



## KNOWLEDGE OF HIGH SCHOOL STUDENTS ON THE NEED FOR SEX EDUCATION IN SECONDARY SCHOOLS, ELDORET MUNICIPALITY, KENYA

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It is estimated that 23% of the girls in secondary schools in Kenya drop out of school each year as a result of teenage pregnancy. Findings of the Kenya Aids Indicator Survey of 2007 indicate that the HIV and STI prevalence rate is 7 for Rift Valley province, that is, 7 out of every 1000 people have HIV and STI. The drop-out rate for girls in Uasin Gishu district is 2.1% while that of boys' stands at 2.4%, according to Uasin Gishu development plan 2002 -2007. This is attributed to factors such as HIV, STIs and teenage pregnancies among others. In response to the rising number of HIV, STIs and teenage pregnancies and the resultant dropout rates in schools, the Ministry of Education intended to introduce sex education in secondary schools in Kenya to create awareness on the consequences of sex abuse in order to reduce school dropout rate on teenage pregnancies and STIs related infections. Debates on introduction of Sex Education in schools rages on and a lot of studies have been done on the pros and cons of this. But the opinion of children has not been sought. However, the intentions of the ministry were not realized because religious groups opposed it. In African indigenous culture, children are not consulted in decision making, but according to the United Nations Convention of 1989, children have a right to access information, participate and take responsibility in the society. Hence, need to seek their views. Therefore this study sought to find out the perception of secondary school students on the need for sex education in secondary schools in Eldoret municipality. The objectives of the study are; to explore what the secondary school students know about sex education. The study was guided by constructivist theory and supported by the biological theory postulated by Eysenck Hans. The research design for this study was a cross sectional descriptive survey aimed at collecting qualitative and quantitative primary data from students on their knowledge of sex education. This was done through structured questionnaires and focus group discussions. A sample of 325 students was obtained through stratified and simple random sampling. Data collected from the field was analyzed and conclusions drawn. The findings of the study showed that 53% of the students perceived the need to introduce of Sex Education in schools and so the idea is perhaps worth revisiting by the Ministry of Education. However the study also found out that 58% have partial knowledge of sex education.

### 1.1 Introduction

According to the most recent Kenya Demographic and Health Survey from 2008-2009, about 12 percent female and 20 percent of male youth respondents said they had sexual intercourse by age 15. Nearly all the respondents surveyed knew of more than one method of contraception (KNHDR, 2009). A report by the Forum for African Women Educationists (FAWE, 1993) indicates that more than 13,000 girls drop out of school each year. Pregnancy alone accounts for 31 percent of all dropout rates among girls in Kenya.

Additionally, UNICEF (2002) report that, 50 percent of the youths in Kenya have comprehensive knowledge of HIV. While sex remains a taboo topic in Kenyan and African society as a whole, the high rates of HIV and AIDS, Sexually Transmitted Infections (STIs) and teenage pregnancies have prompted teachers to call for formal Sex Education in schools. A report by Global Press Institute (2011) indicate that in September 2011, about 150 secondary students from a high school in Kenya's Coastal region were forced to go home after contracting an STI that spread like bushfire within the school. The same report gives an account of a teenage girl aged 16 who became sexually active, consequently conceived and dropped out of school, attributing all these to lack of sex education in school. To counteract the problem of HIV, STIs and pregnancies and the resultant dropout rates in schools, the Ministry of Education proposed a strategy to introduce Sex Education. It can be remembered that plans to introduce Sex Education in schools were among the main items discussed during the World Population and Development conference in 1994 in Cairo Egypt (Kavivya 2003).

The issue of sex education has been an exceptionally controversial one. Sex is considered a taboo topic in Kenyan and African society in general. According to the religious teachings administered during Christian Religious Education, a subject taught within the curriculum (GPI, 2011), it is not talked about openly because it is seen as an "Immoral topic". The mere mention of the term Sex Education raises many questions. The questions arise because of lack of common understanding between the proponents and the opponents of sex education. The debate draws various perspectives from different groups of people ranging from teachers, religious leaders, parents, high school students and the civil society. Teachers on their part say that changes in societal norms and increased access to information through advanced technology demand that both parents and teachers take responsibility for talking to children about sexual matters from early stages of development to help them



make informed choices. Teachers argue that it is no longer a matter of silence because of moral degradation in the society and the fact that youths have access to information through different media and in most cases parents have no control over what they view (Global Press Institute 2011.) In addition, children have a right to know and learn about sex, especially with the high rates of rape cases and HIV infections. Teachers maintain that approaching the issue of sex education from a Biblical stand point could work for children below 10 years of age, who might not grasp all the concepts yet. For those above 10 years, high levels of gonadal steroid hormones as the child approaches puberty activates their sexual potential and impacts on their sexuality. Sex education should therefore not only focus on abstinence, but also on the dangers of pre-marital sex.

The views of parents tend to agree with those of teachers. Some parents say that teachers should be involved in Sex Education but also caution against parents abandoning their responsibilities when it comes to educating their children about sex and leaving the task entirely to teachers. A good proportion of parents say that the teachers' role is only complementary to that of parents. The parents insist that there might be little that a school curriculum can do without the support of parents in modeling their children. Parents also add that religious and cultural authorities may not approve of openly discussing sex, but that it is high time to demystify the subject in school because of the way it has pervaded society.

Religious leaders, especially from the Roman Catholic Church hold a divergent opinion. Their argument is that if sex education is to be taught in schools, then it should be done with the value, respect and the dignity it deserves. They also say the information must have a good Christian foundation. On the other hand, leaders from some protestant churches seem to hold a slightly different opinion. Protestants say it is the right of the children to know and learn about sex and to understand that sex is God –given and should not be abused. Both seem to advocate for Sex Education with a Christian foundation.

The civil society's take on the debate is that even though sex education has been and is still a taboo subject, perhaps teaching it openly in school in this era of so many sexually related problems, will help the youth know how to cope with such problems. A suggestion from the civil society is that sex education should start with what is relevant to the child's age and proceed on into more serious issues that can affect them before they start getting sexually active.

Review of related literature reveals that various stakeholders in the education sector have aired their views and opinions. However, what the Kenyan youths think of sex education has not been studied. The youths in secondary schools from the target group for the introduction of sex education as proposed by the Government of Kenya via the Ministry of Education. It is therefore important for the views and opinions of secondary school students to be sought with regard to sex education. The study was crucial because secondary school students constitute the target group for the introduction of the sex education curriculum in Kenya.

## **1.2 Statement of the Problem**

Studies carried out in Kenya indicate that 23% of girls in secondary schools in Kenya drop out of school each year as a result of teenage pregnancy (Bartilol, 1995). Adolescent pregnancy rates in Rift Valley region is 17.9% (KDHR, 2009) and dropout rate for girls in Uasin-Gishu District is 2.1% while that of boys stand at 2.4 % ( Uasin-Gishu Development Plan 2002-2007). This is attributed to the accompanying serious health risks of early sexual activity and child bearing which underlie the need for addressing sexual health. The move by the Ministry of Education to introduce sex education in school in response to the high number of HIV, STIs, teenage pregnancy and the resultant dropout rates was opposed by religious groups. Despite the opposition to the introduction of sex education in secondary schools, little had been done to analyze the knowledge that the secondary school students have regarding sex education. If the sex-related school dropout issue among secondary school students is not treated with the seriousness it deserves and its increase curbed, opportunities that would have been available for the students to advance academically will be lost due to effects of sexual activities. This in the long run will make it difficult for Kenya to achieve vision 2030 and the Millennium Development Goals.

## **Objectives of the Study**

The specific objective of the study was to explore what secondary school students in Eldoret municipality know about sex education. The study sought to answer the research question: - What do secondary school students in Eldoret Municipality know about sex education?

## **Theoretical Framework**

The study was based on the theory of constructivism that was supported by the Broadbent's Filter model and Hans theory. The constructivist theory is credited to Jean Piaget (Fosnot, 1996).T

According to Mayer (1996) teachers are "guides" who provide "raw materials" and students are "sense makers". Old father (1992) notes that teachers are facilitators, coordinators, tutors, coaches or resource advisors. Understanding the role of the



teacher therefore, in giving sex education provides ourselves vantage point from which to group how the theory impacts on acquisition of knowledge, perceptions as well as behavior. For instance Karanja (2004) survey found out that married teachers of 30 to 40 years of age were ranked highest in the list of the preferred sex educators in comparison to parents and church. Although peers and media were identified as the most popular sources of sex education, it was also established that school based sex education was perceived suitable by majority of the students. According to Black et al (2001) school teachers are in a unique position to tailor the presentations of sex information to be consistent with the students own values thus make it relevant to life circumstances. This will help socialize adolescence into healthy sexual adult by providing accurate information about sex and by fostering responsible decision-making and problem solving skills.

Applied to the current study, the theory indicates that the role of teachers as the authority figure has two important component. The first is to introduce new ideas where necessary and to provide support and guidance for students to make sense of sex information for themselves. The other role is to listen and diagnose the way in which the sex education from this perspective is also a learning and training process for the teacher.

### **Research Methodology**

The research design used in study was descriptive survey. The study aimed at collecting information from a sample of students on their knowledge in relation to sex education.

According to Borg and Gall (1996), the descriptive survey is employed to collect data, analyze it into information, summarize, present, interpret and utilize information to describe the nature of prevailing conditions. The design was thus suitable for this study as it assisted to get data and information from students on their knowledge and perceptions on the need for sex education. The findings can therefore be generalized to the target population and enable policy makers to make informed choices and decisions on issue related to the introduction of structured and formal teaching of sex education in secondary schools. The research mainly used primary data. Primary data was obtained using questionnaires and focus group discussions. The design facilitated collection of both qualitative and quantitative data in an attempt to answer research questions. The dependant variable for the study was need for sex education in secondary schools. Independent variable on the other hand was knowledge of the students in sex education.

The sampling frame comprised adolescents aged 15 – 19 years old. The study employed both stratified and simple random sampling procedures. Stratified sampling was used to get a representative sample of schools, taking into account diversity of school categories, gender, classes which in turn affect knowledge of the topic under investigations. The schools were put in strata according to their categories namely: boys boarding, girls boarding and mixed day. A sample of six out of 30 schools was selected for the study. The six schools represented 20% of the total population of schools. Ary et al (1972) points out that in a descriptive survey a sample of 10-20% would be acceptable. This was a representative sample and thus suitable for the study. Research data was collected using questionnaires and Focus Group Discussions. The students' questionnaire (SQ) was used to obtain data from students on their knowledge on Sex Education. FGD were found to appropriate in data collection since the allowed for respondent - respondent interaction.

### **Methods of Data Collection**

The complete questionnaires were returned to the researcher.

FGD involved discussions between the researcher and six respondents. The qualitative analytical technique appropriate for the study was pragmatic analysis. Data was thus analyzed by a quick impressionist summary. This involved summarizing key findings from Focus Group Discussions, explanation, interpretation and conclusion. Quantitative data on the other hand was organized and analyzed with the help of SPSS version 17. Descriptive statistics used included frequencies, percentages and means, while inferential statistic used was t-test.

### **Results and Discussions of Students Knowledge on the Need for Sex Education**

Table 2 gives a summary of the findings related to the objective of the study which sought to explore what secondary school students in Eldoret Municipality know about sex education. This was meant to reveal among other things the take of secondary school students on their sexuality, on the possible extra sexual ramifications of their exercise of their sexuality on their capacity to manage sexuality and on their need for guidance on their exercise of sexuality. This is largely because documentary evidence reveal that more than 70% of the Kenyan Youth engage in high risk sexual behavior (Njau, 1993). Expectations would be that when teenager students have knowledge of sex education, they would play it safe. The students were therefore asked to respond to the twelve (12) items on the questionnaire in an attempt to establish their level of exposure to sex education. The figures in Table 2 represent the number of respondents and corresponding percentages (%).



**Table 1: Students' Knowledge on Sex Education**

<b>Students Knowledge on Sex Education</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>Mean±SD</b>
Sex Education teaches intimacy and human relationships	261(80.3)	10(3.1)	54(16.6)	<b>3.5±1.1</b>
Sex education teaches about the value of abstinence among teens who are not sexually active	272(83.7)	5(1.5)	48(14.8)	<b>2.7±0.9</b>
Sex education provides information about alternative methods of contraception	104(32.0)	46(14.2)	175(53.8)	<b>4.4±1.2</b>
Sex education teaches about being assertive, ability to communicate and decision making to withstand peer pressure	69(21.2)	13(4.0)	243(74.8)	<b>4.2±1.1</b>
Sex education provides information on health consequences of avoiding contraceptives and prevention methods among sexually active youth	75(23.1)	24(7.1)	226(69.5)	<b>3.3±1.1</b>
Sex education teaches students to readily share and acquire knowledge and experiences on sex related matters from their peers	267(82.2)	0 (0)	58(17.8)	<b>2.9±1.2</b>
Sex education provides an opportunity for youth to understand themselves and nurture their psychological, emotional and social wellbeing	231(71.1)	15(4.6)	79(24.3)	<b>3.2±1.1</b>
Homosexuality is having sexual intercourse with a person of the same sex	267(82.2)	5(1.5)	53(16.3)	<b>2.8±1.1</b>
Condoms are used during sex intercourse to prevent the spread of HIV and pregnancy	220(67.7)	12(3.7)	93(28.6)	<b>2.6±1.0</b>
Sex education teaches youth about moral and social issues and perspectives on sex	80(24.6)	14(4.3)	231(71.1)	<b>2.5±1.2</b>
Sex education enables students to differentiate between accurate and inaccurate information pertaining sex-related matters	175(53.8)	39(12)	111(34.2)	<b>3.2±1.2</b>
Sex education teaches us about positive attitude towards human sexuality	230(70.8)	37(11.4)	58(17.8)	<b>2.9±1.2</b>
Average	57.7%	5.6%	36.7%	

As shown in table 2 above, majority of the respondents 261(80.3%) agreed that sex education teaches intimacy and human relationships. It thus enables one to take care of themselves and relate with other students. In one of the focus group discussions, the respondents had the following to say”...sex education will help me to abstain from sex because of fear of STIs and HIV and emphasize that everything has its own time”.

Another respondent for instance said:

“...I am not sure whether my parents have taught me anything about sex education. They are very strict and staunch Christians. ...”

Those who agreed that sex education teaches about the value of abstinence because they would know the dangers of sex were 272(83.7%). Furthermore 267 (82.2%) respondents engaging in Peer youth Education (PYE) Groups agreed that sex education teaches students to readily share and acquire knowledge and perceptions on sex related matters from their peers. One respondent in focus group discussions said:” Abstinence from pre-marital sex is taught in sex education” Adding that it keeps one safe from the dangers associated with irresponsible sexual behaviors such as STIs, unplanned pregnancies and dropping out of school. These findings are consistent with those from a study done by Makira (2012), which indicated that students received most of their sex-related knowledge within the school context. Among the issues addressed were: abstinence, challenges of adolescents, dangers of pre-marital sex, use of condoms and other contraceptives, relationships and biological functioning of their bodies. Additionally, teachers were identified as main sources of knowledge. Other sources



included parents, peers, mass media and other relatives. Despite their opposition to introduction of sex education in Kenyan schools, religious institutions were least cited as source offering sex related information to students. The researcher is not privy to the content of sex education which the Ministry of Education shelved in the wave of opposition from religious groups. The contents of the curriculum document were never made public.

Makinde (1984) argues that there is a need to provide sex education that is geared towards meeting the needs of young people. Such education will in turn help them avoid instability, ambiguity, uncertainty, conflicts, unpredictability, homosexuality, bestiality, drug and substance abuse. Effective sex education contributes to this goal thus helping young people to be safe and enjoy their sexuality (UNAIDS, 2008). Traditionally in the Africans society sex education was taught through the process of informal education (National Christian Council of Kenya, 2000). The family setting was therefore the main source of sex education and the task was entrusted to the elderly members. The roles of members in the present day family have changed. Many parents hardly educate their children on this important issue. Those who attempt, give incomplete information which land children into trouble (NCCK, 2000).

Another respondent said:” abstinence and chastity are some of the moral issues and social issues that sex education attempt to teach the youth”. However, it is worth noting that attempts to impose narrow moralistic views about sex on teenagers have failed. Even if adults especially teachers believe that young people should not engage in sex until they are married, this does not imply withholding vital information concerning safe sex and contraception (Schaalma, 2004).

Another respondent commented: “use of contraceptives is a way of evading health consequences of unprotected sex”. This shows that students have knowledge on sex education.

Those who can relate with opposite sex without having sex were 231(71.1%). 267 (82.2%) respondents said that homosexuality is having sexual intercourse with a person of the same sex. When respondents were asked to define homosexuality in focus group discussions, one said it is.....” Sexual intercourse between male and male or female and female”. When asked whether it exists in secondary schools, one said: “it exists in single sex schools. “ One boy who transferred from single sex boarding school to a mixed day school said he used to hear of boys having or using girl names in the single sex boarding boys school. In his opinion, it seemed as if, boys who practiced homosexuality gave their boy sex partners girls names to use. If therefore sex education has to be effective in our schools it must include opportunities for young people to develop skills linked to more general life skills. This include: communication, negotiation, listening, consultation, decision making, problem solving and assertion.

Sixty eight percent (68%) of the respondents agreed that condoms are used during sex intercourse to prevent spread of HIV and pregnancy. When the respondents were probed on the knowledge and use of condoms, one said, “Few students use it. Because “*huwezi kula sweet na karatasi*” translated you cannot chew a sweet with its wrapper. This is interpreted to mean that some youth do not use condoms during sexual intercourse. These findings are in line with those of a study done by Kimani, Kara and Nyala (2012) in Kangundo division Kenya. It indicated that while use of condom was the most viable option for those students that were highly sexually active (90%), a significant percentage of student (45%) were not keen on condom use during sexual intercourse. Another respondent observed: “condoms should not be used because it will encourage sexual activities among girls. It is like encouraging the youth to have sexual intercourse”. However, Njau (1993) notes that more than 80% of teenage boys and between 50%-60% of teenage girls were sexually active. This survey also indicates that girls engage in sex then run for the “morning after” pill as advised by peers. Another respondent differed by saying: “students should be supplied condoms to use to prevent HIV”. Another respondent dismissed condom use because she feared that young people in secondary school engage in sexual activities because of condom use. From these findings, it was shown that students were not adequately exposed to issues of sex education. This could be attributed to lack of an organized school based sex education curriculum. It is further revealed that though some aspects of sex education were being taught through career subjects like CRE, biology and home science, the students obtained bulk of sex information apart from the school. Furthermore, these are offered as optional subjects, in turn those who do not take them up miss out on the aspects of sex education integrated in these subjects.

Fifty four percent of the students said there is need for sex education since they will be empowered to differentiate between accurate and inaccurate information pertaining sex related matters. According to Blake et al (2001) teachers are in a better position to assist socialized teenagers into healthy sexual adults by providing accurate information about sex and by enhancing development of responsible decision-making and problem-solving skills. Teachers have the ability to tailor presentation of content to be consistent with the student own values, thus make it relevant to life situations. If teachers could approach their role as sex educators in a positive and affirmative way, young people could be better able to make healthy



decisions on sex related matters. The findings of this study also show that Peer Youth Education (PYE) groups are good source of education to students. It therefore agrees with Runganda and Aggleton (1998) findings which indicated that peers were more relied upon for information and guidance about sex issues.

Those who disagreed that sex education provides information about alternative methods of contraception were 175(54%). 226(69.5%) disagreed that sex education provides information on health consequences of avoiding contraceptives and prevention methods among active youth. Those who disagreed to the statement that sex education teaches about moral and social perspectives of sex were 231(71.1%). Respondents in one of the focus group discussions were asked why secondary school students keep more than one sex partner. One said: we keep sex partners for money while another said...for sexual satisfaction because of peer influence, competition as well as for change -“sukuma wiki and cabbage inter-changeably. Meaning they cannot stick to one partner. One observed that: some girls look at the social status of the boy; girls like boys who take them for outing, seeking identity with famous boys in the school.

The findings of the current study agree with the Ministry of Education report (MoE, 2006) which shows that sexuality and reproductive health issues are address within the school environment and not by parents, thus underscoring the vital role teaches role teachers play in providing sex education. For example, a study done by Makira (2012) on communication methods used by secondary school teachers and students in Nairobi County Kenya reveal that most students are exposed to content touching on sex education mainly in the upper primary and lower secondary school levels. This could be explained by the various school-based programs initiated in an effort to help learners avoid the risk of unsafe sex. Evidence could also be drawn from the Kenyan Primary and Secondary Christian Religious Education (CRE), Life Skills and Home Science syllabi which attempt to address issues related to sex education such as biological functioning of human bodies, boy-girl relationships, STIs and puberty (KIE, 2006). Despite all these efforts made, some students still exhibit deficiency of knowledge. The findings of this study clearly indicate that implementation of sex education in Kenyan secondary schools lack clear guidance. It is therefore important to hand a formal and structured sex education curriculum to follow and implement. This is worthwhile despite advocacy for the integration of sex education with the regular school curriculum (KIE, 2006).

Another form three respondent said:

“...it is good for parents to teach us about sex education, our parents are closer than our friends”. It was observed that some parents were too general and peripheral in addressing issues on sexuality hence need for teachers to step in. some parents discourage their children from mingling carelessly with the opposite sex and other parents completely avoid discussions on sex. For instance, a form two respondent said:

“ ...my parents have never taught me anything on sex matters...”

From the study it was evident that students have knowledge on sex matters that enable them to take care of themselves and relate with other students. However, this type of knowledge they seem to have is of tacit nature. Tacit knowledge is informal, implicit, undocumented and uncoded. It could be acquired through experience or relationships, conversations and practices. There is therefore still need to provide sex education as formal knowledge that is explicit documented coded and structured hence need for definite curriculum. The sex education curriculum will in a way help the stakeholders to identify the specific issues to be addressed the formats to use the depth and breadth of subject content as well as accessibility for example appropriate text books could be published for use in schools. The sex education curriculum will also determine the flow of knowledge from the sources to the learners. Another benefit of sex education curriculum would be to identify the channels to be used in order to access the knowledge and the paths of knowledge exchange from the source to the learners. The main benefit of the curriculum would ensure that knowledge is up to date and accurate in order to clarify the doubts on their minds especially on issues where they disagreed pertaining the importance of sex education. The findings agree with the HIV and AIDS monitoring reports (2006) that young people in secondary schools are exposed to risky sexual behavior. The report further reveals that there is a gap between knowledge about sex and behavior change among adolescents. This gap can be attributed to lack of a specific sex education curriculum whose content can be a key factor in educating the young people about sex. Such a curriculum could provide knowledge, skills and attitudes to help shape their lives. Against the above background, this study focused on the extent of learners’ knowledge on sex-related issues.

### **Conclusions and Recommendations**

From the findings of the study, secondary school students in Eldoret Municipality know about sex education.

Consistent with some findings of the previous studies, those of this study also confirm that the need for Sex Education is still prevailing. A more detailed and structured curriculum will provide knowledge, skills, and attitude to shape the tender teenage



lives. Students agreed that this knowledge helped them care for themselves and relate with others. This creates awareness towards human sexuality among the students. It teaches intimacy and human relations. It helps teens abstain from pre-marital sex and in turn help them to share knowledge and experience with peers. Findings also showed that sex education does not necessarily increase students' involvement in sexual activities. It was observed that parents are too general and peripheral and do not address core issues of sexuality hence, need for teachers to step in. It should be clarified that although findings of previous research in Kenya show that sexuality and reproductive health issues are addressed mainly within the school context and not family nor religious contexts that should not be confused to mean that sex education as intended by the Ministry of Education is provided. The curriculum on sex education was shelved and is therefore not implemented.

Schools are social settings where gender and sexual identities are constructed, negotiated and officially structured. It is where the overall education environment offers influential messages about gender. Students readily share and acquire knowledge and experiences on sex education from their peers. The peer influence could lead to good morals and abstinence. Effective sex education is all we need in order to help adolescents to be safe and enjoy their sexuality (UNAIDS, 2008). If implementation of sex education curriculum is going to be effective, it must provide for opportunities for adolescents to develop skills since it is indeed hard for them to act on the basis of only having information rather than trying to deter.

Students disagreed that absence of sex education in schools affected their lives negatively. This could be attributed to the fact that knowledge acquired from home would be adequate especially for those students with good relationships with their parents. However, a number of students were of the view that sex education in schools could help fill the gap especially for those students who are not close with their parents and were in boarding schools. Therefore the objective which sought to explore what secondary students in Eldoret Municipality know about sex education was achieved. But as Awino (2000) maintains, mere exposure of adolescents to massive information about sex is not all that is needed in teaching sex education. The reason being that, in as much as the adolescents may be exposed, still many of them may fail to understand fully significant facts about human sexuality and eventually end up confused if this education is not handled with care.

The appropriate was therefore is for the Kenya Government to coordinate implementation of sex education program thus allow teachers to take responsibility. This could perhaps be more helpful if teaching will take place in such a way that students are encouraged to discuss and debate issues, clarify their own needs and feelings so as to form the right attitudes on their own minds.

### **Recommendations**

In view of the objectives of the study and the findings that emerged from the study, the following recommendations were made:

1. In view of students' level of exposure to sex education, clear guidelines should be provided and implemented to ensure that students are adequately exposed to all topics of concern. Studies ought to be done to establish how sex education can be integrated in the overall school curriculum. There is certainly need for proper guidelines on how implementation of sex can be done. Time tabling of sexual education programme should be done. Teachers on the other hand should create a conducive environment such as out of class sessions to avoid monotony. This will foster communication on sex related matters.
2. Since students have a positive attitude towards the teaching and learning of sex education and peer groups were identified as one of the main source of sex information, students should be encouraged to use Peer Youth Educators (PYE)
3. With regard to the opposition fronted by the religious groups the ministry of education should engage in public campaigns and advocacy on the importance of main streaming sex education in secondary schools. Efforts to be made to involve the wider community in appreciating the significance of following a structured and formal curriculum. The ministry should also identify interventions to promote communication on sexuality since religion and culture are seen as main barriers to communication.
4. Teachers should be adequately trained to handle the touching of sex education in a profitable way. Teachers need information, skills and right attitude to enable them be effective sex education providers.

### **5.5 Suggestions from further Research.**

- a. Determination of how in service courses can be tailor- made to prepare teachers to handle sex education.
- b. An assessment of the influence of social media in the provision of sex education.
- c. Evaluation of the scope and depth of the proposed sex education curriculum that was shelved by the ministry of education in relation to catering for students needs concerning sex education.



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