of Sex Education Contributes to Loss of Morals in Students

Students Respondents			Teachers Respondents	
Teaching of sex education contributes to loss of morals among Students	Frequency	Percentage	Frequency	Percentage
Agree	41	30.6	13	38.2
Undecided	19	14.2	5	14.7
Disagree	74	55.2	16	47.1
Total	134	100	34	100

From Table 5 above, when students were asked whether the teaching of sex education contributes to loss of morals, 41(30.6%) agreed, 19 (14.2%) undecided and 74(55.2%) disagreed. Teachers respondents had 13(38.2%) who agreed, 5(14.7%) were undecided and 16(47.1%) disagreed. On one hand, based on the majority of the students 74(55.2%) did not agree that sex

education contributes to loss of morals. In the other hand more teachers 16(47.1%) did not also believed sex education contributes to the loss of morals.

Sex education has historically been a controversial topic, while some authors like Ontario (2015) agree that sex education contributes to the loss of morals among students, other authors like Jackson (2012) and Almahbobi (2012), in reverse argues that sex education is important to students and helps them to grow morally. However, this finding maintain that sex education on the positive does not contribute to the loss of morals in student and it is similar to the findings of Karanja (2014) which indicates that students overwhelmingly disagree with the popular belief that introduction of sex education contributes to moral loss, rather it helps students them grow morally.

4.3.3 Sex Education is Neglected at Homes and Churches

Table 6: Sex Education is Neglected at Homes and Churches

Sex education is neglected to Homes and Churches	Students Respondents		Teachers Respondents	
	Frequency	Percentages	Frequency	Percentage
Agree	42	31.6	18	52.9
Undecided	19	14.3	1	2.9
Disagree	72	54.1	15	44.1
Total	133	100	34	100

From Table 6 above, it's clear that students 42(31.6%) agreed, 19 (14.3%) were undecided while 72(54.1) disagreed. Teacher respondents had 18 (52.9%) who agreed, 1(2.9%) who were undecided and 15 (44.1%) disagreed. Hence, majority of students refuted the claims that sex education has been neglected to be taught in homes and Churches due to differences in Cultural and Religious background and teachers agree that sex education contributes to the loss of morals in students.

This finding confirms as stated in Chrisholm (2005)that, most students want sex education to be taught in school irrespective of the differences in their religious and cultural backgrounds; although teachers are unwilling to teach due to students' different religious and cultural

backgrounds from their various families. The teachers are therefore encourage to be willing to teach sex education since students are ready to gain knowledge for their growth irrespective of their family different religions and cultural backgrounds.

4.3.4 Teachers and Students Assume Sex Education is Already Well Taught in Homes And Churches

Table 7: Responses on Weather Teacher’ and Students’ Assume Sex Education is Already Well Taught in Homes and Churches

Students Respondents			Teachers Respondents	
Teachers	Frequency	Percentages	Frequency	Percentage
assume sex Education is well taught in Homes and Churches				
Agree	34	25.4	23	67.6
Undecided	17	12.7	5	14.7
Disagree	83	61.9	6	17.6
Total	134	100	34	100

Table 7 shows that, 34 (25%) of students agreed that teachers assume sex education is already well taught in Homes and Churches and there is no need for it to be taught in school, 17(12.7%) were undecided, and 83(61.9%) disagreed. For teachers, 23(67%) agreed, 5(14.7%) were undecided while 6 (17.6%) disagreed. Based on the majority of the respondents, there is a form of disagreement with the students respondents to the effect that teachers assumptions that sex education is taught at homes and churches creates negligence in teachers towards teaching sex education in school, out of concern and respect for differences in student's families religious backgrounds.

Whereas there is a form, of agreement among teacher's respondents that teachers assumptions that sex education is taught at home and churches affect the teaching of sex education in schools. Even though there is disagreement in findings between the teachers and students the findings is relevant and in conformity with Bibby (2014) which agrees that teachers assumption that sex education is taught at home and churches affect the teaching of sex education in schools due to the conservative nature of most cultures and religion.

4.3.5 Sex Education Corrupts the Minds Sex Education Corrupts the Minds

Table 8: Students' Responses on Whether Sex Education Corrupt The Minds.

Students Respondents		
Sex Education Corrupts Students' Mind.	Frequency	Percentage
Agree	50	37.3
Undecided	19	14.2
Disagree	65	48.5
Total	134	100

On whether sex education corrupts the mind of the students, Table 8 above, 50 (37.3%) of the respondents agreed, 19 (14.2%) were undecided and 65(48.5%) disagreed. Based on the findings, most students disagree that sex education corrupts the minds and most teachers agree that sex education corrupts the minds of the students.

This finding is similar to findings in Table 8 above, which is affirmed in Chrisholm (2005) that most students want sex education to be taught in school irrespective of the differences in their religious and cultural backgrounds and does not corrupt their minds due to students' different religious and cultural backgrounds from their various families. The invited to ne encourage to be willing to teach sex education since students are ready to gain knowledge for their growth irrespective of their family different religions and cultural backgrounds.

4.3.6 Sex education Opposes Cultural and Religious values

Table 9: Teachers' And Students' Responses on Whether Sex education opposes Cultural and Religious values

Students Responses			Teachers Responses	
Sex education opposes Cultural and Religious values	Frequency	Percentage	Frequency	Percentage
Agree	28	20.9	10	29.4
Undecided	24	17.9	6	17.1
Disagree	82	61.2	18	52.9
Total	134	100	34	100

From Table 9 above, it shows that 28(20.9%) students agreed, 24(17.9%) were undecided and 82(61.2%) disagreed. On teacher's responses 10(29.4%) agreed, 6 (17.1%) undecided while 18 (52.9%) disagreed. From the majority it is clear that sex education does not oppose cultural and religious values. The findings is however, controversial to findings of Fentahun (2012) which argues that despite clear reasons for necessity of sexual health education for adolescents, it is a contested issue and has faced challenges in most cultures. Providing sexual education for non-married adolescents is culturally unacceptable especially in Muslim societies.

4.3.7 The influence of Culture and Religion on Teaching of Sex Education

Table 10: Teachers' and Students' Responses on Whether Culture and Religion affect teaching of sex education

Influence of Culture and Religion on teaching of sex education	Frequency	Percentage	Frequency	Percentage
Agree	77	57.5	11	32.4
undecided	19	14.2	5	14.7
Disagree	38	28.4	18	52.9
Total	134	100	34	100

On whether the influence of culture and religion affect the teaching of sex education in Table 10 above, 77(57.5%) student's respondents agreed, 19 (14.2%) were undecided while 38 (28.4%) of student respondents disagreed. Teachers who agreed were 11 (32.4%), those undecided were 5 (14.7% while those who disagreed were 18 (52.9%). On the contrary, majority of teacher respondents at 18(52.9%) disagreed, 5(14.7%) were undecided and 11(32.4%) agreed. Although majority of teachers have indicated that culture and religion does not affect the teaching of sex education majority of student respondents, have indicated that culture and

religion affect the teaching of sex education and this is conformity with Fentahun (2012) and supported by Adepoju (2015).

4.4 Influence of Teaching Resources on Sex Education

4.4.1 Inadequate Teaching Resources Affect Teaching of Sex Education

Table 11: Sex Education is Hampered by Inadequate Teaching Resources

Sex education is hampered by inadequate teaching Resources	Students		Teachers	
	Frequency	Percentage	Frequency	Percentage
Agree	80	59.7	27	79.9
undecided	18	13.4	1	2.9
Disagree	36	26.9	6	17.6
Total	134	100	34	100

Table 11 shows that 80 (59.7%) of the student respondents agreed that sex education is hampered by inadequate teaching resources 18 (13.4%) were undecided and 36 (26.9%) disagreed. Likewise, 27 (79.9%) of teachers agreed, 1(2.9%) undecided and 6(17.6) disagreed. Hence, there was agreement between both categories of participants to the effect that lack of teaching resources affect the teaching of sex education. This findings agrees with Njoki (20012), stating

that there are challenges that the teachers and students face in discussing sex-related topics some of the reasons are: lack of teaching aids, like textbooks and lack of adequate training for teachers.

4.4.2 Lack of Motivation to Publish Sex Education Materials Affect Teaching of Sex Education

Table 12: Lack of Motivation to Publish Sex Education Materials

Lack of motivation to publish sex education Materials	Students Responses		Teachers Responses	
	Frequency	Percentage	Frequency	Percentage
Agree	83	61.9	22	64.7
undecided	16	11.9	8	23.5
Disagree	35	26.1	4	11.8
Total	134	100	34	100

Table 12 above, it shows that 83 (61.9%) of student respondents agreed that lack of motivation to publish sex education materials affect teaching of sex education because the library is not well stocked books on sex education, 16(11.9%), were undecided and 35(26.1) disagreed. The teachers respondent 22 (64.7%) agreed, 8(23.5%) undecided and 4(11.8%). The findings shows that there is agreement in opinion between teachers and students that, the lack of motivation to sex education materials affect the teaching sex education. Teachers are not motivated to teach

sex education because materials are not published and stocked in school libraries and this affect the teaching of sex education in a significant way

This item rates responses on whether schools failure to teach sex education contributes to less motivation of the publication and availability of relevant sex education materials. The findings corresponded with that of Thaweesi t& Boon (2009), which agrees that sex education material are not published because they are not being use due to absent of sex education in the curriculum. Molambo (2009) indicates that a lack of motivation among teachers who provided sexuality education after school hours has also been noted when they do not receive financial compensation for their extra work

4.4.3 Budget allocation for Sex Education affects Teaching of sex Education.

Table 13: Schools have no budget for Sex Education

Schools have no budget for Sex Education	Students Responses		Teachers Response	
	Frequency	Percentages	Frequency	Percentage
Agree	75	56.0	22	64.7
Undecided	24	17.9	8	23.5
Disagree	35	26.1	4	11.8
Total	134	100	34	100

From Table 12 above, it's evident that 75(56.0%) of student respondents agreed, 24(17.9) were undecided 35(26.1%) disagreed. Teacher respondents had 22(64.7%) who agreed, 8(23.5%) were undecided and 4(11.8%) disagreed. Hence, according to majority of students and teachers, there is no budget for sex education and this affect the teaching of sex education. In comparison with other subjects where books and other materials are provided, sex education materials are not provided because there is no budget allocated to schools for sex education. Teachers therefore are forced to be improvising materials which may not be attractive and interesting to students, this can seen Brocato and Aboagye (2007), which makes and attempt of assessing the costs of six school-based sexuality education programs (Nigeria, Kenya, Indonesia, India, Estonia and the Netherlands).

4.4.4 Sex Education is treated lightly, which affect teaching of sex education.

Student's Responses

Teachers Responses

Sex Education is treated Lightly	Frequency	Percentages	Frequency	Percentage
Agree	82	61.2	20	58.8
Undecided	20	14.9	8	23.5
Disagree	32	23.9	6	17.6
Total	143	100	34	100

Table 14 above, shows that student respondents agreed, 20(14.9) were undecided, 32(23.9%) disagreed. For the teacher respondents, 20(58.8%) agreed, 8(23.5%) undecided, 6(17.6%)

disagreed. From the majority, it is clear that, sex education is treated lightly in schools. This might be one of the factors affect teaching of sex education. According to Kismili (2006), more than half of parents do not think sex education should be taught to children at school, many think it is inappropriate to teach children about sex, whilst others think it should be a parents' choice to inform their own child affect the overall effective of teaching of sex education in schools

4.4.5 Sex Education Information Available in Schools are Meant for Local Audience

Table 14: Sex Education is Taught Informally

Students Responses

Sex Education is taught informally	Frequency	Percentage
Agree	66	49.3
Undecided	29	21.6
Disagree	39	29.1
Total	134	100

From Table 15 above, 66(49.49%) of student respondents agreed, 29(21.6%) were undecided, 39(29.1) disagreed. This question was asked only to student’s respondents. Therefore, according to the majority of student respondents, the sex education materials available in schools are appropriate for local audience. Perhaps this is one of the factors that affect the teaching of sex education. In Kenya according to Karanja (2014), Sexuality education is primarily taught under the subject Life Skills, which is compulsory but not examinable, teachers face pressure to focus on examinable subjects, such as Mathematic, English etc. Sex education is taught informally to

students sometimes mere conversation with students in class, as a form of advice after lectures and this is usually done informally because it is not examinable as posited Karanja (2014) and supported by Namgyal (2015).

4.4.6 Sex Education Taught in Other Subjects

Table 15: Sex Education is Taught Within Other Subjects

Teachers Responses		
Sex education is taught within other subjects	Frequency	Percentage
Agree	20	58.8
Undecided	11	32.4
Disagree	3	8.8
Total	34	100

From Table 16 above, 20 (58.8%) agreed 11(32.4%) were undecided, 3(8.8%) disagreed. Going by the majority, it is clear that, majority of the teachers integrate sex education with other subjects. They do not specially tackle sex education as a single subject. The study observes that the large numbers of teachers who were undecided 11(32%) could indicate that they are teachers who do not integrated sex education within other subjects. However, this finding agrees with Leedy and Kimokol (2013), that sex education has been integrated within other subjects by teachers it is likely to reinforce its importance to the learners. This implies that integrated sex

education does not affect sex education but rather stand as a solution against the barriers of sex education.

4.4.7 Captivating Sex Education Materials Affect Teaching of Sex Education

Table 16: The sex education materials are not captivating

Students Responses

The sex education materials are not captivating.	Frequency	Percentage
Agree	54	40.3
Undecided	35	26.1
Disagree	45	33.6
Total	134	100

On the statement that sex education materials are not captivating in Table 17 above, 54(40.3%) agreed, 35(26.1%) were undecided 45(33.6%) disagreed. Hence, the majority of student respondents were of the opinion that sex education materials are not captivating. This might be one of the factors affecting teaching of sex education. This finding is similar to that of Spring (2010), who found out that, student’s attention is less attracted to sex education and they are less willing to learn about sex education due to lack of use attractive materials that appealing to the students.

4.4.8 Appropriateness of Sex Education

Table 17: Sex Education is not Appropriate for our Level

Sex Education is not appropriated for our level	Students Responses		Teachers Responses	
	Frequency	Percentage	Frequency	Percentage
Agree	50	37.3	16	47.7
Undecided	13	9.7	4	11.8
Disagree	71	53.0	14	41.2
Total	134	100	34	100

From Table 18 Above, student respondents amounting to 50(37.3%) agreed, 13(9.7%) were undecided and 71(53.0%) student's respondents disagreed. For the teacher respondents, 16(47.7%) agreed, 4(11.8%) were undecided and 14(41.2%) disagreed. Based on the findings of the majority, few students agreed that students are not taught sex education that is not appropriate for the students and most teachers agreed that sex education taught is not appropriate for the students' level.

The controversy in opinion is because teachers are more careful of the kind of sex education that is needed for the students' level while students believe that they are mature enough to be taught sex education. This affects the teaching of sex education in a significant way. The finding conforms to that of Wachira (2009) who 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. Similarly, Nkaranja (2004) posited that although sex education is important, teachers and administrators must be cautious of the kind of sex education to teach students.

4.4.9 Lack Of Clarity of Sex Education Affect Teaching of Sex Education.

Students Responses

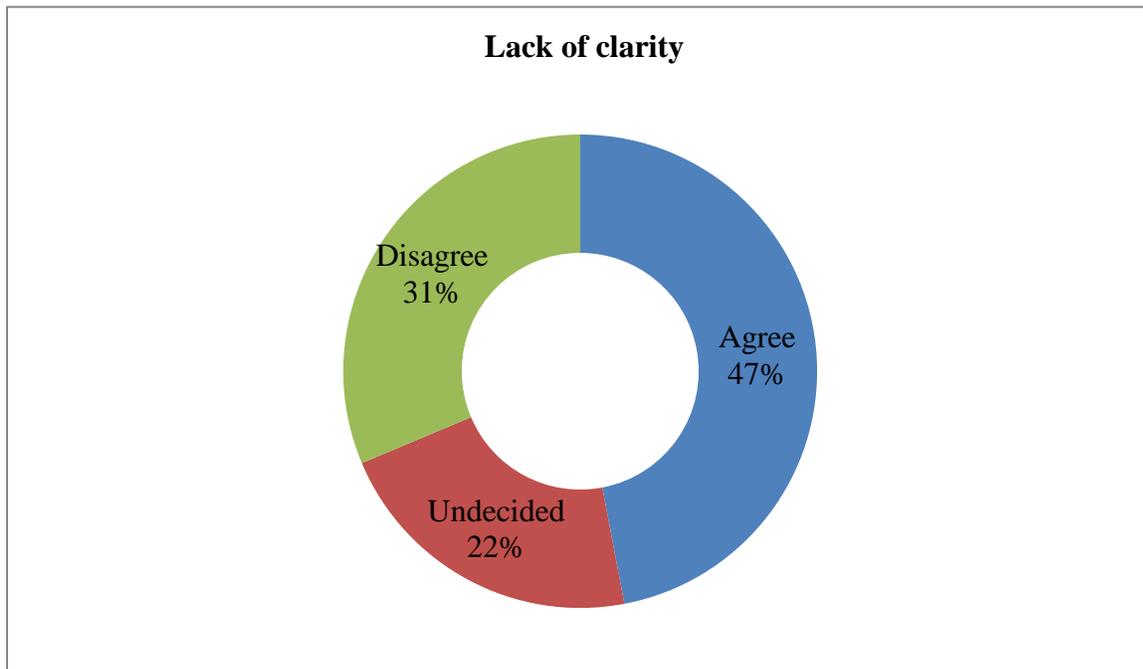


Figure 4: Lack of clarity

On whether lack of clarity of sex education materials affect teaching of sex education in Figure 4 above, 47% students agreed, 22% were undecided and 31% disagreed. Hence, considering the majority, it is clear that, clear of clarity of sex education materials affect the teaching of sex education. According to Ontario (2015), sex education lacks clarity in terms of topics to be taught and the appropriate level in which certain topics are to be taught. This affect sex education

in a significant way in that the curriculum should be provided and clear on what sex education is aimed at achieving or impact to the learners.

4.4.10 Too Explicit Sex Education Affects Teaching of Sex Education

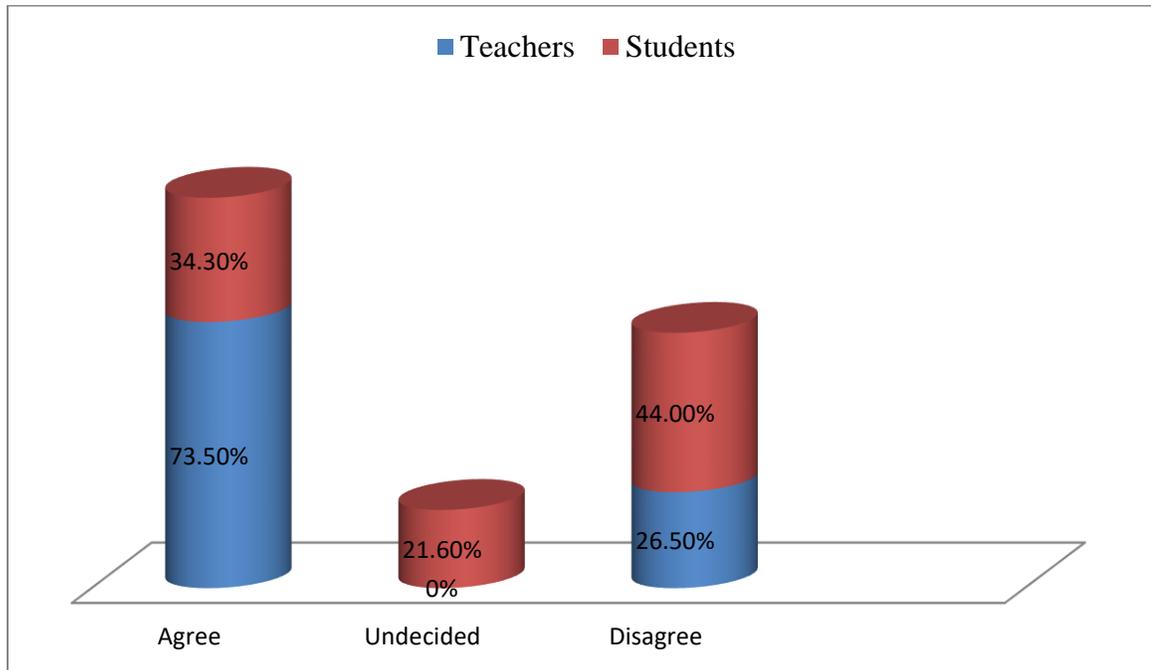


Figure 5: Sex education is too explicit

On the statement that sex education is explicit in Figure 5 above, 34.30% of students respondents agreed, 21.60% were undecided and 44.00% of the student respondents disagreed. Teacher respondents at 73.50% agreed, 0% undecided and 26.50% disagreed. The opinion is thus divided between students and teachers. Students felt that, sex education materials are not too explicit and thus not affect the teaching of sex education while teachers were of the contrary opinion. The controversy in opinion might be due to the fact that in the schools where the

reaserch was carried out, students maybe curious to gain sex education information while on the hand the teachers could be cautious on the what could be exposed to the students.

This findings are in conformity with study of Barnett (2010) which also others that sex education is too explicit in that it leads to trivializing sex education, students make it ridiculous when words like, penis size, vegina are mentioned in class. It makes teachers and parents to be hesitant to sex education because it is as a "warm-up" to sexual intercourse.

4.4.12 Time Allocation for Sex Education

Table 18: No Time Allocated For Sex Education

Adequate teaching Resources	Frequency	Percentage
Agree	20	58.8
Undecided	7	20.6
Disagree	7	20.6
Total	34	100

From table 19 above, 20(58.85%) of the teachers agreed that there is no time allocated for sex education, 7(20.6%) were undecided and 7(20.6%) disagreed. Based on majority of the respondents, it is observed that there is no time allocated for sex education and this affect the teaching of sex education in a significant. It IS similarly found in the study of Ikpe (2004) that, schools have embraced life skills education, it has been allocated time in the school timetable and teachers to teach the students during the lesson but as for sex education it should be

continued to be integrated within life skills and other subject. This affect effectiveness of sex education which is supposes to treated as a standalone course with its time allocated

4.4.13 Trained Teachers to Teach Sex Education

Table 19: Lack of Trained Sex Education Teachers

Teachers Responses.

Lack of trained sex education teachers	Frequency	Percentage
Agree	19	55.9
Undecided	6	17.6
Disagree	9	26.5
Total	34	100

From Table 20 above, 19(55.9%) of teachers agreed that lack of trained sex education teachers affect the teaching of sex education, 6(17.6%) were undecided and 9 (26.5%) disagreed. Based on the majority, more teachers agreed that lack of trained sex education teachers affect the teaching of sex education. Similar Molambo (2000) also found out that teachers did not have adequate knowledge, skills and confidence for teaching sexual issues. It therefore found out such teachers to be shy and sometimes embarrassed and this affect the effective teaching of sex education. In order to resolve these issues, the government of South Africa introduced a new policy called Curriculum 2005 as cited Wistoun (2011) further stated that by training teachers to

focus more on class discussion and problem solving, it promotes a more enriching and engaging teaching style and transmission of information.

4.5 Influence of Teachers Perceptions on Sex Education.

4.5.1 Relegating Sex Education to The Back Seat Affects Teaching of Sex Education.

Table 20: Sex Education Relegated to the Back Seat

Sex education relegated to the back seat	Frequency	Percentage
Agree	12	35.3
Undecided	0	0
Disagree	22	64.7
Total	34	100

Table 21 above shows that, 12(35.3%) of teachers agreed that sex education is relegated to the back seat, 0(0%) are undecided and 22 (64.7%) disagreed. Based on the teachers' opinion it is clear that most teachers disagreed that sex education is relegated to the back seat. This shows that this factor does not influence the teaching of sex education secondary schools. This finding is validated by that of Leedy and Kimokol (2013) that noted that sex education is more effective when integrated within other subjects by teachers.

4.5.2 Workload and Teaching of Sex Education

Table 21: Work Overload

Teachers already have too much workload and its affect teaching of sex education	Frequency	Percentage
Agree	25	73.5
Undecided	0	0
Disagree	9	26.5
Total	34	100

On whether teachers already have too much workload which affects teaching of sex education, Table 22 shows that 25(73.5%) agreed while 9 (26.5%) disagreed. Based on this finding, most teachers have too much workload and this affect teaching of sex education. This finding is in agreement with Dawson (2010) who established that teachers have negative perceptions towards sex education because it is seen as an extra burden added on their major subjects, like English and Mathematics.

4.5.3 Sex Education Should be Taught at Home by Parents

Table 22: Sex Education to be Taught at Home by Parents

Sex education to be taught at home by parents.	Frequency	Percentage
Agree	13	38.2
Undecided	10	29.4
Disagree	11	32.4
Total	34	100

Table 23 indicates 13(38.2%) of the teachers' respondents saying sex education should be taught at at home, 10(29.4%) undecided and 11(32.4%) disagreed. Based on majority this means that teachers in Kajaido sub-county perceived that sex education should be taught to students by their parents at home. When teachers play the role of teaching sex education, students assume the teachers could have bad intentions. Perhaps this finding show that parents are home have the responsibility of educating their child in the matter of sexuality and with this teacher's perception it affects the teaching of sex education in schools because teachers believed parents will do their duties at home. Ninomiya (2010) posited that teacher's willingness to teach sex education is hampered by many factors one of which is the assumption that sex education is the responsibility of parents as most parents have claimed.

4.5.4 Sex Education Feels Awkward

Table 23: Teaching Sex Education Feels Awkward

Teaching Sex education feels awkward	Frequency	Percentage
Agree	22	64.7
Undecided	7	20.6
Disagree	5	14.7
Total	34	100

On whether sex education feels awkward in Table 24, 22 (64.7%) of teacher respondents agreed, while 7(20.6%) were undecided and 5(14.7%) disagreed. Base on the majority, the findings shows that sex education feels awkward for teachers. Teachers do not feel free talking about sex in class because taken to something secret and perhaps immoral to be talked about in the opened area and this affect the teaching of sex education. The research of Mahajan (2005), supports the finding that most teachers are generally uncomfortable in talking to their children about human sex and mothers were reluctant to talk about sex education to their daughter as they found it embarrassing to discuss the issues.

4.5.5 Mistrust Between Teachers and Students Affect Teaching of Sex Education.

Table 24: Mistrust between Teachers and Students Affect Teaching of Sex Education

Mistrust between teachers and students affect sex education	Frequency	Percentage
Agree	18	52.9
Undecided	11	32.4
Disagree	5	14.7
Total	34	100

On whether mistrust between teachers and students affect teaching of sex education, Table 25 shows that 18(52.9%) of the respondents agreed 11(32.4%) were undecided and 5 (14.7%) disagreed. Among teacher respondents, it is clear that, the mistrust between teachers and students affect the teaching of sex education. Similarly, most parents do not trust the teachers and will refuse their children to be taught sex education in school. Njoki (2012) observed that the behavior of any given individual at a given moment is the net of forces operating in her psychological world, thus forming her perceptions. Therefore, Njoki (2012) recognized in conformity with this study that the mistrust between students and parents gives teachers negative perceptions to teaching of sex education.

4.5.7 Teachers who Teaches Sex Education as Immoral

Table 25: Teachers of Sex Education are seen as Having Bad Intentions

Teachers of sex education are seen as having bad intensions	Frequency	Percentage
Agree	16	47.1
Undecided	0	0
Disagree	18	52.9
Total	34	100

Table 26 shows that 16(47.1%) of the teacher respondents agreed that students looks at teachers who teach sex education as having bad intension, 0(0%) were undecided and 18(52.9%) disagreed. This shows that most teachers disagreed that teachers who teach sex education have bad intensions. Although there is significant number of responds who agree that sex educators are sometimes not trusted and seen as having bad intensions which still in conformity to the findings of Njoki (2012) who agrees that the mistrust between students and parents gives teachers negative perceptions to teaching of sex education.

4.5.8 Increase of Pedophiles in the Society Affect Teaching of Sex Education

Table 26: Sex Education Increases Pedophile in Society

Sex education increases pedophile in society	Frequency	Percentage
Agree	23	67.6
Undecided	3	8.8
Disagree	8	23.5
Total	34	100

Table 27 shows that 23(67.6%) of the teacher respondents agreed that sex education increase the rate of paedophile the society, 3(8.8%) were undecided and 8(23.5%) disagreed. Based on the majority, most teachers were of the opinion that sex education increases the rate of pedophiles in our society. This implies that this is a factor that inhibits the teaching of sex education. This is in conformity with the study of Tony (2006) which explains that the negative impacts of sex education developed trends of sex deviations such as pedophile, gays etc. Apparently, these trends have led some policymakers to speculate on whether sex education causes adolescents to engage in promiscuous sexual behavior and affect the further implementation of sex education.

4.5.9. Opinion of Students on Other Factors Affecting Teaching of Sex Education

Table 27: Other Factors Affecting Teaching of Sex Education

Opinions on other Factors Affecting Sex Education	Frequency	Percentage
Increases interest to act out	61	36.5
Fear and shyness	26	14.3
Teaching Resource	32	17.6
Culture and Religion	12	6.6
Peer Pressure	10	5.5
Lack of Seriousness	8	4.4
Parental care	7	3.8
Early Pregnancy	11	6.0
Total	167	100

Table 28 above is an evident of the student respondents when asked their opinion on other challenges facing the teaching of sex education and various challenges were identified such as, increased interest and curiosity to act out sexual feelings, 61(36.5%), shyness and fear in class 26(14.3%), lack of teaching resources 32(19.2%), culture and religion 12(7.2%), peer pressure

10(6.0%), lack of seriousness 8(4.8%), parental care7(4.2%), early pregnancy 11(6.6%), were identified as the major challenges.

These findings are in correspondent with Karanja (2008), Kasonde (2013) and Chrisholm (2005) who similarly notes that lack of teaching resources, student’s shyness, fear, lack of parental, culture and religion affect the teaching of sex education implementation. Furthermore, this research upholds the majority opinions that sex education stands a chance of increasing students’ interest to act out their sexual feelings, and this is in conformity with Campos (2007), who agrees that on the negative impacts of sex education, exposing youths to the curriculum may increase their sexual activity.

4.4.10 Opinion of Teachers on other Factors Affecting Teaching Of Sex Education

Table 28: Opinion of Teachers on other Factors Affecting Teaching of Sex Education

Opinion of teachers on other factors affecting teaching of sex education	Frequency	Percentage
Culture and religion	18	52.9
Teaching resources	8	23.5
Negative perceptions	3	8.8
Total	34	100.0

Table 29 above, indicates when the teacher’s respondent where asked their own opinion on other factors that affect the teaching of sex education, culture and religion 18(52.9%) was identified as one of the challenges affecting sex education, followed by lack of teaching resources 8(8.8%)

and negative perceptions of teachers 3(14.7%) was also identified by the teacher respondents as a factor that inhibit the teaching of sex education which is in conformity with Ontario (2015) and supported by Nath (2009).However, this contradicts the findings of Ollis (2015) which shows that sex education tends to delay onset of sexual activity if taught often and early, although it shows that sex educations has both positive and negative impacts on the students.

Table 29: How to Address the Challenges Facing Teaching of Sex Education

How to address the challenges facing teaching of sex education	Frequency	Percent
Integrated teaching	9	26.5
Provision of resources	18	52.9
Parents involvement	7	20.6
Total	34	100.0

Table 30 above, shows when students were asked their opinion on what need to be done to address the challenges, 9(26.5%) of the teachers said that sex education should be integrated with other subjects, 18(52.9%) said that provision of teaching resources will aid in the teaching of sex education and 7(20.6%) teachers said that parents should be involved in the teaching of sex education.

Base on the findings, integrated teaching of sex education, provision of teaching resources and teachers training, as well as involvement of parents will adequate overcome the barriers of sex education considering its positive impacts on the learners which is in conformity with study of several authors according to (Njoki, 2012).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the summary of findings, draw conclusions, and offer recommendations and suggestions for further research.

5.1 Summary

The purpose of the study was to determine in depth then factors affecting the teaching of sex education in public secondary schools in Kajiado sub-county, Nairobi County. To achieve this, the study was guided by the following research objectives:

1. To know whether Culture and Religion affects the teaching of sex education in Public High schools in Kajiado County, Ngong Division.

2). To find out if the perception of teachers towards sex education affects the teaching of sex education in Public High schools in Kajiado County, Ngong Division

3).To find out if teaching resources affects the teaching of sex education in Public High schools in Kajiado County, Ngong Division

The study adopted a quantitative paradigm. The population for the study was science teachers and students in Kajiado sub-County. The research adopted a random sampling technique on a target population of 3 schools. Sample size of 44 teachers and 147 students were drawn from the teachers and the students from forms three and four. Primary data was collected by use of questionnaires. The study generated quantitative data. Quantitative data was coded and

entered into Statistical Packages for Social Sciences (SPSS Version 22.0) analyzed and presented using frequency tables, pie charts and graphs.

Based on the research objectives the study came up with the following;

5.1.1. Influence of Culture and Religion on the teaching of sex education

The study established that culture and religion has influence on the teaching of sex education. This was evident especially in terms of cultural fears, neglect from parents and churches. However, the study noted that teaching of sex education does not contribute to loss of morals among students and in overall students are interested and willing to be taught sex education schools. The study also noted that there are higher chances of sex education increases sexual interest and curiosity in students to act out their sexual feelings. In general, the study has established that culture and religious customs are an impediment to proper teaching of sex education.

5.1.2 The perception of teachers towards sex education

The study established that most teachers do not feel comfortable teaching sex education, as it feels awkward while the learners also exhibit uneasiness in class. This means that despite the important role played by sex education in sensitizing students about their sexual reproduction, the delivery of content is facing challenges emanating from traditional and religious beliefs in the society. Apparently, most teachers suggested that involvement of parents in sex education would better address the challenge of sex education. All of these findings were determined by the teacher related factor.

5.1.3. To find out if teaching resources affects the teaching of sex education

In terms of teaching resources, the study established that inadequate teaching resources were hindering proper teaching of sex education. Further, the study noted that teachers are not motivated to teach sex education because appropriate materials are not published and stocked in school libraries due to lack of budget allocation.

Furthermore, the little materials available were found to be unattractive which is negatively affecting student's attention and are therefore less willing to learn about sex education. The materials were also found to lack clarity while the schools were aggravating the problem by not allocating adequate time for sex education. However, the study found that integrating sex education with other subjects is likely to reinforce its importance to the learners as well as increasing the number of the trained teachers in teaching sex education.

5.2 Conclusion

The study noted that, teaching and learning of sex education in public secondary schools is being faced by a myriad of challenges ranging hindrances from different cultures and religions. The study established that Churches are deliberately refusing to accept the sexual realities of society and it is sad that the sexual conservatism of the church fails to equip girls and boys with the necessary knowledge and skills to fight sexual temptation.

The results of this study also points to the importance of promoting professional training for teachers in order to make them more willing to implement sexuality and sexual health education efficiently and effective as study indicated that the lack of adequate teaching and learning resources affect the teaching of sex education in public secondary schools.

Finally, it is evident from this study that even though educators see the need for sexuality education and are willing to teach it, they do feel comfortable in discussing certain topics related to sexuality. The effectiveness of the teaching of sexuality education depends ultimately on the effective co-operation between the educators, the Department of Education and also through the role of the parents. The educators have a pivotal role in making the entire process successful. It is upon their broad shoulders that the responsibility rests. It is with this intention that this research, analysis and the suggested remediation measures may together contribute to the improvement in the teaching of this subject, sexuality education in schools.

5.3 Recommendations

The study provides recommendations to the following stakeholders,

5.3.1. Teachers

Teachers should strive to explain concepts clearly, improve their teaching methods and the learning environment. They should also try to encourage students who are shy to openly talk about their sexuality issues and discourage students from taking the questions raised by their colleagues as to light and not to be joked about. They should also improve and make learning of sex education more interesting, whether it is integrated or as standalone sex education. Teachers should encourage group discussions among students, to tackle issues that affect them in common as growing adult.

5.3.2 Schools Management

The school management should equip the library with updated and appropriate books on sex education and encourage frequent use of library, increase the number of trained sex education teachers. Guidance and counseling sessions should be encouraged in the schools in order to

change the negative attitude towards sex education and provide guidance to students as they face emotional, and peer pressure as they explore and experience their sexual development. The school management should encourage the parents of the students and take part in educating their child about sex related issues and not neglecting to teachers. The school management is to sustain parental support for the successful implementation of sexuality and sexual health education, the Parent Teachers' Association (PTA) can be used as a forum to educate parents about the value of sexuality and sexual health education and its health benefits for their children

5.3.3 Students

Students are important stakeholders in the education sector as they are the ones who determine their own academic success and should be helped not to be vulnerable to whatever may hinder their academic success. Therefore, they need to be helped to feel free to talk about their sexual issues in a healthy way and be given attend education classes regularly, work hard and participate in class. They should change their negative attitude towards sex education teachers; consult teachers when they need clarifications of some concepts. They should also be disciplined and avoid negative peer pressure.

5.3.4 The Government

The government has a very important role to play for the success of secondary school's education. The study therefore, recommends that the government re-enforce sex education in the curriculum, increase number of trained teachers and provide resources for sex education. The Government is to provide support for the implementation of the Sexuality and Sexual Health theme of the HFLE syllabus, the Ministry of Education should organize and undertake workshop sessions not only to sensitize teachers but also to properly train them for the effective delivery of the theme. The training should include pedagogical practices that center around a skills based

approach, information on the content area as well as the philosophical benefits of the programme for students

5.4 Suggestions for Further Research

This study was confined in Kajiado Sub-County, which may not be representative enough for purposes of generalization. Therefore, the researcher suggests that, more public secondary schools countywide be sampled in order to make it more representative.

The study suggests other areas for further research to include:

- a) Factors affecting the rate of school dropout, HIV/Aids, STD's, early pregnancy in students in secondary school.
- b) The influence of sex education in the academic performance of students in secondary schools
- c) The role of attitude of students towards sex education in secondary school

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APPENDIX I: QUESTIONNAIRE FOR STUDENTS

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Nairobi- Kenya

Dear respondent,

Inyang Magnus Osim is a student at Marist International University College, a constituent college of the Catholic University of Eastern Africa, undertaking a research on the **Factors influencing the teaching of sex education in public secondary schools** in selected secondary schools in Nairobi County. Your assistance in getting the information for the study is important. Kindly respond to the questions as honestly as possible because, the information you will provide will be highly valued and treated as confidential and used only for academic purposes. I, therefore cordially invite you to answer the questions below without writing your name anywhere on this questionnaires.

Yours sincerely,

Inyang Magnus Osim (B.Ed/409/14/15)

Section A: Demographic Information

Instruction: For the following items, please indicate your answer by ticking (✓) in the square brackets [] provided.

1. **Gender:** Male [], Female []
2. **Age:** 12-15 years [], 16-20 years [], above 20 years []
3. **Form** [3], **Form** [4]

Section B: Influence of culture and religion on the teaching of sex education Public

Secondary schools.

Instruction: Below are statements regarding the influence of culture and religion on the teaching of sex education with letters A (Agree), U (Undecided) and D (Disagree) against each statement. The researcher is interested in knowing how you feel about each statement. Respond by ticking (√) in the column with the most appropriate letter depending on how you feel about each statement. There is no right or wrong answers. Just give your views freely and honestly

	Statement	A	U	D
	Students are not taught sex education in school because of the fear of violating their cultural and religious teachings.			
	Sex education may contributes to the lost of morals in students			
	I prefer to be taught sex education at home and churches than in school.			
	It is only culture and religion that has the responsibility of teaching sex education to young people			
	Sex education corrupts the minds of the students in school			
	Sex education directly opposes religious and cultural			

	values in students			
	The influence of culture and religion on students makes it hard for students to be taught sex education in schools.			

Section Ci: Opinions of Teachers and Students towards the influence of the of lack teaching resources on the teaching of sex education.

Instruction: Below are statements regarding the influence of the lack of teaching resources on the teaching of sex education with letters **A (Agree)**, **U (Undecided)** and **D (Disagree)** against each statement. The researcher is interested in knowing how you feel about each statement. Respond by ticking (√) in the column with the most appropriate letter depending on how you feel about each statement. There is no right or wrong answers. Just give your views freely and honestly

	Statement	A	U	D
	Sex education is hampered by inadequate teaching resources			
	There is no motivation to publish sex education materials as the subject is not examinable			
	The school has no budget to acquire sex education materials			

	Sex education is treated lightly and therefore no effort to acquire resources to support it			
	The few existing materials available are meant for the local audience			
	The sex education resources are not captivating to use			
	The resources available are too explicit for our comfort			
	The sex education resources are not appropriate for our level			
	The sex education resources lacks clarity			
0	There are adequate sex education teaching resources			

SECTION Cii: In your opinion what are the challenges of sex education?

1.....

2.....

3.....

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Marist International University College

Department of Education

P. O. Box 24450-00502

Nairobi- Kenya

Dear respondent,

InyangMgnusOsim is a student at Marist International University College undertaking a research on the **Factors Influencing the Teaching of Sex Education in Public Secondary Schools in Nairobi County**. Your assistance in getting the information for the study is important. Kindly respond to the questions as honestly as possible because the information you will provide will be highly valued and treated as confidential and only for academic purposes. I, therefore request you to answer the questions below without writing your name anywhere on this questionnaire.

Yours sincerely,

Inyang Magnus Osim (B.Ed/409/14/15)

Section A: Demographic Information

Instruction: For the following items, please indicate your answer by ticking (✓) in the squarebrackets [] provided.

4. Gender: Male [], Female []
5. Working experience: Less than 5 years [], 5-10 years [], more than 10 years []

6. Average size of the class you teach: 15-20 students [], 20-25 students []
 25-30 students [], more than 30 students []

SECTION B. Influence of culture and religion on the teaching of sex education in Public Secondary Schools.

Instruction: Below are statements regarding the influence of Culture and Religion on the teaching of sex education with letters A (Agree), U (Undecided) and D (Disagree) against each statement. The researcher is interested in knowing how you feel about each statement. Please respond by ticking (√) in the column with the most appropriate letter depending on how you feel about each statement. There is no right or wrong answers. Just give your views freely and honestly.

	Statement	A	U	D
	Teachers do not teach sex education to their students because of concern for the culture and religions of the students.			
	Teachers hesitate teaching sex education to their students because it may contributes to the loss of morals in students			
	Students prefer to be taught sex education at home and churches than in school.			
	Teachers assumes that it is homes, culture and religion that has the responsibility of teaching sex education			

	to young people			
	Sex education is directly opposing religious cultural values in students			
	Teachers find it uncomfortable talking about sexuality in class.			

Section C: Opinions of Teachers and Students towards the influence of the of lack teaching resources on the teaching of sex education.

Instruction: Below are statements regarding the influence of the lack of teaching resources on the teaching of sex education with letters A (Agree), U (Undecided) and D (Disagree) against each statement. The researcher is interested in knowing how you feel about each statement. Respond by ticking (✓) in the column with the most appropriate letter depending on how you feel about each statement. There is no right or wrong answers. Just give your views freely and honestly

	Statement	A	U	D
	Sex education is hampered by inadequate teaching resources			
	There is no motivation to publish sex education materials as the subject is not examinable			
	The school has no budget to acquire sex education materials			

	Sex education is treated lightly and therefore no effort to acquire resources to support it			
	Sex education is taught in other subjects in the school			
	There are no trained teachers for sex education			
	The resources available are too explicit for our comfort			
	The sex education resources are not appropriate for our level			
	There is not time allocated for sex education			
0	There are adequate sex education teaching resources			

Section Di. Opinions of Teachers on the influence of teachers' perception on sex education

Below are statements regarding the influence of teachers perception on the teaching of sex education with letters A (Agree), U (Undecided) and D (Disagree) against each statement. The researcher is interested in knowing how you feel about each statement. Please respond by ticking (✓) in the column with the most appropriate letter depending on how you feel about each statement. There is no right or wrong answers. Just give your views freely and honestly

	Statement	A	U	D
	Sex education should be relegated to the back seat as it is not			

	an examinable subject			
	Teachers have already too much workload to effectively tackle sex education.			
	Sex education should be taught by parents at home			
	Teachers do not have adequate training to handle sex education			
	Teaching sex education feels awkward			
	There is no motivation to teach sex education			
	Sex education is not effective due to over glorification of immorality in the society especially in the mass media and social networking			
	Sex education classes are full of uneasiness which is not conducive for learning			
	There is mistrust between teachers and students when learning sex education			
	Students look at teachers who teaches sex education as immoral and having bad intentions			
	Increase in cases of pedophiles in the society discourages many teachers to teach the subject			

Dii. In your own opinion, what are the challenges facing the teaching of sex education

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Diii. How can some those challenges mentioned be addressed?

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