KENYATTA UNIVERSITY

EARLY SEXUAL BEHAVIOUR AND ITS INFLUENCE ON SCHOOL PARTICIPATION BY PUPILS IN PRIMARY SCHOOLS IN NGUUTANI DIVISION, KITUI COUNTY, KENYA.

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DECLARATION

I confirm that this project is my original work and has not been presented in any other University/Institution for certification. The project has been complemented by reference work duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works including the internet, these are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

This project is dedicated to my parents Mr. and Mrs. Simon Njuki, my husband Josephat Nzeu, my children Liber, Murithi, Innocent and John, and my brothers and sisters.
ACKNOWLEDGEMENT

I am sincerely thankful to the Almighty God for the gift of life and for according me good health and a sound mind to be able to undertake this great task of writing this project. I wish to acknowledge the people who greatly contributed to the completion of this research project.

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LIST OF ACRONYMS AND ABBREVIATIONS

AIDS – Acquired Immune Deficiency Syndrome

CBO – Community Based Organisation

CRE – Christian Religious Education

CST – Commercial Sex Tourism

FPE – Free Primary Education

HDS – Health Demographic Survey

HIV – Human Immuno-Deficiency Virus

KVACS – Kenya Violence Against Child Survey

STDs – Sexually Transmitted Diseases

USAID – United States Agency for International Development
ABSTRACT

Human beings are sexual beings. They will therefore exhibit sexual behaviour at different ages in their lives. Primary school children have been engaging in sexual behaviour, an activity inappropriate to their age. Despite the government’s effort (through the Ministry of Education) to integrate health education topics in the curriculum and the teaching of Christian Religious Education (C.R.E) which deals with moral values and guidance and counseling in schools, pupils engage into behaviour such as sexual intercourse amongst themselves and with older persons. This study was therefore investigating what influences pupils to engage in early sexual behaviour. The specific objectives were to determine the extent of engagement in early sexual behaviour by primary school pupils, to establish the factors that influence early sexual behaviour by primary school pupils, to determine how early sexual behaviour influences school attendance by primary school pupils, dropout and academic performance by primary school pupils and to suggest the appropriate strategies that would check on early sexual behaviour by primary school pupils. The study was carried out in seven public primary schools in Nguutani Division in Kitui County. These schools were selected because they have high population compared to the others and they were therefore expected to provide the most appropriate information. Purposive sampling was used to select the respondents who included pupils, teachers and parents. A sample size of 175 pupils, 7 deputy head teachers, 28 assistant teachers and 14 parents were used, making a total of 224 respondents. Descriptive survey design using mainly qualitative methods was used in the study. The study utilized interviews, questionnaires and observation schedule to collect information. The instruments mainly collected primary data, that is, information from the respondents. Data was analyzed thematically and presentation of results was done through frequency distribution tables. The study established that engagement in early sexual behaviour by primary school pupils was evident and that the behaviour is influenced by factors such as peer pressure, poverty, mass media, bad role models and curiosity among others. The study also established that engagement in early sexual behaviour has negative impact in school participation. This was indicated by lateness, truancy, absenteeism and poor academic performance which could lead to school dropout. The study recommends introduction of sex education in primary schools for pupils to learn sexual matters from relevant professionals. It also recommended in servicing teachers on guidance and counseling to enable them deal with the pupils professionally. The study did recommend making all public day primary schools boarding primary schools so as to retain pupils in schools most of the time to minimize their engagement in early sexual behaviour over the weekends.
CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Pupil’s behavior in schools is a critical issue worldwide. This is because it has a bearing on the future of the society, granted that pupils will be the future leaders and key decision makers and implementers of social policy. The social role of schools is to teach learners how to live in society by defining people’s roles and establishing standards of desirable social behavior. Despite these school functions, pupil’s social behaviour is deteriorating globally and the pupils are engaging in early sexual behaviour even at the primary school age (Daily Nation 26th June 2000 P.16).

Globally early sexual behaviour by primary school pupils has been reported to be on the rise. In the U.S, there has been marked increase in early sexual behaviour amongst children in schools. A growing number of six year old have been engaging in premarital sex on school compounds (Simms, 2007). In the United States, premarital sex leading to pregnancies which results to increased abortions and teenage mothers has been a subject of numerous studies. (Lundman 2000; Marshall 2001).

In Europe, Britain has the distinction of having the highest rate of teenage pregnancy due to premarital sex according to Loughran (Sunday Nation, July 2, 2003 pg. 20). This has been blamed on the type of background the teenagers hail from, particularly broken homes or bad parental influence (Teenage pregnancy, 2007).

The Asian continent is also experiencing incidences of undesirable social behaviours, premarital sex among them. From a study conducted in India, (Krishmen, 2006) reported
that premarital sex is rising among youths in schools in rural India where the rate exceeds that of urban areas. They further stated that while access to sex education was far less in rural areas, rural youth were twice as likely as urban youths to have had sexual intercourse as urban youths who have had sexual.

Closer to home in African continent, Nigeria is dealing with early sexual behaviour. According to Alo and Akinde (2010) in South West Nigeria, 14.2% had had sexual intercourse before the age of 14, 84% had sexual intercourse before their 20th birthday at which age only 1.2% of the sample had married.

In South Africa, premarital sex and rape are among the undesirable social behaviour commonly found among learners. This behaviour is borne of apartheid era conditions and still continue to impact negatively on school participation (The Courier No.177 October – November 2010, Pg. 19).

Although some people in the society feel that the issue of early sexual behaviour is insignificant and is being overblown, the problems that might arise as a result of early sexual behaviour could have many effects on other children. Some children drop out of school due to pregnancies and sexually transmitted diseases (Njau and Wamahiu, 2004).

According to the latest Kenya Demographic Health survey, in a report dubbed, Down the Drain, 65% of the girls aged between 16 and 20 years have dropped from schools compared to 50% of the boys. Most cases of the girls dropping out of school occur in January. This is after a long December holiday when many girls have fallen victim to sexual advances and get carried away by the festivities. This increases the chances of
unwanted pregnancy, sexually transmitted diseases as well as chances of pupils dropping out of school (Mirriam Gathiga 2013).

According to a national survey of primary school pupils, over 13% of female pupils will have experienced their first sexual intercourse by the time they celebrate their fourteenth birthday, (Interpress service, 2010). In Kenya, pregnancy drop-out rates among females attending public primary day schools mostly serving lower economic groups are nearly twice as high as among adolescent girls in public boarding schools, (Karungari, 2011). Thus, poverty becomes a key factor influencing early sex.

Young children are also coerced or forced into sexual intercourse by older people. In Kenya, reports have shown that both boys and girls are abused by adults or by fellow children. Some cases are reported whereas others are not. The recently published Kenya violence against child survey (KVACS, 2010) reports that, over 17% of men aged 18 and 24 were sexually abused as children. More often than not, the abused child turns into an abuser.

At the Kenyan coast, children aged between 12 and 16 years are involved in commercial sex tourism (CST) a factor that leads to school drop outs, and teenage pregnancies (Daily Nation, 2012:12). In a survey at the coast, a CBO member in Bombolulu reported that, “small children are involved in giving Europeans massages (Interpress service, 2010). They have even gone to the extent of establishing business to do with massaging. Both girls and boys are included. Starting with 13 years, 14 years are very many”. These massages lead to sexual intercourse between the tourists and the children who give the massages; thus sexual behaviour.
The increase in early sexual behaviour is also critical in that some of the young children engage in sexual intercourse with adolescents or adults some of whom are HIV/AIDS infected. The girls risk being infected with HIV/AIDS. This could culminate into their (young children) infection, especially the girls, because their small and tender sexual organs get ruptured due to friction and force into them by their male sexual partners. In case of HIV/AIDS infection the children will be absent from school to seek medical treatment and this absenteeism could lead to poor performance in academic work. Some of the affected and infected children could even drop out of school completely due to low self-esteem thus not attain education. Some girls get pregnant and drop out of schools whereas some of the boys involved in early sexual behaviour drop out of school due to low self-esteem. Other than dropping out of school, early sexual behaviour by young children has other negative effects. The effects include sexual molestation and abuse of other children (Rich, 2007). The behavior may develop further and the victim becomes a bully or a sex offender. Other effects are: suffering from low self-esteem and emotional loneliness (Beckes and Abel; 1985), poor performance in school both in behavior and educational attainment and severe emotional and learning difficulties and resignation to or preference for early motherhood (Lloyd and Mensch, 2001).

According to Kimani (2007), early sexual behaviour affects the learners in that; their minds are drifted from class work to their previous sexual acts and their partners. Thus, they fail to grasp what is being taught and therefore start deteriorating in their academic work. Some of the affected pupils become truants as they seek to meet their sexual partners. Some run away from school due to being ridiculed by classmates and schoolmates and some finally dropout of school (Interpress service, 2010).
This study therefore sought to find out the factors that influence early sexual behaviour and its influence on school participation by primary school pupils.

1.2 Statement of the problem

Engagement in early sexual behaviour has become a public Health concern worldwide due to its implications regarding sexuality transmitted infections and teenage pregnancy (Forhan, et al. 2009).

In the United States, 13-15% of American teens report having sexual intercourse before turning 15 but the rate climbs steeply after that. 45% report having sex before turning 17 and approximately 70% have had sex by the time they turn 19 (Guttmacher Institute 2006).

In sub-Saharan Africa, nearly 60% of young women and 45% of young men have had sex before the age of 18 years, (Blanc, 2009).

In Kenya, both primary and secondary school learners constitute over 50% of the population. The parents and the government invest a lot in the future of the children by providing education and other programs geared towards making the children, responsible and productive in future. Other than provision of Free Primary Education (FPE), the government has integrated/infused health education in the primary school curriculum. Schools also have guidance and counseling to guide on morals and upbringing (Njoroge and Bennaars, 2001).

Despite the integration of the topics on health education in the curriculum and the teaching of Christian Religious Education (CRE) which mainly deal with moral values
and counseling in schools, children aged 18 years and below are engaging in early sexual behaviour which is socially unacceptable in the Kenyan society. The society expects certain standard of behaviour from the youth, for example maintaining appropriate sexual behaviour (Oanda, 1995). Thus, giving birth before marriage is against the societal expectations.

Engagement in early sexual behaviour has been on the rise in primary schools. Students’ undesirable social behaviour has been increasing over the years as per the studies by Kombo (1998)and Getui (1994). Such undesirable social behavior includes premarital sex by the pupils. A study by Barbara, (1999) on premarital sex and school dropout in Kenya indicates that, out of a sample of 3,032 youth aged between 12 to 19 years, 26% of the boys and 65% of the girls had engaged in premarital sex. According to a study conducted by the ministry of health in collaboration with the Kenya medical association unwanted pregnancies and abortion are prevalent among school going youth in Kenya. In 2004, young women below 20 years of age accounted for 16% of the over 20,000 abortions-related complications treated annually in Kenya’s public hospitals. This engagement in early sexual behaviours results in school drop outs and abortions due to unwanted pregnancies which affects school participation of the affected pupils.(Amayo & Wangai, 2000).

There is a large number of school drop outs of all ages in Kenya and reported drop outs due to pregnancy represent about 1% of the girls currently enrolled in school each year (HDS 2001). Other reports show that an estimated 13000 girls drop out of school every year due to pregnancy (CSA Kenya 2007). Other than dropout, early sexual behaviour
leads to poor performance in schools both in behaviour and educational attainment, and severe emotional and learning difficulties (Cavanagh, 2001). In Nguutani division about 1.2% of the girls drop out of school due to pregnancy every year (educational office report).

This study therefore sought to find out what makes primary school pupils engage in early sexual behaviour and whether such behaviour affect their school participation so as to come up with measures for curbing early sexual behaviour and improve on school participation.

1.2.1 Purpose of the Study

The main purpose of the study was to find out what influences engagement in early sexual behaviour and whether the behaviour affects school participation of primary school pupils in Nguutani Division, Kitui County.

1.3 Objectives

The specific objectives of the study were to:-

i) Establish the extent to which pupils in primary schools engage in early sexual behaviour in Nguutani Division, Kitui County.

ii) Establish factors influencing engagement in early sexual behaviour by primary school pupils in Nguutani Division, Kitui County.

iii) Determine how engagement in early sexual behaviour influences school attendance by primary school pupils in Nguutani Division, Kitui County.
iv) Determine how engagement in early sexual behaviour influences school dropouts and academic performance of primary school pupils in Nguutani Division, Kitui County.

1.4 Research questions

The study was guided by the following question:

i) To what extent do primary school pupils engage in early sexual behaviour?

ii) What influences engagement in early sexual behaviour by primary school pupils?

iii) How does engagement in early sexual behaviour influence school attendance by primary school pupils?

iv) How does engagement in early sexual behaviour influence school dropout and academic performance of primary school pupils?

1.5 Significance of the study

The study will be significant in the following ways;

It will help to highlight the prevalence and effects of engagement in early sexual behaviour by primary school pupils and suggest ways of dealing with it.

The findings will help primary schools dealing with problems of engagement of early sexual behaviour among pupils to devise more effective ways of not only dealing with the problem but also creating an atmosphere that discourages early sexual behaviour.
It will help to provide understanding that single out the weakness of the current school environment which seems to have failed in discouraging the occurrence of early sexual behaviour.

The findings will help the government to put in place better mechanisms in primary schools that will enable creation of better primary school environments that encourage desirable social behaviour thereby discouraging undesirable social behaviour among pupils.

It will enlighten the teachers and the parents on the need for adopting strategies for curbing the vice. Teachers will be able to handle pupils who engage in early sexual behaviour in a manner to help and rehabilitate them other than punishing them.

**1.6 Limitations**

The study was limited to only seven public primary schools in Nguutani Division, Kitui County. Therefore, the findings could not be generalized to secondary schools, universities and other levels of education in the Kenya.

The study was limited to finding out the influence of early sexual behaviour by primary school pupils. Other factors affecting schooling were not studied.

**1.6.1 Delimitations of the study**

The researcher chose only seven public primary schools due to limited time.

The researcher used primary data in order to obtain the specific information required for their study.
1.7 Assumptions of the study

The researcher assumed that:-

i) The pupils in the selected schools were exposed to factors that could be influencing engagement in early sexual behaviour.

ii) The schools were aware of the problem of the early sexual behaviour by pupils and were dealing with it; therefore, they could be used as respondents.

iii) The selected schools would provide the required data to address the research problem sufficiently.

iv) The respondents in the selected schools would be willing to give sincere responses.

1.8 Theoretical framework

The study was guided by social learning theory by Albert Bandura, in an attempt to explain factors that influence early sexual behaviour by primary school pupils. According to Bandura, (1986), people learn through their own experience; by observing the actions of others. He suggested that each individual has a self-system and that human action is interplay between the self-system and the environment.

In the interaction between the individual and the environment, Bandura’s argument is that, it is people’s beliefs about the world around them that have most influence on their actions. The primary school pupils may believe that what they see and hear from the media and pornographic movies is right since it is broadcasted for everyone. This could lead them to trying out sexual acts. An important influence on belief is observing the actions of others, a process Bandura calls modeling.
The implications of this theory to this study are that we learn by modeling our behaviour on others. This facilitated the researcher to investigate whether the pupils’ engagement in sexual behaviour is as a result of observation and imitation of models.

The pupils who are in primary schools are under 18 years of age and are supposed to be socialized into values of the society of not engaging in early sexual behaviour. But through observing and hearing about sexual behaviour from other people or the media, they learn and would therefore want to try out the sexual behaviour to find out the outcomes. The behaviour might be tried out with children of the same age or younger and could result to physical injuries of their private parts, STDs and HIV/AIDS infections. The behaviour could also cause severe emotional and learning difficulties and unwanted pregnancies.

Primary school pupils will imitate the actions of the grown-ups. They (pupils) may have believed that whatever actions their parents undertake are correct and beneficial, hence worth imitating.

The study made an attempt to find out to what extent the social learning theory could be applicable in indicating factors influencing early sexual behaviour by primary school pupils.
1.8.1 Conceptual framework on engagement in early sexual behaviour and its influence on school participation

Independent variables

Early sex behaviour
- Sexual intercourse
- Kissing
- Masturbating

Effects of early sex on affected pupils
- Unwanted pregnancies
- Abortions
- School dropout
- STDs & HIV/AIDS infections
- Poor performance

Intervening variables
- Guidance & counseling
- Sensitization of STDs & HIV/AIDS
- Family life Education
- Parental guidance
- Teaching of CRE

Dependent variables

School participation
- School attendance
- Academic performance
- Dropout
- Truancy

- Peer pressure
- Coercion
- Commercial sex
- Pornography

Source: Researcher (2016)

The figure shows the implication of early sexual behaviour on school participation. When young children interact with the environment, they learn a lot through observation of models, the media and their peers. What they see and hear will make them have certain beliefs. The beliefs will motivate them to want to satisfy their curiosity. Their curiosity will lead them to try out what they see, hear and believe thus engage in early sexual
behaviour. Engagement in early sexual behaviour leads to outcomes such as unwanted pregnancies, abortions, school dropouts and HIV/AIDS infections. The outcomes call for control measures and therefore sensitization through guidance and counseling, family life education, life skills and teaching of CRE. These control measures could lead to the improvement of school participation; thus better performance, consistent school attendance, control of HIV/AIDS and STDs infections and increased chances of completion of the course.
1.9 Operational definition of terms

Early sexual behaviour: Sexual intercourse, kissing and masturbating by primary school pupils.

Pupils: Children in primary schools undertaking formal education that is from standard one up to and including standard eight.

School participation: Process of being in school from the time of enrollment undertaking all the activities in the school course.

Dropouts: Pupils who fall out of school before completing their course.

Truancy: The pupils’ illegal absence from school.

School attendance: Is the act of pupils going to school every school day and being in school for the stipulated time.

Absenteeism: Is the situation whereby pupils are out of school during the stipulated school time either legally or illegally.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

Early sexual behaviour has been on rise both locally in Kenya and globally. This study reviews related literature of previous studies carried out by different scholars in order to have a better insight of the problem. Literature review involves identifying, condensing and distilling reports of previous studies, observations and opinions relating to the planned study. It therefore provides the researcher with the crucial secondary data needed to analyze what has been done in the particular field of study hence makes one aware of what has been made and what challenges remain and gives suggestions on the variables and procedures that could be used. Literature review thus is crucial and this secondary information in crucial even before the actual primary data can be obtained.

Primary school pupils are said to be engaging in various sexual behaviours in school compounds (Simms, 2007). Children today seem to be expressing more complex and challenging sexual behaviour than had children in the past; teachers and parents have witnessed.

According to the child professionals, pre-pubertal children are not only displaying more sexual behaviours but are doing so at younger and younger ages. Some of these behaviour are those which are typically associated with adults. Others occur with an unusually high frequency or are unnecessarily intrusive to others.

There is limited empirical work on children’s sexuality in Kenya. Many of the researchers concerned with sexuality have dwelt on sexuality of the youth/adolescents
and that of grownups. Although this area of study (sexuality in primary school children) is a matter of concern, researchers have tended to focus only on the aspect of causes of engagement in early sexual behaviour by primary school pupils leaving out the aspect of its effect on the school participation.

Due to this limited empirical work on children’s sexuality and increase in pupils’ early sexual behavior, this paper sought to find the factors influencing the early sexual behaviour by primary school pupils and whether the factors have effects on school participation.

The literature was reviewed thematically as follows:

i) Extent to which pupils engage in early sexual behaviour.

ii) What influences engagement in early sexual behaviour by primary school pupils.

iii) Effects of engagement in early sexual behaviour on school attendance by primary school pupils.

iv) Effects of engagement in early sexual behaviour on school dropout.

1.1.1 Extent to which pupils engage in early sexual behaviour

In the United States, many adolescents begin learning about sexuality and sexual behaviour during their middle school years. This is because according to the most recent youth Risk Behaviour Surveillance data 46% of high school students have had sexual intercourse, with 14% of these students engaging in sexual intercourse with multiple partners during their lifetime and nearly 6% having had sexual intercourse before the age of 13 years. (Centre for Disease Control and Prevention (CDC), 2010).
In Tanzania more than 8000 girls dropped out of school due to pregnancy, including about 1760 girls in primary schools and over 6300 in secondary schools (Songa, 2012). This is due to engagement in early sexual behaviour.

In Kenya, a research on students’ undesirable behaviour indicated that students engaged in early sexual behaviour. Pairing of male and female students (especially those in public primary day schools) hand holding and other signs of affection that predispose people to sexual intercourse were said to be on the rise, Njoroge (2009).

Due to the age of sexual debut currently, children are engaging in sexual intercourse at a very early age. A growing number of 6 year old have been engaging in sexual behaviour in school compounds (Simms, 2009). According to a national survey of primary school pupils over 13% of female pupils will have experienced their first sexual intercourse by the time they celebrate their fourteenth birthday (interpress service, 2010). Among 15 – 19 year old girls in primary schools in Kenya, 60% are sexually experienced (Mensch et al. 1998).

The researcher sought to find out whether primary school pupils in Nguutani Division engage in early sexual behaviour.

2.1.2 Factors influencing early sexual behaviour in primary school pupils.

Sexual behaviour in children do not just arise from nowhere. There are many factors that influence or motivate young children into them. Some of these factors include curiosity, coercion, lack of comprehensive sex education programs in schools, force or threats and children’s access to pornographic and other sexually explicit materials.
Excessive exposure to pornography causes engagement in early sexual behaviour by young children. Most children are exposed to pornography at an early age and will experiment with others leading to questionable sexual preferences. Many young people have access to the internet and will do this in privacy. Mbau (Standard 15/06/2011:7).

Some children are coerced by other children, adolescents or adults into early sexual behaviour. Vizard et al, (1995) states that, engagement in premarital sex involves coercion, age inappropriate sexual behavior and partners who are not peers. Coercion is a form of sexual abuse especially in case of ‘age inappropriateness’. For example, if an adolescent has sexual intercourse with a seven year old child, then that will be termed as an abusive act. There is cause for concern if there is an age difference of more than two years or if one of the children is pre-pubertal and the others post-pubertal (NOH, 1992).

Sex education lacks in school programs. Reports from a survey by centre for study of adolescence in Kenya states that, “nearly 65% of those surveyed recommended that sex education be taught in schools and that parents be invited to forums where sexual health is discussed” (Daily nation Wed. 14th Oct 2012). Lack of sex education in schools lead children to learn sexual matters from peers, media and the internet (Lovell, 2002). These sources of information provide age inappropriate information to the children and in a bid to explore and satisfy their curiosity they engage in early sexual behaviour. Moglia, (2000), puts it that, schools have a general reluctance to implement education pertaining to sex. Many sex education programs in schools start too late and lack sufficient details. Thus, peer pressure takes maximum pressure and may misdirect the behavior of pupils. At this stage some teenagers may feel out of place and fashion when their peers are
engaged in certain behaviour such as drug use and unsafe sex. Their friends urge them to join in the habits lest they be ridiculed, rejected and isolated from their company. The way young children are socialized today is quite different from the way it was done in the past. In the past, cultural modes of socialization provided solutions to these peer pressure and influence. Without cultural modes of socialization we have little in place to deal with the rites of passage and the reality of life which the teenagers pass through (Kinyua, 2000). Thus the family too becomes a factor influencing sexual behaviour of young children. Being role models, any undesirable behaviour exhibited by family members is most likely copied by their children (Mussen et al., 1980). The researcher was therefore trying to find out in details the behaviour that children copy from family members, especially parents that could influence their engagement into early sexual behaviour.

Through force and threats some children use their sexualized behavior to hurt other children. The sexualized bully easily learns to use their sexual behavior to intimidate others. This explains the apparent increase in coercive or hurtful sexual behavior between children. According to Onyando, the executive director of Center for the Study of Adolescence, at least one in twenty boys in high school reported to have made a primary school girl pregnant and an equal number had coerced girls into having sex with them.

The study sought to find out whether, primary school children involved in coerced sex were aware of any consequences of such sexual behaviour to them.

Poverty leads to engagement in early sexual behaviour, in that children from some poor families will drop out of school in search of jobs to feed their families. The children will
do the jobs they land into since they have no choice. This explains the child sex tourism (CST) at the Kenyan coast where children 14 years and below are engaging in CST. According to a pharmacist in an interview at the coast, CST changes lives of families and girls drastically from very poor to middle class. In the same interview, a CBO at Bombolulu reported that, “parents are also partially to blame because when they learn that their sons/daughter is with an European then they know that they will benefit; meaning they won’t go without food”. Although some studies have been done on causes of pupils’ engagement into early sex, few have been done to determine whether the pupils home background and their upbringing could be a possible cause of their engagement in early sexual behaviour, a point this study tried to shed some light on.

A study by Njoroge (2009), on causes of premarital sex on secondary school students in Nairobi shows that myths, peer pressure and ignorance on sexual matters are key contributing factors. According to Njoroge, some male students’ believe that failure to have sex would accumulate semen in the male organ which could lead to sickness. The females believed in a myth which states that having sex with multiple partners would prevent pregnancy since the sperms from different partners would neutralize each other.

Although some studies have been done among secondary school students in Kenya, few have been done among primary school pupils (18 years and below). This study therefore involved primary school pupils to find out factors that influence their engagement into early sexual behaviour.
2.1.3 Influence of early sexual behaviour on school attendance by primary school pupils

Engagement in early sexual behaviour by primary school pupils has been found to have negative effects on school attendance. The effects include sexual molestation and abuse of other children (Rich, 2007). The behavior may develop further and the victim becomes a bully or a sex offender. This makes the offended pupils exempt themselves from school for fear of the offender. Other effects are: suffering from low self-esteem and emotional loneliness (Beckes and Abel; 1985), poor performance in school both in behavior and educational attainment and severe emotional and learning difficulties (Cavanagh, 2001). Poor performance, emotional and learning difficulties are key factors to poor school attendance and absenteeism.

According to Benedek and Brown, in their study on children’s sexual behaviour in U.S.A, there are several negative effects of pornography on young people. They include imitation of inappropriate behaviour, interference with normal sexual development, emotional side effects such as nightmares and residual feeling of shame, guilt, anxiety and confusion and stimulation of early sexual behaviour and a development of misleading and potentially harmful attitudes towards sex. All these effects lead to absenteeism by the concerned pupils. Some are physically absent while others are mentally absent (Mutungi, 2001).

In Kenya, it has been reported by KVACS that, whereas the health outcomes of sexual abuse of boys does not involve a dreaded unwanted pregnancy the victims are no better than girls. The attack may result in physical injuries and sexually transmitted diseases, but the boy will continue to suffer psychologically from the trauma of the abuse.
throughout his life in different measure, depending on the support he receives after the abuse. Boys may also run away from home, perform poorly in school, practice school absenteeism, be chronically ill, critically depressed and, in worst cases, may decide that his life is not worth living and plan suicide.

The study sought to find out whether engagement in early sexual behaviour by primary school pupils affects truancy.

2.1.4 Influence of early sexual behaviour on school dropout

Due to peer pressure, pupils will engage in early sexual behaviour to avoid being ridiculed. Engaging in sexual intercourse was seen by many boys as a sign of manliness and conquest, Njoroge (2009). According to Okumu et al. (1994), a large percentage of girls engaged in their first sexual intercourse because of pressure from their peers.

Mostly they practice unprotected sex which results in unwanted pregnancies, HIV/AIDS or STDS infections and later abortions. The consequences of early sexual experimentation can include illicit abortions, sexually transmitted diseases (STDs), high rate of maternal and infant mortality and morbidity and the social, financial and psychological handicaps that often result from an unplanned pregnancy, Kiragu et al. (1993). More than half of teenage child bearing in Kenya now results from premarital conception (Singh, 1998) with a larger percentage being primary school girls. This leads to school dropout since the affected pupils suffer from inferiority complex as a result of ridicule from their fellow pupils and that expectant girls are not allowed in schools.

The reviewed studies indicated the effects of engagement in early sexual behaviour by primary school pupils on dropout but few have shown its influence on school
participation. This study therefore sought to find out in details the influence of early sexual behaviour on schooling.

2.1.5 Summary of literature review

There viewed literature dwelt on the extent to which primary school pupils engage in early sexual behaviour, and the effect of engagement in early sexual behaviour on school participation by primary school pupils.

Although some studies have been done in Kenya on what influences engagement into early sexual behaviour by secondary school students, few have been done on primary school pupils and neither has their influence on school participation been investigated. The researcher therefore studied primary school pupils to establish what influences their engagement into early sexual behaviour and whether the behaviour has an influence on school participation.

The researcher did not come across any study that considered the pupils awareness on the consequences of early sexual behaviour and neither did they find any study that sought to find out whether the family members (parents particularly) contribute to the early sexual behaviour of pupils, factors that this study addressed.

The study also sought to find out whether the ages at which pupils are exposed to sexual matters lead to early sexual behaviour.
CHAPTER THREE
METHODOLOGY

3.1 Introduction
This chapter describes the research design used in the study that aimed at finding the opinions of the teachers, pupils and parents in relation to pupils’ engagement in early sexual behaviour. The study was developed using a qualitative paradigm and it employed descriptive survey method. The tools used in data collection and the techniques employed in data collection and data analysis are described.

Techniques of obtaining data were developed and primary data was collected for eventual analysis, results, discussions, conclusions and recommendations. This helped other researchers in understanding ones study particularly in the case of replication. This chapter therefore discussed population samples, study designs, data collection procedures and data analysis procedures.

3.2 Research design
The study used descriptive survey design. The design helped the researcher to describe the influence of engagement in early sexual on school participation by primary school pupils.

According to Lokesh (1984), descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible to draw valid general conclusion from the facts discovered. This design was therefore applicable in collecting data on pupils’ and teachers’ opinions on factors influencing engagement and the effects of early sexual behaviour by primary school pupils.
pupils. Sandeep (1983) and Orodho (2004), perceived that, a descriptive survey design is one that provides an investigator with qualitative and quantitative data. Therefore, qualitative method that provides the distinctive character of social educational research by description was used. However, quantitative method was applied to supplement the qualitative method. Quantitative method was used to present and explain the descriptive data obtained through qualitative method.

3.3 Location of the study

The study was carried out in Nguutani division, Kitui County. Nguutani division was selected for some of the reported school dropout cases due to early pregnancy and sexually transmitted diseases. A report from the quality assurance and standards officer (QASO) showed that at least three pupils drops out of school (from each school) every year due to early pregnancy, HIV/AIDS or other reasons not well known for the last five consecutive years.

Nguutani Division was purposively selected since it has had cases of pupils’ engagement in early sexual behaviour and it is situated in a rural area.

3.4 Target population

According to Mugenda and Mugenda (1999), the population of study refers to a group of people, events or place who share same characteristics that a researcher wants to study. The target population was public primary schools in Nguutani Division, Kitui County. Deputy Headteachers, assistant teachers, pupils and parents were targeted for interview.

Nguutani Division has 14 public primary schools, 2 private boarding schools and 1 private day school. The target population therefore, was 5,695 pupils.
3.5 Sampling techniques and sample size

3.5.1 Sampling techniques

Purposive sampling which is non-probability sampling that deliberately chooses a unit because it has characteristics that interest the researcher was used (Kane, 1995). For this reason 7 schools were purposively selected. This is 43% of the schools in the division.

Simple random sampling method (Lottery technique) was used to obtain a sample of the pupils and the teachers for the study. Deputy Headteachers and assistant teachers were selected purposively because of their roles as disciplinarians and emotional guides for the pupils.

3.5.2 Sample size

A sample size of 224 respondents was used. 175 randomly selected pupils, 28 purposively selected assistant teachers, 7 purposively selected deputy head teachers and 14 purposively selected parents were used.

3.6 Research instruments

3.6.1 Questionnaires

Questionnaires with open-ended and closed-ended questions were used to collect primary data. Questionnaires were used since they gather data from a large sample, besides questionnaire is the best way to uphold confidentiality and cover wide area, Kombo et al. (2006). The questionnaires helped in addressing the following objectives: extent to which pupils had engaged in early sexual behaviour, factors that had influenced engagement in early sexual behaviour, how engagement in sexual behaviour influences school
attendance and engagement in early sexual behaviour influences school dropout and academic performance of primary school pupils.

3.6.2 Interview schedule

Interviews were used to collect primary data mainly from parents. According to Walker (1985), the use of interviews relies on the fact that people are able to offer accounts of their behaviour, practices and actions to those who ask them questions. The interview guide enabled the researcher to probe so as to get intensive information that would not be found by use of the questionnaire. It is also suitable in that the researcher was able to clarify the questions to the respondents, thus get the most appropriate information.

The researcher used interview schedule on Headteachers and assistant teachers, to obtain information from school records on performance, attendance and dropout by primary school pupils. The researcher obtained information from school registers, merit lists and admission register in order to analyze primary school pupils data on attendance, academic performance and dropout.

3.7 Pilot study

Before embarking on data collection, the research instruments were piloted in Muimi primary school and Emivia Primary school in Nguutani Division. According to Orodho (2005), Piloting with a small representative sample identical to but not to be included in the survey helps the researcher to ensure that the questions asked would yield the desired answers, to check ambiguity and provide clear wording.
Piloting helped the researcher to detect deficiencies of research tools, Mugenda and Mugenda (1999) and at the same time assist the researcher to check the length of time taken to fill the questionnaire, Bell (2005).

3.7.1 Validity
Validity is the degree to which empirical measure of a concept accurately represent that concept, Orodho (2005). According to Gay (1992), validity refers to the degree to which an instrument measures what it is supposed to measure for a particular purpose and a particular group. To ensure validity of the instruments, the researcher pre-tested the instruments by carrying out a pilot study. Any weakness detected in the instruments during the pretesting was corrected.

3.7.2 Reliability
Reliability of measurement concerns the degree to which a measuring procedure gives similar results over a number of repeated trials (Orodho, 2010:39). To establish reliability of the questionnaires, test-retest technique was utilized.

The developed questionnaires were administered to a few identical subjects (about 5) for the study. The answered questionnaires were scored manually. The same questionnaires were administered to the same group of subjects for a second time after two weeks. The questionnaire responses were scored manually. The answers obtained in the first attempt of completing the questionnaire were compared to those in the second attempt and they were almost similar thus making them reliable.
3.8 Data collection technique
The researcher obtained an introduction letter from Kenyatta University which enabled them obtain a permit from the ministry of education to undertake research. The researcher visited the sampled schools to administer the questionnaires and conduct interviews. Appointments to the sampled schools were made prior to the visits to avoid any inconveniences to the respondents. Data from teachers was collected using questionnaires and interview schedules. Pupils’ data was collected using questionnaires and parents were interviewed.

3.9 Data analysis
According to Mugenda (1999), data analysis is the process of bringing order, structure and meaning of the mass information collected from the field. Orodho (2005), states that, this process involves classifying collected data into some purposeful and usable categories. Data analysis started by ensuring that all questionnaires were returned. Quantitative data from questionnaires and interview schedules was analyzed manually by computing various statistics. Qualitative data was analyzed thematically then converted into a write up using coding categories related to research questions. The analyzed data was presented using frequency distribution tables. A discussion of the findings followed to enable the researcher draw conclusions and give recommendations.

3.10 Logistical and ethical considerations
Informed consent was sought from the respondents so that they participate voluntarily. The researcher assured the respondents that the information to be obtained from them would be confidential and would be used for the purpose of the study only. The
respondents were not expected to write their names on the questionnaires. The researcher assured them that there would be no victimization if they wished to withdraw from the study but requested them to participate up to the end of the study.
CHAPTER FOUR
PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction
This chapter presents an analysis of data and interpretation of major findings of the study. The concern of this study was to find out what influences early sexual behaviour and whether the behaviour affects school participation of primary school pupils in Nguutani Division, Kitui County.

The findings of the study are presented focusing on the following themes based on research objectives: extent to which primary school pupils engage in early sexual behaviour, influences into engagement in early sexual behaviour by primary school pupils, how engagement into early sexual behaviour by primary school pupils affects their school attendance and how engagement into early sexual behaviour by primary school pupils lead to school dropout.

4.2 Questionnaire Return Rate
The study participants comprised of 175 pupils, 7 deputy Headteachers, 28 assistant teachers and 14 parents giving a total of 224 respondents. All the respondents completed and returned their questionnaires. This yielded to 224 respondents which is equivalent to 100% return rate.
Table 4.2 Below shows the questionnaire Return Rate

Table 4.2 Questionnaire Return Rate

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Expected</th>
<th>Actual</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Deputy Headteachers</td>
<td>7</td>
<td>100</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>Assistant Teachers</td>
<td>28</td>
<td>100</td>
<td>28</td>
<td>100</td>
</tr>
<tr>
<td>Pupils</td>
<td>175</td>
<td>100</td>
<td>175</td>
<td>100</td>
</tr>
<tr>
<td>Parents</td>
<td>14</td>
<td>100</td>
<td>14</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>224</strong></td>
<td><strong>100</strong></td>
<td><strong>224</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Respondents questionnaire

Frankel and Wallen (2004), state that a response rate of 95% and above of the respondents can adequately represent the study analysis and thus conclusion and recommendations.

4.3 Demographic Characteristics of the Study Respondents

This section represents a brief description of the demographic characteristics of the study respondents (pupils, assistant teachers, deputy Headteachers and parents). Such description is considered to be very important in providing a better understanding of the respondents included in the study and therefore provide a good foundation for a detailed discussion of the findings based on the specific objectives of the study.
4.3.1 Pupils Demographic Information

The information contained in this section includes pupils’ gender and age. Out of the 175 pupils who participated in the study, 91 (52%) were girls and 84 (48%) were boys. This shows that the proportion of girls’ participants was slightly higher compared to boys’ participants. This implies that gender equality in primary schools in Nguutani Division, Kitui County is almost achieved as recommended in the constitution of Kenya (2003) that both girls and boys should have free and equal access to education.

a) Pupils by age

Age refers to the number of years a person has lived. The researcher sought to establish the ages of the pupils who took part in the study to find out whether they fell in the same cohort. To establish this, pupils were asked to indicate their ages in their questionnaires.

Table 4.3.1 shows their responses.

Table 4.3.1: Pupils age

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 years</td>
<td>45</td>
<td>25.7%</td>
</tr>
<tr>
<td>14 years</td>
<td>50</td>
<td>28.6%</td>
</tr>
<tr>
<td>15 years</td>
<td>70</td>
<td>40%</td>
</tr>
<tr>
<td>16 years and above</td>
<td>10</td>
<td>5.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>175</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Pupils questionnaires

Results in this table 4.3.1 show that 45 (25.7%) were aged 13 years, 50 (28.6%) were aged 14 years, 70 (40%) were aged 15 years and 10 (5.7%) were aged 16 years. This implies
that, most of the pupils who filled the questionnaires were in the same age cohort and therefore expected to have experienced, observed or shared with their classmates cases of pupils’ engagement in early sexual behaviour.

4.3.2 Deputy Headteachers’ and assistant Teachers’ Demographic information

The information in this section is on gender.

a) Deputy Headteachers and assistant teachers gender

The researcher sought to establish the distribution of deputy teachers in the sampled schools by gender. The aim was to find out whether gender equality has been achieved in public primary school in Nguutani Division, Kutui County as stipulated in the Kenya Constitution (2003). The deputy Headteachers and assistant teacher who participated in the study were stratified as follows:

**Table 4.3.2 Deputy Headteachers and assistant teachers by gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>DHT</th>
<th></th>
<th>ASS. TEACHERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>71.4%</td>
<td>9</td>
<td>32.1%</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>28.6%</td>
<td>19</td>
<td>67.9%</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100%</td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Deputy Headteachers and assistant teachers Questionnaires

**Key:**

DHT: Deputy Headteachers

ASS: Assistant
From the obtained distribution of the teachers it was established that 5(71.4%) of the deputy Headteachers were males whereas 2(28.6%) were females. This shows a large gender disparity in Nguutani Division in distribution of deputy Headteachers on the contrary, the table shows that 9(32.1%) of assistant teachers were males and 19(67.9%) were females. This shows a larger gender disparity in the distributions of assistant teachers in Nguutani Division. Thus, what is stipulated in the Kenyan constitution (2003) on gender equality has not been achieved.

4.3.3 Parents’ Demographic Information
The information sought was about the gender of the parents respondents. All the parents who took part in the study were female in gender. This was attributed to the absentia of male parents in their homes as most of them were far away for jobs since they are the bread winners and therefore they could not be available for interview.

4.4 Extent to which Pupils Engage in Early Sexual behaviour
All the respondents were asked the question, “How often are cases of pupils engagement in early sexual behaviour reported in your school?”

Deputy Headteachers from different schools provided records of cases that are reported to them. Most records were found in the punishment book. The records showed the names of pupils, the type of offence they had committed and the type of punishment that was given. In connection to this study, cases of irresponsible relationship between a school pupils and another pupil, a pupil and a grown up were found in the records. Records also showed cases of pupils who had engaged in sexual intercourse. The school admission registers provided the names of pupils who were admitted to the school and it also
showed those pupils who had dropped and the reasons for dropping. Pupils class attendance registers gave information on the absenteeism although class teachers had to explain to the researcher reasons for pupils’ absenteeism since the register did not provide the information.

Table 4.4.1 Below gives the responses to the question.

Table 4.4.1 Responses on how often cases of engagement into early sexual behaviour by primary school pupils in Nguutani Division, Kitui County are reported.

<table>
<thead>
<tr>
<th></th>
<th>Pupils</th>
<th>Deputy Headteachers</th>
<th>Assistant teachers</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Daily</td>
<td>10</td>
<td>5.71%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Weekly</td>
<td>26</td>
<td>14.86%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Termly</td>
<td>139</td>
<td>79.86%</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>Not sure</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>175</strong></td>
<td><strong>100%</strong></td>
<td><strong>7</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Key**

F: Frequency

%: percentage
According to Table 4.4.1 222(99.11%) of all the respondents felt that cases of engagement into early sexual behaviour by primary school pupils were evident in their schools. Only 2(0.89%) of the parents were not sure whether such cases were reported in their schools. 175 (100%) pupils, 7(100%) deputy Headteachers, 28(100%) assistant teachers and 12(85.71%) of the parents indicated that cases of engagement into early sexual behaviour by primary school pupils are reported in their schools every term. The table also shows that 5.7% of the pupils and 3.57% of the assistant teachers indicate that the cases are reported daily, 14.86% of the pupils and 7.14% of the assistant teachers weekly while 79.86% of the pupils, 89.29% of the assistant teachers, 85.71% of the parents and 100% deputy Headteachers indicated that the cases are reported termly.

Table 4.4.2 below shows the offences recorded in the punishment book and their frequencies per year in the sampled schools.

On Table 4.4.2 other offences refer to offences which are not related to sexual behaviours; they include fighting, stealing, truancy and use of abusive language.
Table 4.4.2: Offences recorded in punishment book and their frequency per year in the sample schools

<table>
<thead>
<tr>
<th>Offence</th>
<th>School A</th>
<th>School B</th>
<th>School C</th>
<th>School D</th>
<th>School E</th>
<th>School F</th>
<th>School G</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sexual intercourse</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>120</td>
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<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>49.4</td>
</tr>
<tr>
<td><strong>Kissing &amp; caressing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Frequency</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15.6</td>
</tr>
<tr>
<td><strong>Hand holding with opposite sex</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency</td>
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<tr>
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<td>3</td>
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<td>0</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9.9</td>
</tr>
<tr>
<td><strong>Other offences</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<td>2</td>
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<td></td>
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<td>4</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>61</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>%</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25.1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>25</td>
<td>12</td>
<td>9</td>
<td>14</td>
<td>12</td>
<td>11</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>13</td>
<td>14</td>
<td>17</td>
<td>14</td>
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<tr>
<td></td>
<td>14</td>
<td>9</td>
<td>9</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>243</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Punishment book records 2016
According to table 4.4.2 out 243 offences recorded in the punishment books of the sample schools 120(49.4%) were on sexual intercourse, 38(15.6%) kissing and caressing, 24(9.9%) handholding with opposite sex and 61(25.1%) other offences.

Cumulatively 182(74.9%) offences out of the 243(100%) were related to early sexual behaviour whereas 61(25.1%) were not related to early sexual behaviour.

On the same theme, “Extent to which pupils engage in early sexual behaviour” pupils respondents were asked whether they had ever engaged in sexual intercourse since their 12th birthday.

Table 4.4.3 below shows pupils’ responses on whether they have ever engaged in sexual intercourse by gender.

<table>
<thead>
<tr>
<th>Schools</th>
<th>YES</th>
<th></th>
<th>NO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>A</td>
<td>12(6.9%)</td>
<td>11(63%)</td>
<td>0(0%)</td>
<td>2(1.14%)</td>
</tr>
<tr>
<td>B</td>
<td>9(5.1%)</td>
<td>8(4.6%)</td>
<td>3(1.7%)</td>
<td>5(2.9%)</td>
</tr>
<tr>
<td>C</td>
<td>7(4.0%)</td>
<td>4(2.3%)</td>
<td>5(2.9%)</td>
<td>9(5.1%)</td>
</tr>
<tr>
<td>D</td>
<td>10(5.7%)</td>
<td>9(5.1%)</td>
<td>2(1.14%)</td>
<td>4(2.3%)</td>
</tr>
<tr>
<td>E</td>
<td>11(6.3%)</td>
<td>8(4.6%)</td>
<td>1(0.6%)</td>
<td>5(2.9%)</td>
</tr>
<tr>
<td>F</td>
<td>11(6.3%)</td>
<td>13(7.4%)</td>
<td>1(0.6%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>G</td>
<td>10(5.7%)</td>
<td>11(6.3%)</td>
<td>2(1.14%)</td>
<td>2(1.14%)</td>
</tr>
<tr>
<td>Sub totals</td>
<td>70(40%)</td>
<td>64(36.5%)</td>
<td>14(8%)</td>
<td>27(15.43%)</td>
</tr>
<tr>
<td>Totals</td>
<td>134(76.57%)</td>
<td></td>
<td>41(23.43%)</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.4.3 shows that most pupils respondents 134 (76.57%) had already engaged in sexual intercourse since their 12\textsuperscript{th} birthday and only 41 (23.43%) of the pupil respondent had not engaged into sexual intercourse since their 12\textsuperscript{th} birthday by the time of this research.

According to table 4.4.3, the boys engaged in sexual intercourse more than the girls with 70 out of 134 which constituted 40\% while the girls figure was at 64 representing 36.7\% of the possible 134 pupils who had reported to have had sexual intercourse. School F reported the highest number of pupils who had engaged in sexual intercourse since their 12\textsuperscript{th} birthday, with 24 pupils (96\%). School A was second with 23 (94\%), school G came 3\textsuperscript{rd} with 21 (84\%), school D and school E were at par with 19 pupils each representing 76\% followed by school B with 17(68\%) and finally school C which had 11, representing 44\%.

Table 4.4.1 indicates that, all the deputy Headteachers 7(100\%) had clear information on pupils engagement in early sexual behaviour. On being interviewed, the deputy Headteachers admitted that due to their roles as disciplinarians in their schools they get most of the information about pupils who engage in early sexual behaviour. The deputies reported that, pupils also depict other behaviours such as pairing of boys and girls, hand holding, hugging and other signs of affection that predispose people to sexual intercourse.

Pupils interviewed, reported that most of those pupils engage in early sex mostly during the holidays, over the weekends and during sports.

\textit{Nafasi ya kufanya mapenzi hupatikana wikendi na tunapotoka Michezoni, (Std 8 pupil 2015).}
(We get a chance for sexual intercourse over the weekend and during the holidays).

The parent respondents who were interviewed admitted that, cases of pupils’ engagement in early sexual behaviour were evident in their schools. The parents reported that they observe the pairing of boys and girls on their way from school, especially those pupils from schools which have preps up to six (6.00pm) in the evening. The parents also reported that over the weekends and during the holidays, pupils loiter in market places and some are found in compromising areas such a video rooms and lodgings remarked. “I remember in 2013, our pupils who had gone for games, delayed themselves on their way home so that they could engage in sexual intercourse. Three girls spent the night with their boyfriends and went to school the following day in a terrible condition” (parent 2016). Most parents pointed out that, girls are the most affected since they have sexual intercourse with a range of males.

      Our girls are doing it even with shamba boys and older men who lure them with gifts mainly cash money, (Std 7 parent 2015).

The parents argued that, although the boys were also affected, their effect was not as great as that of the girls, since the boys only involved themselves with their fellow pupils but girls moved with men of all ages.

Teachers concurred with parents in that, during games, pupils went home quite late even after early departure from games venue.

      Juzijuzi, tu, siku ya mkesha wa mwaka mpya, wasichana wengi tuliwaona wakiwa wamevalia nguo zinazoashiria uasherati na
Meaning (Recently, on the eve of New Year, we witnessed girls dressed scantily, pairing with boys and holding hands and hugging). Observation of primary school pupils (by this researcher) on their way from school and after evening religious crusades and even on their way home from shopping centres did confirm the presence of the behaviour reported by parents.

4.5 Factors influencing engagement in early sexual behaviour by primary school pupils.

The respondents were asked to rank the given causes of engagement in early sexual behaviour. Their responses are tabulated below:

Table 4.5.1 Pupils responses on factors influencing engagement in early sexual behaviour by primary school pupils

<table>
<thead>
<tr>
<th>Ranking</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mass media</td>
<td>66 (37.7%)</td>
<td>37 (21.1%)</td>
<td>27 (15.4%)</td>
<td>18 (10.3%)</td>
<td>27 (15.4%)</td>
<td>175 (100%)</td>
</tr>
<tr>
<td>Peer pressure</td>
<td>31 (17.7%)</td>
<td>46 (26.3%)</td>
<td>50 (28.6%)</td>
<td>28 (16%)</td>
<td>20 (11.4%)</td>
<td>175 (100%)</td>
</tr>
<tr>
<td>Poverty</td>
<td>47 (26.9%)</td>
<td>31 (17.7%)</td>
<td>39 (22.3%)</td>
<td>35 (20%)</td>
<td>23 (13.4%)</td>
<td>175 (100%)</td>
</tr>
<tr>
<td>Adventure/curiosity</td>
<td>24 (13.7%)</td>
<td>30 (17.1%)</td>
<td>33 (18.9%)</td>
<td>32 (18.3%)</td>
<td>56 (32%)</td>
<td>175 (100%)</td>
</tr>
<tr>
<td>Threat/Rape</td>
<td>10 (5.7%)</td>
<td>27 (15.4%)</td>
<td>28 (16%)</td>
<td>63 (36%)</td>
<td>47 (26.9%)</td>
<td>175 (100%)</td>
</tr>
</tbody>
</table>

Table 4.5.1 shows that pupils considered mass media as being the greatest factor that influences engagement in early sex by primary school pupils. This was supported by
66(37.7%) of pupil respondents who ranked it in the first position. This revealed that pupils felt that the mass media had a lot of influence towards early sex that enticed young people into sexual intercourse. In an interview, pupil respondents explained that, their mobile phones provided them with phonographic materials. The girls reported that, even those who have no mobile phones, their boyfriends or sugar daddies buy them and download phonographic movies for them. One of the respondents remarked,

*ukiona hizo pono, huwezi resist sex, (if you watch pornography, you cannot resist sexual intercourse)*. (Std 7 female pupil, 2016)

Pupils felt that most of the movies they watch in the video rooms leave a lot to desire on sexual matters. The ‘kamba’ artistes were said to have used a lot of sexually provocative language in their music which is aired in almost all ‘kamba radio stations’.

The pupils respondents said that their mobile phones had music with female dancers who are scantily dressed.

Televisions were cited for presenting programmes with sexual content. Different magazines portrayed pornography; although the pupils could not tell their titles, they had cutouts only. The pupils who were interviewed said that they loved the mass media because it is very entertaining and makes them feel relaxed.

Observation of primary school pupils by this researcher over the weekends, confirmed that most of the pupils who have mobile phones use them to listen to vernacular music which mainly uses sex provocative language. The researcher also confirmed that, the
video centres either showed movies or music with dancing styles that are sexually suggestive and that primary school pupils especially boys frequently visit such places.

In the second position was poverty with 47(26.9%) and peer pressure was ranked number three by the pupil respondents.

**Table 4.5.2 Teachers responses on factors influencing engagement in early sexual behaviour by primary school pupils**

<table>
<thead>
<tr>
<th>Ranking</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mass media</strong></td>
<td>D</td>
<td>AT</td>
<td>D</td>
<td>AT</td>
<td>D</td>
<td>AT</td>
</tr>
<tr>
<td>Media</td>
<td>3(42.9%)</td>
<td>11(39.3%)</td>
<td>2(28.6%)</td>
<td>9(32.1%)</td>
<td>2(28.6%)</td>
<td>1(3.6%)</td>
</tr>
<tr>
<td><strong>Peer pressure</strong></td>
<td>5(71.4%)</td>
<td>14</td>
<td>2</td>
<td>14.3%</td>
<td>3</td>
<td>10.7%</td>
</tr>
<tr>
<td>Pressure</td>
<td>50%</td>
<td>28.6%</td>
<td>28.6%</td>
<td>28.6%</td>
<td>28.6%</td>
<td>28.6%</td>
</tr>
<tr>
<td><strong>Adventure curiosity</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Curiosity</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Poverty</strong></td>
<td>4</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td><strong>Threats/rape</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Key** D: Deputy Headteachers

AT: Assistant Teachers
Table 4.5.2 shows that, 5 deputy Headteachers (71.4%) and 14(66.6%) of the assistant teachers felt that the greatest influence to early sexual behaviour by primary school pupils was peer pressure which they ranked number one. During an interview with the deputy head teachers, it was reported that peer pressure was the greatest factor that influences pupils into sexual intercourse. The deputies confirmed that most of those pupils with cases of engagement in early sexual behaviour are said to have been introduced into the behaviour by their peers either in school or even out of school.

Teachers from school G were quick to report how their former standard 8 candidates got into bad company and how hard it was for the pupils to quit the behaviour. One of the teachers remarked.

*Some of our pupils got the behaviours from the neighbouring, secondary school students; some parents have been reporting to us about their daughters love affairs with secondary school boys,*

(Male teacher, 2016).

Although pupil respondents ranked peer pressure in position three, they too felt that it was a crucial factor that influences engagement into early sexual behaviour by primary school pupils. In an interview, pupils admitted to have boyfriends/girlfriends with whom they engage in early sex and later narrate their sexual experiences to their peers. They argued that having a boyfriend or girlfriend was a sign of heroism and therefore one had to be “booked” (sic) to avoid being ridiculed by the peers.

*Lazima mtu afanye sex, asionekane maembe,* (standard eight male pupil 2016).
Meaning one must play sex to prove their virility. According to Nyanjom (1985) and Ayieko (1988), students turn to early sex to identify with their peers.

The interview with the pupils also revealed that it was a sign of heroism to have had sexual intercourse more times than the peers and that the gifts or money the girls received from their sexual partners placed them in different classes and standards in their peer groups. Male pupils had it that,

_The more times you play sex, the more you are respected by your peers_

(standard 7 male pupil, 2016. _The more money and numerous gifts you get from your boyfriends, the more respect you earn from your peers._

(standard 8 female pupil, 2016).

Parents, 10(71.4%), were for the opinion that poverty was the greatest factor influencing early sexual behaviour by primary school pupils. They ranked it number one. 4(57.1%) of the deputy Headteachers and 47(26.9%) of the pupils respondents ranked poverty in the second position whereas 9(32.1%) of the assistant teachers ranked poverty in the third position.

From the parents’ responses, poverty plays a great role in influencing primary school pupils into engagement in early sexual behaviour. In an interview, parents reported that girls were the most affected in that when their parents/guardians are unable to provide them with some personal effects such as sanitary towels, some girls will have sexual intercourse with boys or even sugar daddies in exchange for money which they use to buy their personal effects. Parents also reported cases of girls who are befriended by hotel owners or shopkeepers who offer them gifts such as snacks and money in exchange
for sexual intercourse. Parents complained that grown ups are taking great advantage over school pupils since the pupils are not mature enough to make sound decisions on their own. One parent cited a case where a male banker from Mutomo in Kitui County had lured a standard six pupil into sex in exchange for money. Parents also argued that some male teachers lured girls into sex which at times resulted in early pregnancy of the girl hence dropping out of school. Findings by Siringi (2000) and Olweya (1996) discovered that teenage pregnancy and early marriages were major factors accounting for a large number of school dropouts.

According to parent respondents, night preps and educational tours are factors that can lead to engagement in early sexual behaviour. One parent reported that;

*Mwalimu mmoja wa kiume aliyekuwa amezoea kuachwa na watoto for night preps, alimfanya msichana mmoja mpenzi wake na walipoenda safari ya kimasomo, alifanya mapenzi na huyo msichana,* (a female parent, 2016).

Meaning, one male teacher who used to attend night preps befriended one female pupil and when they went on an educational tour he had sexual intercourse with the pupil.

Parents argued that night preps, especially in day schools, provide a conducive environment for pupils’ engagement in early sexual behaviour. It was also argued that long distance to and from school could make pupils engage in early sexual behaviour. Poverty, according to parent respondents contributed to engagement in early sexual behaviour in that due to poverty, some parents shared one small room with their children.
and this calls for lack of privacy between parents and their children. This parents’ argument concurred with that of a deputy headteacher who remarked,

\[ I’ve \; had \; a \; case \; of \; a \; boy \; who \; said \; that, \; he \; played \; sex \; because \; he \; had \; seen \; his \; parents \; do \; it \; several \; times \; at \; night, \; \text{(Deputy Headteacher, 2016).} \]

This is to mean that, children emulate the behaviours of grown-ups especially those of their parents. Parents also observed that, the sexual behaviours found in some female parents whose husbands work away from homes or work as watchmen/night guards, cause children to want to experiment with sex because it is portrayed as pleasurable.

\[ Children \; will \; always \; emulate \; their \; parents \; in \; much \; behaviour \; since \; parents \; are \; the \; immediate \; role \; models \; for \; their \; children, \; \text{(female parent 2016).} \]

Parents also had it that, due to poverty, some parents lend out their girls to men for sex in exchange for money. Other parents were said to be directing their girls to go out and have sex in exchange for food stuffs. A parent during interview said

\[ I \; know \; of \; a \; woman \; who \; tells \; her \; twin \; girls, \; to \; go \; out \; on \; Sundays \; and \; source \; for \; sugar. \; So \; the \; girls \; have \; multiple \; men \; friend, \; \text{(female parent, 2016).} \]

Due to poverty, parents leave their homes for far places or towns to look for jobs leaving their children to care for themselves. This situation, gives room for the adolescent children to engage in early sexual behaviour since there is no grown up to control them.
Teachers and pupils concurred in that the absentia of parents from homes creates room for engagement in early sexual behaviour by primary school pupils.

Curiosity/adventure into sexual matters was ranked forth by 7(100%) deputy Headteachers, 28(100%) assistant teachers, 24(13.7%) of pupil respondent and 7(50%) of the parents. Pupil respondents observed that curiosity was not a great factor that led the pupils to engage in early sexual behaviour. They said that the sex content they read from magazines, heard from radios, watched in movies and told by elder siblings and friends, made them curious and in a bid to find out the truth about it, they engage in early sexual behaviour.

The adult respondents concurred with pupil respondents that although curiosity was not a major factor influencing engagement in early sexual behaviour by primary school pupils, it played a certain role. Teachers interviewed reported to have seen some pupils watching pornographic magazines secretly and later getting reports of their engagement in sexual intercourse.

 Asked to state other factors that influence primary school pupils to engage in early sexual behaviour, the pupils’ respondents were quick to cite ‘bad role models’. Pupils who were interviewed said that, some adults portrayed behaviour that is not morally upright. Examples were given of parents who have love affairs outside marriage and others who take their lovers to their homes in the presence of their children. Their children therefore emulate them thus picking their behaviours.

 *kama mama analeta mpenzi nyumbani watoto wakiwepo, si hata watoto watafanya hivyo tu, (standard 8 female pupil).*
Meaning, if a mother brings her lover home, the children will do likewise. Another pupil remarked,

*Children believe that what their parents do is always right no matter how bad it may be and therefore worth imitating,* (standard 8 female pupil 2016).

The teachers had the same opinion with the pupils on ‘role modeling’. Teachers felt that adults are supposed to be the role models of adolescents. Poor modeling especially parental modeling and lack of clear guidelines in homes on what constitutes good behaviour can lead to engagement in undesirable sexual behaviour such as premarital sex (Levine 1971, Njoroge and Benaars 1986, Kombo 1988).

Fear of losing a boyfriend was cited by female pupil respondent as another factor that influenced primary school pupils into engagement in early sexual behaviour. In an interview, female pupils reported that, being booted (sic) by a boyfriend is very frustrating since it made the victim the laughing stock of their classmates. They therefore ensured that they had sexual intercourse with their male friends to please them and this they thought tightened their bonds.

*Boyfriend wako haezi kukutema ukibiji naye mara kwa mara,*

(standard 7 pupil 2016).

Meaning, your boyfriend cannot leave you if you play sex with them now and then.

The deputy Headteachers had the same opinion with the pupils. Those that were interviewed reported that, some of the pupils who were reported with cases of
engagement in early sexual behaviour admitted to have had sexual intercourse with their boyfriends or girlfriends to avoid losing them.

*Losing a boyfriend/girlfriend causes pupils a lot of stress that could be seen on the face of the victim, and it calls for the attention of the deputy Headteachers to guide and counsel the victim,* (deputy headteacher, 2016).

The parents also concurred with the same idea that, pupils engaged in early sexual behaviour to avoid losing their boyfriends/girlfriends. One parent narrated an ordeal of a girl who played sex with multiple partners and boasted to her peers that she knew how to please her sexual partners, who in turn gave her numerous gifts and that they could not leave her since she knew her job too well.

Drug abuse was cited as another factor that influences primary school pupils into early sexual behaviour. Many respondents cited cases where some of pupils who smoked bhang, chewed ‘miraa’ and took alcohol were victims of early sexual behaviour. Teachers from school G reported a case of a boy who due to the effect of smoking bhang would show his sexual organ to his fellow pupils in class. The boy was said to have had sexual intercourse with multiple girls in the same class. In an interview, pupil respondents said that, drugs make people feel courageous thus they can do whatever they please without fear.

*Mtu akilewa pombe haoni makubwa wala madogo; hata kufanya sex ni jambo la kawaida kwake,* (standard 8 male pupil).
Meaning, when one is drank, nothing is strange to them; playing sex is normal. This concurred with a report that was aired in the media over the holiday where school children were found in a disco room drank and drugs (bhang and cigarettes) plus condoms confiscated from them. This was a clear indication that after use of drugs they would engage in sexual intercourse.

4.6 Influence of early sexual behaviour by primary school pupils on school attendance

Respondents were asked whether engagement in early sexual behaviour by primary school pupils influenced their school attendance. Their responses are tabulated in the table below:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>S.A</th>
<th>D</th>
<th>S.D</th>
<th>N.S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>26 (14.9%)</td>
<td>38 (21.7%)</td>
<td>3 (1.7%)</td>
<td>1 (0.6%)</td>
<td>16 (9.1%)</td>
</tr>
<tr>
<td>F</td>
<td>26 (14.9%)</td>
<td>54 (30.9%)</td>
<td>3 (1.7%)</td>
<td>1 (0.6%)</td>
<td>7 (4%)</td>
</tr>
<tr>
<td>Total</td>
<td>52 (29.7%)</td>
<td>92 (52.6%)</td>
<td>6 (3.4%)</td>
<td>2 (1.2%)</td>
<td>23 (13.1%)</td>
</tr>
<tr>
<td>AT D</td>
<td>4 (57.1%)</td>
<td>3 (42.9%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td></td>
<td>12 (42.9%)</td>
<td>15 (53.6%)</td>
<td>0 (0%)</td>
<td>1 (3.6%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Parents</td>
<td>5 (35.7%)</td>
<td>6 (42.9%)</td>
<td>1 (7.1%)</td>
<td>0 (0%)</td>
<td>2 (14.3%)</td>
</tr>
<tr>
<td>Total</td>
<td>189</td>
<td>10</td>
<td>25</td>
<td>11.4%</td>
<td></td>
</tr>
</tbody>
</table>

Key

D: Deputy Headteachers
The responses show that 52(29.7%) of the pupils agreed that engagement in early sexual behaviour by primary school pupils affected their school attendance. 92(52.6%) of the pupils strongly agreed. 6(3.4%) disagreed, 2(1.2%) strongly disagreed and 23(13.1%) were not sure whether engagement in early sexual behaviour by pupils influence school attendance. What emerged from the responses is that most pupils in the sample 144 (82.3%) agreed that engagement in early sexual behaviour by primary school pupils affected school attendance of the pupils.

Four deputy Headteachers representing 57.1% agreed whereas 3 deputies representing 42.9% strongly agreed. 12(42.9%) of the assistant teachers agreed, 15(53.6%) strongly agreed while 1(3.6%) strongly disagreed.
From the parents sample 5(35.7%) agreed, 6(42.9%) agreed strongly whereas 1 disagreed with the idea that engagement in early sexual behaviour influences school attendance, 2(14.3%) were not sure.

According to table 4.6.1, most respondents agreed that engagement in early sexual behaviour influenced school attendance by pupils at 82.3% for pupils, 100% for deputy Headteachers, 96.5% for assistant teachers and 78.6% for parents. All the respondents noted that engagement in early sexual behaviour made the involved pupils develop undesirable social behaviour which influenced school attendance negatively. What emerged from this response is that most respondents 189(84%) agreed that engagement in early sexual behaviour influences school attendance of the pupils negatively. Previous studies had indicated that engagement in premarital sex turned some pupils (especially boys) to sexual offenders (Rich 2007) thus molesting and abusing other children. Some children therefore absent themselves from school for fear for being molested by the sex offender. From the findings of this study, absenteeism, truancy and lateness were found to be results of engagement into early sexual behaviour by primary school pupils.

Pupil respondents who were interviewed stated that, engagement in early sexual behaviour caused shame and guilt to the victims which make them withdrawn and they therefore prefer to be away from school. According to Mutungi (2001), some children who have engaged in sexual intercourse will be physically absent or mentally absent from school.

Assistant teachers in an interview reported that absenteeism and truancy was very common in schools with those pupils said to be engaging in early sexual behaviour.
Teachers from school D mentioned that, their school experienced numerous absenteeism on market days and that most of those pupils who absented themselves were those associated with early sexual behaviour (assistant teacher 2016). In an interview, majority of the teachers agreed that lateness, absenteeism and truancy was evident in the classes 7 and 8 and mostly with pupils reported to have cases of engagement into early sexual behaviour. All the deputy Headteachers admitted that, truancy and absenteeism was practised mostly on Tuesdays which is a market day in the area.

Parents concurred with the teachers and reported that some pupils escaped from school on market days and would be seen loitering in the market and some in compromising places such as beer pubs. One parent stated that,

*Siku moja karibu nizirai nilipopewa ripoti kuwa msichana wangu wa darasa la saba ameonekana akiwa na mvulana sokoni,* (Female parent, 2016).

Meaning, one day I almost collapsed when I was informed that my daughter in class 7 had been spotted in the company of a boy at the market.

Observation by the researcher revealed that, on market days some pupils (especially girls) practised truancy to go to the market and meet their sugar daddies or boyfriends. Another parent who owns a hotel near school D confirmed that they had witnessed truancy with some girls who had boyfriends who owned businesses in that market.
Parents from both school C and school G reported similar cases of absenteeism and truancy. They said that on Tuesdays (a market day in the area), many pupils from their schools especially girls go to the market.

From school G, it was reported that, lateness to school in the morning by some pupils who pass through the nearby kiosks buying snacks was very common.

Pupils respondents concurred with the adult respondents in that engagement in early sexual behaviour influences their school attendance negatively. 79 (45.1%) of the pupils cited poor academic performance as the greatest negative effect influenced by engagement in early sexual behaviour. This was closely followed by absenteeism at 42(24%) of the pupil respondents and third was truancy at 40(22.9%) pupils. In an interview majority of the pupils stated that on Tuesdays, absenteeism and truancy was evident with some pupils.

Pupils gave different accounts of other pupils who fake sickness so that they could get permission to go to the dispensary with an intension of meeting with their lovers.

The pupil respondents were not hesitant to cite poor academic performance as being the greatest negative result of not only poor school attendance influenced by engagement in early sexual behaviour by primary school pupils but also poor school attendance influenced by other factors such as sickness, famine, conflicts, between parents and harsh treatment of children by their parents or guardians. Pupils admitted that engagement in early sexual behaviour by pupils leads to poor academic performance although there are other factors that lead to poor academic performance.
Most of those who engage in early sex deteriorate in their academic performance, although most of them were poor academic performers even before they started engaging in early sex, (standard 8 male pupil, 2016).

Both the deputy Headteachers and assistant teachers concurred in that poor school attendance leads to poor academic performance. 5(71.4%) deputy headteacher agreed while 2(28.6%) of the deputies strongly agreed that poor school attendance leads to poor academic performance. In total all the deputy Headteachers 7(100%) agreed that poor school attendance leads to poor academic performance. 8(28.6%) of the assistance teachers in the sample agreed whereas 20(71.4%) strongly agreed that poor school attendance leads to poor academic performance.

What emerges from the findings is that, engagement in early sexual behaviour influences behaviour such as truancy, absenteeism and lateness which translates to non-consistency in school attendance leads to non-consistency in learning by the involved pupils in that they do not meet the contact hours stipulated and therefore the syllabus content expected to be obtained by pupils is not covered, leading to poor academic performance.

4.7 Influence of engagement in early sexual behaviour by primary school pupils on school dropout

Respondents were asked whether engagement in early sexual behaviour by primary school pupils was the greatest cause of school dropouts.
Table 4.7.1 Pupils responses on effects of engagement in early sexual behaviour by primary school pupils on school dropout

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>SA</th>
<th>D</th>
<th>SD</th>
<th>NS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F %</td>
<td>F %</td>
<td>F %</td>
<td>F %</td>
<td>F %</td>
<td>F %</td>
</tr>
<tr>
<td>Pupils</td>
<td>54 (30.9%)</td>
<td>75 (42.9%)</td>
<td>26 (14.9%)</td>
<td>6 (3.4%)</td>
<td>14 (8%)</td>
<td>175 (100%)</td>
</tr>
<tr>
<td>D AT</td>
<td>1 (14.3%)</td>
<td>0 (0%)</td>
<td>5 (71.4%)</td>
<td>0 (0%)</td>
<td>1 (14.3%)</td>
<td>7 (100%)</td>
</tr>
<tr>
<td></td>
<td>2 (7.1%)</td>
<td>4 (14.3%)</td>
<td>10 (35.7%)</td>
<td>12 (42.9%)</td>
<td>0 (0%)</td>
<td>28 (100%)</td>
</tr>
<tr>
<td>Parents</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>10 (71.4%)</td>
<td>4 (28.6%)</td>
<td>0 (0%)</td>
<td>14 (100%)</td>
</tr>
<tr>
<td>Sub-totals</td>
<td>57 (25.4%)</td>
<td>79 (35.3%)</td>
<td>51 (22.8%)</td>
<td>22 (9.8%)</td>
<td>15 (6.7%)</td>
<td>224 (100%)</td>
</tr>
<tr>
<td>Totals</td>
<td>136 (60.7%)</td>
<td></td>
<td>73 (32.6%)</td>
<td></td>
<td>15 (6.7%)</td>
<td></td>
</tr>
</tbody>
</table>

**Key**

A: agree

SA: Strongly agree

D: Disagree

SD: Strongly disagree

NS: Not sure

F: Frequency %: Percent

D: Deputy Headteachers

At: Assistant teachers

According to table 4.7.1 cumulatively 129(73.8%) of pupils, 1(14.3%) of deputy head teachers, 6(21.4%) of assistant teachers and (0%) of the parents agreed that engagement in early sexual behaviour was the greatest cause of school dropout by primary school pupils. Pupils presented the highest percentage of the respondents who felt that engagement in early sexual behaviour by primary school pupils was the greatest cause of
school dropout. During interviews with the pupils, it emerged that many primary school dropouts were linked with engagement in early sexual behaviour. One pupil said,

From my school, I can count six girls who have dropped due to pregnancy, (standard 7 Female pupil, 2016).

When the researcher asked whether all those who had dropped from different schools had engaged in early sexual behaviour, the respondents stated that, there were other reasons but those who engage in early sexual behaviour dropped most.

Wale huwa wamefanya mapenzi hutoka wengi, kwa sababu ya aibu na hawarudi, (standard 8 female pupil, 2016).

Meaning, (Those who have had sexual intercourse dropout due to feeling of shame and they never come back)

Pupils argued that, the reason as to why they felt that engagement in early sexual behaviour was the greatest cause of school dropout by primary school pupils is that, those who engaged in early sexual behaviour are so pronounced that even the middle upper primary school pupils, (standard 4and 5) can be able to notice these who are pregnant or who have unbecoming behaviours. But those who dropout of school due to other causes such as lack of school levies will not be easily noticed. It was reported that:

Those who dropout because of early sex, are known by many people but those who drop for other lighter reasons are not known by many. I normally notice those who go because of early sex, I think because it is a shame, (standard 8malepupil, 2016).
In the schools the researcher visited, dropouts due to early pregnancy for the last 3 years was as follows: school A: 6 girls, school B: 6 girls, school C: 3 girls, school D: 5 girls, school E: 0 girls, school F: 3 girls and school G 2 girls.

From the interview with the pupils, it emerged that, there are other reasons that influence school dropout other than engagement in early sexual behaviour. Contrary to the pupils, adult respondents felt that, engagement in early sexual behaviour is not the greatest cause of school dropouts by primary school pupils. Parents presented the highest percentage (100%) that disagreed with the idea that engagement in early sexual behaviour is the greatest cause of school dropout by primary school pupils. Parents were followed by assistant teachers at 78.6% and close to them were deputy Headteachers at 71.4%.

All the parents respondents interviewed said that engagement in early sexual behaviour by primary school pupils causes school dropout at times but they all (100%) disagreed that engagement in early sexual behaviour is the greatest cause of school dropout. They reported that other factors contributed to school dropout more than engagement in early sexual behaviour. Parents cited poverty as the greatest cause of school dropout. One parent remarked;

*Umaskini unafanya wazazi wengine washindwe kulipa pesa ya shule na wengine wanashindwa kununulia watoto wao uniform hivyo wanatoka shule tu,* (Female parent, 2016)

Meaning that, poverty makes some parents unable to pay school levies or even buy school uniform for their children and so the children dropout of school. It was also
mentioned that, due to poverty, some parents withdraw their children from school to assist them in bread winning.

Corporal punishment by teachers was cited as another cause of school dropout. Parents complained that, some teachers, overused punitive measures especially caning to instill discipline in pupils and this made some pupils run away from school. Parents from one of the schools complained of a teacher who has had many cases of slapping pupils to a point of making them nosebleed.

Parents did not leave behind peer pressure as a cause of school dropout. The researcher established from the parents that, due to peer pressure, boys dropped out of school to seek for jobs so as to earn and dress like their peers who were already working as causal labourers. Teachers concurred with the parents in that peer pressure causes school dropout. A teacher from school A reported a case where an opening day, two standard 7 boys did not report to school and on enquiring from their parents, it was said that they had been led by another one to a certain town to seek for causal labour. Girls are not an exception because there are cases of early marriage on the eve of Christmas or casual labour as well. Previous studies have found out that there are many factors that lead to school dropout, ranging from absence of social and economic opportunities for girls and women and the demands placed on them, coupled with the gender inequalities known to exist within educational system (Mensch and Lioyd 1998). These may result in unsatisfactory school experiences, poor academic performance and resignation to or preference for early motherhood.
The teachers, both deputy Headteachers and assistant teachers concurred with the parents by disagreeing that engagement in early sexual behaviour is the greatest cause of school dropout by primary school pupils. Like the parents, teachers cited poverty, child labour and peer pressure as some causes of school dropout by primary school pupils. The teachers also pointed out that, bad role models lead pupils to dropout from school. One teacher remarked that some parents portray bad behavior such as bhang smoking to their children and so the children emulate them. This finally affects the children leading to school dropout.

Interviews revealed that some parents, especially male parents introduced their own children to drug abuse and alcohol taking by just sending the children to fetch the drugs from the peddlers on their behalf. This way the children get used to the drugs and start abusing drugs slowly by slowly. Eventually, the children get addicted and dropout of school. These findings are similar to previous studies which established that adults are expected to be moral idols for young people (Mugambi, et al 2003).

High levels of illiteracy by parents causes school dropout. This, the teacher argued that, due to illiteracy, some parents have not, up to now, internalized the value of education and therefore, at some point, they withdraw their children from school to provide labour in their farms. One teacher remarked;

*Some illiterate parents withdraw their children from school to provide human labour (child labour) in their shambas. If a teacher resists, insults follow and so you have to let go the children,* (Male teacher school A2016).
According to M’Muyuri (2010), child labour is a great cause of school dropout. M’Muyuri suggested that, child labour should be discouraged completely and those involved should be prosecuted.

Ignorance was also mentioned by the teachers to be a cause of school dropout by primary school pupils. The teachers had it that, due to ignorance, the physically challenged children are not taken to school. Instead, they are kept indoors so that the parents are not associated with the physically or mentally challenged. Those who take their physically challenged children to public school, withdraw them soon after, if advised to take them to special schools.

The deputy Headteachers in an interview revealed that poor academic performance was a major cause of school dropout by primary school pupils. The deputies explained that the idea of dropping out due to poor performance is mainly brought about by the parents together with the classroom teachers. According to the ministry of Education no pupil should repeat a grade. Pupils are therefore expected to move to the next grade no matter how poorly they perform.

*Pupils will opt to dropout of school if they are forced to repeat a certain grade either by a teacher or a parent, (Male Deputy headteacher 2016).*

In another study, Kimatu (2007) observed that repetition make pupils feel frustrated, thus dropout. Teachers also indicated that chronic illness such as epilepsy are major cause of school dropout by primary school pupils. Teachers had noted that those children who come to school with chronic illnesses, tend to dropout of school to avoid feeling ashamed if the illness strikes them in school. One teacher from school G reported that, the school
had an epileptic girl who was very talented academically but ended up dropping out of school and since she hailed from a poor background, the parents could not take the child to a special school. School A also reported a similar case of epilepsy.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
The main concern of the study was to find out what influences engagement in early sexual behaviour by primary school pupils and whether the behaviour influences school participation. The study was based on selected primary schools in Nguutani Division of Migwani sub county, Kitui County. The study set out to establish the extent to which primary school pupils engage in early sexual behaviour, factors influencing engagement in early sexual behaviour by primary school pupils, determine how early sexual behaviour affects school attendance, academic performance and school dropout by primary school pupils. This chapter presents the findings of the study. It also presents general recommendations and suggestions for further research.

5.2 Summary of the study findings
The major findings are summarized on the basis of the research objectives. The findings are as follows:

5.2.1 Extent to which primary school pupils engage in early sexual behaviour
Engagement in early sexual behaviour by primary school pupils was found to be evident. The study, found out that, cases of engagement in early sexual behaviour by pupils are reported every school term with the concerned pupils admitting to have engaged in sexual intercourse. 139(79.86%) of the pupil respondent admitted that cases of pupils engagement in early sexual behaviour were reported every school term, 26(14.86%) every week and 10(5.7%) on daily basis.
All the deputy Headteachers who were involved in this study 7(100%) 25(89.29%) of the assistant teachers and 12(85.71%) of the parents concurred in that cases of pupils engagement in early sexual behaviour were reported to the school authorities every school term. Out of 224 pupil respondents, 134(76.57%) admitted to have engaged in sexual intercourse since their 12th birthday by the time this research was being undertaken.

5.2.2 Factors influencing engagement in early sexual behaviour by primary school pupils

Respondents considered the mass media as a very important factor that influences engagement in early sexual behaviour by primary school pupils. It was supported by 66(37.7%) of the pupils respondent. The proliferation of pornographic content in the mass media, the sex provocative programs on television and the pornographic movies downloaded in mobile phones introduces the subject of sex among pupils since they spend a lot of time watching and listening to the media. This findings concur with studies done by Njoroge (2009) which found that the media seemed to be making early sexual behaviour a normal activity that is acceptable as long as precautions against pregnancy and STDs especially HIV/AIDS are taken.

Peer pressure also emerged as a factor influencing engagement in early sexual behaviour by primary school pupils. 50(28.6%) of the pupils, had it that, many pupils ignore the advice given by parents or even teachers or not to engage in early sexual behaviour but will heed to their peers who consider engagement in early sexual behaviour fashionable. It seemed that many pupils engage in early sexual behaviour for fear of being ridiculed by their peers.
Poverty is yet another factor that influences engagement in early sexual behaviour by primary school pupils. 47(26.9%) supported the idea and argued that, pupils will engage in sexual intercourse in exchange for money to meet their personal requirements such as sanitary towels and also to assist their parents meet the basic needs of the family especially those from poor backgrounds.

Bad role models did emerge as a factor influencing pupils’ engagement in early sexual behaviour. Pupils emulate the behaviours of their parents/guardians or teachers since they believe that, parents and the teachers should be their mirror.

Curiosity on sexual matters was found to influence pupils to engage in early sexual behaviour. The curiosity seemed to make the pupils adventurous in the sex world, in a bid to find out what sexual intercourse entails. This makes many of the victims suffer the accompanying consequences like unwanted pregnancy.

5.2.3 Influence of engagement in early sexual behaviour by primary school pupils on school attendance

The study found out that engagement in early sexual behaviour by primary school pupils influences school attendance. This was supported by 82.3% of the pupils respondents, 100% deputy Headteachers, 96.5% assistant teachers and 78.6% of the parents who participated in the study. Pupils who engage in early sexual behaviour, turn to truancy, absenteeism and lateness.

Due to the above problems that are related to schooling, pupils who are involved do not meet the contact hours stipulated by the ministry of education. They therefore do not
attain the content that is supposed to be covered in the eight year primary school course and so they start deteriorating and finally, they perform poorly in academics.

5.2.4 Effects of engagement in early sexual behaviour on school dropout

The study established that engagement in early sexual behaviour by pupils led to school dropouts. 73.8% of the pupils, 14.3% of deputy headteacher and 21.4% of assistant teachers supported this. Although it is not the greatest cause of school dropout, it was found that, pupils who engage in early sexual behaviour may get unwanted pregnancies and therefore end up dropping out of school. The study also found out that, pupils will drop out of school due to shame that result when one realizes that the others have learnt about their sexual encounters.

Poor academic performance leads to school dropout too. It emerged from the study that, the minds of those pupils who engage in early sexual behaviour are derailed from the academics and are preoccupied with sexual ideas. This way, the pupils deteriorate in academic performance and finally perform poorly and due to residual feeling of shame, they drop out of school.

5.3 Conclusions

The study has established that, primary school cases of engagement in early sexual behaviour are evident and that it is on the rise among pupils. It can therefore be concluded that although the society expects the pupils to have upright moral behaviour, it is not being achieved since the pupils are involving could result in unwanted pregnancies, abortions, STD’s and HIV/AIDS infections, hence school dropouts. This will be a big blow back, since education attainment will be interfered with. On factors influencing
engagement in early sexual behaviour by primary school pupils, the study found out that there are many factors that influence engagement in early sexual behaviour.

It was concluded that, since pupils learn sexual behaviour from parents/guardians, teachers and older siblings and also from the mass media, and pupils take them to be their role models, then, they (role models) should change their sexual behavior and portray upright behaviour that can be emulated by the pupils.

The study found out that engagement in early sexual behaviour by primary school pupils influences school attendance. It can therefore be concluded that, there is need to engage parents/guardians in finding better means of controlling absenteeism of their children and to lia with class teachers so as to ensure that pupils are in school at the right time and by the time stipulated by the ministry of education.

The education policy (2000) states that, every child is entitled to a free 8 year primary school education and 4 year secondary school education. Therefore if the pupils continue engaging in early sexual behaviour which could lead to school girl unwanted pregnancies and infections with STDs especially HIV/AIDS, they will not attain education as expected by the policy makers, since they will drop out of school.

This means that the pleasures of early sexual behaviour overrides education and therefore the community would suffer the consequences of producing half-baked grandaunts in education who will make poor employees in different sectors of national economy.
5.4 General recommendations on the basis of the findings of the study

The following recommendations are made to various groups concerned with the education attainment of pupils and their moral behaviours.

5.4.1 Policy makers

a) The government through the ministry of education, should introduce and maintain school feeding programmes so that pupils can be retained in school to avoid dropping out of school due to lack of food.

b) The ministry should ensure that school girls are provided with sanitary towels so that those from poor backgrounds do not drop out of school due to lack of sanitary towels.

c) The government through the ministry of education should ensure that education is totally free to all children. This is because even after introduction of Free Primary Education (FPE) poor parents are experiencing problems catering for exam fee, cost of uniform and activity fee. The government should find means of alleviating these costs to reduce dropout in the division.

d) The government, through the Ministry of Education should in-service all the teachers on the best methods of guiding and counseling pupils who engage in early sexual behaviour since in primary schools, punitive measures are taken to deal with engagement in early sexual behaviour by pupils instead of guidance and counseling.

5.4.2 Teachers and parents

a) Both parents and teachers should be the best role models for the pupils by portraying upright morals that can be emulated by the pupils.
b) Parents should avoid forcing their children on early marriages. They should also avoid sending children for child labour since if the children miss the jobs, they engage in early sexual behaviour to get money.

5.4.3 Mass media

The Kenyan mass media should consider the information aired to the public. It should understand that the information is quite influential in moulding the morals of the general public more so the pupils. This way, the concerned personnel will review the information to disseminate especially for the sake of influencing the pupils in a positive manner.

5.4.4 School administrators

a) Schools should ensure that there are functional guidance and counseling sessions in their schools because guidance and counseling can help minimize immoral behaviour among pupils, thus reduce early pregnancies and marriages.

b) Schools should avoid using corporal punishment in dealing with cases of pupils’ engagement in early sexual behaviour.

c) Schools should also avoid sending pupils home for school levies, instead, parents should be called to school to settle the cases of levies.

5.5 Suggestions for further research

This study recommends the following for further research.

a) A research should be carried out to establish why pupils continue engaging in early sexual behaviour despite the fact that they are informed about the dangerous
outcomes of engaging in the behaviour such as unwanted pregnancy and infection of STDs especially HIV/AIDS.

b) A comparative study of public boarding primary schools and public day primary schools should be done to find out in which type of schools do pupils engage in early sexual behaviour more. The findings could then be used to decide which type of schools should be encouraged.

c) A research should be carried out on the contribution of the stakeholders such as the churches and other members of the society towards curbing the pupils’ behaviour of engagement in early sexual behaviour.
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APPENDIX I

QUESTIONNAIRES

QUESTIONNAIRE FOR TEACHERS

This questionnaire is for collecting information on engagement in early sexual behaviour by primary school pupils and its impact on school participation. The information to be collected is purely meant for research work and will be treated with utmost confidentiality. Kindly read the questions carefully and provide honest and correct answers. Please do not write your name.

1. For how long have you taught in this school?..............................

2. Cases of pupils engaging in early sexual behaviour are evident in your school?

Tick one alternative.

- Agree □
- Strongly agree □
- Disagree □
- Strongly disagree □
- Not sure □

3. If your answer the above question is in the affirmative, how often are the cases of engagement in early sexual behaviour reported to you as teachers? (Tick one alternative)

- Daily □
- Weekly □
- Termly □
4. Appropriately how many times per your answer in the above question? (Tick one alternative)
   - Once
   - Twice
   - Thrice
   - More than thrice

5. Below are some causes of engagement in early sexual behaviour by primary school pupils. (Rank them from the greatest to the least cause)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer pressure</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Mass media</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threats by sexual partners</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

6. a) In your opinion, what else causes engagement in early sexual behaviour by primary school pupils? List them

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

b) What reasons do the involved pupils give for the engagement in early sexual behaviour?
(Explain) ....................................................................................................................................................
7. Engagement in early sexual behaviour by primary school pupils has negative effects on school attendance of pupils. (Tick one alternative)

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- Not sure

8. Lateness, absenteeism and truancy are some negative effects of engagement in early sexual behaviour by primary school pupils on school attendance. (Tick one alternative.)

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- Not sure

9. Poor school attendance leads to poor academic performance. (Tick one alternative)

- Agree
- Strongly agree
- Disagree
- Strongly disagree
- Not sure
10. Engagement in early sexual behaviour by primary school pupils is the greatest cause of school dropouts. (Tick one alternative)

- Agree □
- Strongly agree □
- Disagree □
- Strongly disagree □
- Not sure □

11. If your answer to question (11) is in the negative, what in your opinion is the greatest cause of school dropout?

……………………………………………………………………………………
……………………………………………………………………………………

12. In your opinion what are the causes of school dropout? List them.

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APPENDIX II

QUESTIONNAIRE FOR UPPER PRIMARY PUPILS

This questionnaire is for collecting information on engagement in early sexual behaviour by primary school pupils and its impact on school participation. The information to be collected is purely meant for research work and will be treated with utmost confidentiality. Kindly read the questions carefully and provide honest and correct answers. Please do not write your name.

1. a) Your class; Std ……………………b) Your age……………………………

2. Your sex; male ☐ female ☐

3. There have been many cases of engagement in early sexual behaviour by primary pupils in your school? (Tick one)
   • Agree ☐
   • Strongly agree ☐
   • Disagree ☐
   • Strongly disagree ☐
   • Not sure ☐

4. How often are the cases of engagement in early sexual behaviour by pupils reported in your school? (Tick one alternative)
   i) Daily ☐
   ii) Weekly ☐
   iii) Termly ☐
5. Approximately how many times per your answer in question (4) above? (Tick one alternative)
   i) Once  
   ii) Twice  
   iii) Thrice  
   iv) More than thrice  

6. The following are some of the causes of engagement in early sexual behaviour by primary school pupils. (Rank them from the greatest to the least cause)

<table>
<thead>
<tr>
<th>Causes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence by mass media</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer pressure</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Poverty</td>
<td></td>
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<tr>
<td>Threats by older persons</td>
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<tr>
<td>Adventure into sexual matters</td>
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<td></td>
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</tbody>
</table>

7. What reasons do the involved pupils give for their engagement in early sexual behaviour. (Tick one alternative)
   i) Influence by mass media  
   ii) Peer pressure  
   iii) Poverty  
   iv) Threats by older persons  
   v) Adventure into sexual matters  

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8. Engagement in early sexual behaviour by primary school pupils affect their attendance?
   i) Agree □
   ii) Strongly agree □
   iii) Disagree □
   iv) Strongly disagree □
   v) Not sure □

9. Engagement in early sexual behaviour by pupils leads to the problems listed below.
   (Rank them in order of their effects to pupils’ school participation).

<table>
<thead>
<tr>
<th>Problem</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Truancy</td>
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<td></td>
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<tr>
<td>Absenteeism</td>
<td></td>
<td></td>
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<tr>
<td>Lateness</td>
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<td></td>
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<td></td>
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<tr>
<td>Poor academic performance</td>
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</tbody>
</table>

10. Engagement in early sexual behaviour is the greatest cause of school dropout.
   (Tick one alternative)
   i) Agree □
   ii) Strongly agree □
   iii) Disagree □
   iv) Strongly disagree □
   v) Not sure □
11. In your opinion what are the other causes of school dropout. (List them)

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

12. Have you ever engaged in early sexual behaviour since your 12th birthday? (Tick one alternative)

   i) Yes   □
   ii) No    □

13. What made you engage in early sexual behaviour? (Tick the alternative(s))

   i) Peer pressure  □
   ii) Poverty       □
   iii) Force        □
   iv) Threats by older persons  □
   v) Influence by mass media □
   vi) Curiosity     □

b) If none of the above alternatives, list down your reasons.

………………………………………………………………………………………………
………………………………………………………………………………………………
APPENDIX III

INTERVIEW GUIDE FOR PARENTS

1. General introduction

2. Are there cases of engagement in early sexual behaviour by primary school pupils in your school and in your villages? (Probe)

3. How often do you get reports on cases of engagement in early sexual behaviour by primary school pupils? Daily, weekly, termly? (probe)

4. In your opinion why do pupils engage in early sexual behaviour? (probe)

5. What are the consequences of engagement in early sexual behaviour by primary school pupils? (Probe)

6. How does the engagement in early sexual behaviour affect school attendance by primary school pupils? Is there consistency in learning? (probe)

7. Does engagement in early sexual behaviour by primary school pupils have any effect on school dropout? (probe)

8. What do you think should be done to curb early sexual behaviour by pupils?
APPENDIX IV

OBSERVATION SCHEDULE

The researcher observed the following:

i) The behavior of pupils during break-time in their schools.

ii) How pupils mingle and socialize on their way home from school.

iii) The mingling of pupils on their way to and from churches on Sundays.

iv) The people with whom the pupils socialize over the weekend.

v) Pupil’s movements in the shopping centres after school and over the weekend.
APPENDIX V

KITUI COUNTY IN SKETCH MAP OF KENYA

KEY

- Kitui County
- Other Counties
RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Engagement in early sex by primary school pupils and its impact on school participation in Ngutani Division, Kitui County,” I am pleased to inform you that you have been authorized to undertake research in Kitui County for the period ending 30th June, 2017.

You are advised to report to the County Commissioner and the County Director of Education, Kitui County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kitui County.

The County Director of Education
Kitui County.
THIS IS TO CERTIFY THAT:

MS. JACINTA WANGAI SIMON
of KENYATTA UNIVERSITY, 57-90144
KITHYOKO, has been permitted to
conduct research in Kitui County
on the topic: ENGAGEMENT IN EARLY
SEX BY PRIMARY SCHOOL PUPILS AND
ITS IMPACT ON SCHOOL PARTICIPATION
IN NGUUTANI DIVISION, KITUI COUNTY
for the period ending:
30th June, 2017

Applicant’s Signature

[Signature]

Director General
National Commission for Science,
Technology & Innovation

Permit No: NACOSTI/P/16/52381/10610
Date Of Issue: 1st July, 2016
Fee Received: Ksh 1000