

**COMMUNICATION METHODS USED BY SECONDARY SCHOOL
TEACHERS AND STUDENTS IN SEX EDUCATION IN
STAREHE DISTRICT, NAIROBI COUNTY, KENYA**

BY

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DECLARATION

This thesis is my original work and has not been presented for the award of degree in any other university.

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DEDICATION

To my husband- Ezekiel Kuria and my children Nick and Lisa Kuria, for their support and encouragement. Second, to my parents Mr. and Mrs. Samuel Makira for planting the seed of education in me.

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ABBREVIATIONS AND ACRONYMS

AMREF:	African Medical and Research Foundation
DEO:	District Education Office.
HIV and AIDS:	Human Immuno deficiency Virus/Acquired Immune Deficiency Syndrome.
KIE:	Kenya Institute of Education.
MoE:	Ministry Of Education.
NCKK:	National Council of Churches of Kenya.
POP/FLE:	Population and Family Life Education.
SPSS:	Statistical Package for Social Sciences.
SQ:	Students' Questionnaire.
TQ:	Teachers' Questionnaire.
UNAIDS:	United Nations program on AIDS.
UNHCHR:	United Nations Human Commission for Human Rights.
UNICEF:	United Nations Children's Education Fund.
USAID:	United States Agency for International Development.

ABSTRACT

The problem of this study was inadequate communication between secondary school teachers and students in discussing sex-related issues. The objectives of the study were to: Establish the level of awareness of secondary school students on issues related to sex, investigate the perceptions of teachers and students on the teaching and learning of sex education in schools, investigate the communication methods used by teachers and students in communicating sex-related issues with students, identify the challenges that the teachers and students face in communicating sex-related issues and to suggest ways through which communication between teachers and students on sex issues could be improved. The assumption of the study was that teachers and students frequently share information related to sex. The study adopted a descriptive survey design and data were largely descriptive by nature. In collecting the data, 393 students and 28 teachers participated in the study. Data were collected using questionnaires and interview schedule for teachers and students. This study used qualitative design to analyze data. The data were presented in tables and figures using percentages and frequencies. The significance of this study was that the findings would provide teachers and students with proper communication skills they can adopt in discussing sex-related issues. Findings indicated that most students have been exposed to sex education. This has been mostly at the upper primary and lower secondary levels of education. With regard to attitude towards sex education in schools, the findings showed a positive attitude among the teachers and students. The findings revealed that the communication methods used by the teachers and the students are mainly one way like dictation and lecture methods. This is not effective for proper communication to occur. Findings of the study also revealed that there are challenges that the teachers and students face in discussing sex-related topics. These include: shyness, religious inhibitions, lack of teaching aids, lack of adequate training for teachers as well as lack of proper guidelines from the Ministry of Education. In relation to what should be done to improve communication between teachers and students on sex-related issues, this study found the following: Open class discussions, use of debates based on sex topics, incorporating sex education with the curriculum, availing resources like books and other visual aids, more time to be created and sensitizing the parents and the community in general on the need to encourage the children to be open in discussing sex-related issues.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter discusses the background to the problem, statement of the problem, objectives of the study, research questions, and significance of the study, scope and limitations of the study, theoretical framework, conceptual framework and operational definition of terms.

1.1 Background to the Study

There are many challenges facing children and the youth as a result of the fast changing world. These challenges include negative peer pressure, gender bias, early marriages, teenage pregnancies, STIs including HIV and AIDS, indiscipline, school unrest, poor career choices, early sexual debut, drug abuse, unemployment, rape and incest. These challenges are compounded by the fact that the youth are exposed to an environment where the mass media conveys and glorifies messages and scenes that highly arouse their curiosity on matters of sex. The youth acquire sex related information from variety of sources, some of which are inaccurate and unreliable. (KIE, 2002). Available research has shown that majority of the youth are so unprepared on matters related to sex that they have misconceptions about certain issues. For example, surveys carried out indicate that young girls engage in sex then run for the “morning after” pills as advised by their peers (Awino, 2000). Others have been heard saying that the use of two condoms during sexual intercourse offers them double protection. These problems render the youth vulnerable to health risks such as HIV and AIDS and other sexually transmitted diseases (KIE, 2002).

In the African traditional society, proper structures and mechanisms were put in place to help the children and the youth develop and grow as responsible and productive members of the society. Traditional education addressed the holistic aspect of human personality through the informal education system (Ocitti, 1973). However, the traditional family and educational ties have largely broken down, thereby leaving young people quite vulnerable (KIE, 2002). The formal education system has tended to prioritize the imparting of academic knowledge at the expense of psychosocial skills. However, it has become increasingly clear that exclusive focus on academic knowledge without development of psychosocial skills is an inadequate way of preparing young people for the complex challenges that exist in our world today. There is, therefore, need for the youth to be enabled to develop positive values, attitudes, skills and healthy behavior in order to help them effectively deal with the challenges of everyday life.

Sexuality can be defined as the whole way a person goes about expressing himself/herself as a sexual being (Akukwe, 1999). It has a biological, physical and emotional aspect. Biologically it refers to the reproductive mechanism of human beings. Emotional aspects deal with the intense emotions relating to sexual acts and associated sexual bonds. Physical issues range from medical consideration to concerns about the physiological aspects including sexual roles (Schaalma, 2004).

The term communication refers to the exchange or interchange of ideas, attitudes, thoughts, feelings, activities, behaviour or objects between two or more people (Kimemia, 1996). It is a process whereby information is enclosed in a package and is

channeled and imparted by a sender to a receiver via some medium. The receiver then decodes the message and gives the sender feedback. Communication is a process that involves the sender, message, medium, receiver and feedback. (Kimemia et al., 2007). If any of the above elements is missing, then there is no communication. This is because communication is not an end in itself but a process by which ends are accomplished. Communication in the sense of transmitting messages from one person to another may be effected in various forms. These include: written, verbal, pictorial, gestures, body movements, dressing mode as well as silence (Kimemia et al., 2007).

An important aspect of communication is manipulative communication (Anand, 2012). These are intentional and unintentional ways of manipulating words, gestures, etc. to "get what we want", by demeaning, discounting, attacking or ignoring instead of respectful interaction. Sarcasm, criticism, rudeness and swearing are examples of manipulative communication. Non-verbal communication describes the process of conveying meaning in the form of non-word messages. Research shows that the majority of our communication is non-verbal, also known as body language (Anand , 2012). Some of non-verbal communications include chronemics, haptics, gesture, body language or posture; facial expression and eye contact, object communication such as clothing, hairstyles, architecture, symbols infographics, and tone of voice. Speech also contains non-verbal elements known as paralinguistic features. These include voice quality, emotion and speaking style as well as prosodic features such as rhythm, intonation and stress.

Oral communication, while primarily referring to spoken verbal communication, can also employ visual aids and non-verbal elements to support the conveyance of meaning. Oral communication includes speeches, presentations, discussions, and aspects of interpersonal communication. As a type of face-to-face communication, body language and voice tonality play a significant role, and may have a greater impact upon the listener than informational content. This type of communication also garners immediate feedback.

Communication that produces the desired effect or result is effective communication. It results in what the communicator wants. Effective communication generates the desired effect, maintains effect and increases effect. Effective communication serves its purpose for which it was planned or designed. The purpose could generate action, inform, create understanding or communicate a certain idea/point etc. Effective communication in sex education would ensure that students' attitude, values and beliefs are shaped.

Barriers to effective communication include message overload (when a person receives too many messages at the same time), and message complexity. Also, there can be a lack of determining "knowledge appropriate" communication, as when someone uses ambiguous legal words, or medical jargon, when speaking with another person that lacks understanding in these areas. Effective communication can be achieved only when the words used are brought to a common level of understanding for both parties. Physical barriers are often due to the nature of the environment. Thus, for example, a barrier to effective communication between teachers and students on sex-related issues would be a monotonous class environment from where they also learn examinable subjects of their

curriculum. Changing this environment would make this communication more effective. Likewise, poor or outdated equipment, particularly the failure of management to introduce new technology, may also cause problems. Other barriers to effective communication include: negative attitude, ambiguity of words and phrases and individual's linguistic incompetence.

Available documentary evidence shows that over 80% of Kenyan adolescents aged 15-19 years perceive themselves to be at risk of contracting HIV and AIDS and that 70% still engage in high risk sexual behaviour (AMREF, 1997). The same report shows that 20% of girls aged 15-19 years who left school before completing education did so due to pregnancy. Njau (1993) observes that over 80% of teenage boys were sexually experienced and had more than one partner while for girls between 50% and 60% have had the experience. However, most of these sexual activities are hardly protected thereby exposing them to risks such as sexually transmitted diseases including HIV and AIDS as well as unwanted pregnancies. Several researches have shown that effective communication on issues of sex has delayed first intercourse (Lahey, 2002). This communication offers an understanding of sex and can support positive levels of self-esteem and the development of emotional resourcefulness in young people.

There are a number of institutions that influence sex knowledge among the adolescents. These include home, church and school. Since a good percentage of the young people's time is spent at school, communication with their teachers on issues of sex is crucial. Secondary school education for most of the youth in Kenya and especially in Nairobi

usually starts at around fourteen years of age and under the 8-4-4 system of education it runs for four years (MoE, 2007). There has been tremendous increase in both the number of secondary schools and in student enrolment due to the introduction of free primary and secondary education in the year 2003 (MOE, 2007). In 1963, there were only 151 secondary schools in Kenya with an enrolment of about 30,000 students. Today, there are over 3,000 secondary schools with a total enrolment of more than 600,000 students (MoE, 2007). The HIV and AIDS situation has shown that new infections occur mostly among youth of 15-24 years (UNAIDS, 2002). Most of these youth are found in secondary schools. The secondary school is thus vital for influencing sex education. As such, the role of the teacher has expanded to include not only the development of cognitive skills but also the promotion of their social and moral well being. Communication between the teachers and the students on issues of sexuality has become a vital tool for promoting and sustaining risk-reducing behaviour among the students.

Sex education is a broad term used to describe education about human sexual anatomy, sexual reproduction, sexual intercourse, reproductive health, emotional relations, reproductive rights and responsibilities, abstinence, contraception, and other aspects of human sexual behaviour. According to Haffner (2008), sexuality education is a life-long process of acquiring information and forming attitudes, beliefs and values about identity, relationships and intimacy. It encompasses sexual development, reproductive health, interpersonal relationships, affection, intimacy, body image and gender roles. Sexuality education addresses the biological, socio-cultural, psychological and spiritual dimensions

of sexuality from 1) the cognitive domain, 2) the affective domain, and 3) the behavioural domain, including the skills to communicate effectively and make responsible decisions.

Sex education in the secondary schools is currently offered formally and informally. Formally, it is offered in the life skills lessons. This is a compulsory subject which is supposed to be taught in all classes. It adopts a comprehensive behaviour change approach that focuses on the development of the whole individual. It focuses on not only transmitting knowledge but also helps the youth to explore their attitudes, feelings, opinions and values thereby, developing psychosocial competencies (KIE, 2002). All teachers are expected to teach this subject as a lesson on its own. Communication about sex also occurs informally in schools since the teachers are expected to impart knowledge to their students on issues about this vital topic.

The students in secondary schools need to be exposed to information even at unspecified times regarding issues like the human body, its function in reproduction, pleasures and pain at various stages of human development, friendship formations, relationships among others. The society thus expects the school to play a clear role to pass on the true and factual knowledge to the youth. Studies have shown that the quality of teacher -student relationship, parenting style and communication about sex are strong determinants of adolescent sexual behaviour. (Blake et al., 2001). Teachers are in a unique position to help socialize adolescents by providing accurate information about sex and fostering responsible sexual decision-making skills. Teachers can tailor the presentation of information to be consistent with their own values and also be relevant to life circumstances. When teachers approach their role as sex educators in positive affirmative

ways, young people are better able to make healthy sexual relationships and to build loving relationships. However, despite the potential advantage of teacher-student relationship, many teachers and students are reported to be uncomfortable talking about issues related to sex (UNAIDS, 2008). A recent study (Daily Nation, 2011) revealed that students in boarding schools have more sex and drink higher quantities of alcohol than those in day ones. The study by the students' campaign Against Drugs revealed that 36 per cent of students in boarding schools and 35 per cent from day ones engage in pre-marital sex.

Young people in secondary schools are still exposed to risky sexual behaviour (HIV and AIDS Monitoring Report, 2006). This can be attributed to the methods of communication between teachers and students since communication is a key tool in passing sex-related messages. It is against this background that this study attempted to understand the process, perception and opinions of a sample of teachers and students regarding communication on sex related topics. This study will contribute towards the information needed to forge a strategy of improving dialogue on sex-related topics between teachers and students.

1.2 Statement of the Problem

The problem of this study is the status of communication between secondary school teachers and students on sex-related issues. Sex education is offered in secondary schools. School-based programmes have been put in place to help young people avoid the risks of unsafe sex. The role of the teacher has expanded not only to include the development of cognitive skills but also the child's social and moral wellbeing. Despite

these efforts to offer sex education, there are still problems of teenage pregnancies, abortions, sexually transmitted diseases and sexual exploitation of boys and girls. In fact, in this era of HIV and AIDS, trends indicate that the scourge is increasing most rapidly among young people in their most reproductive years. This is because they are infected during their teenage years through unprotected sex. There is a gap between sex knowledge and behaviour change among adolescents (HIV and AIDS Monitoring Report, 2006). This gap can be attributed to the methods of communication between the teachers and the students. Communication is a key factor in educating the young people about sex. It shapes the way they conduct their daily lives. It has the greatest impact on young people and as such has the ability to shape their values, attitudes and perceptions. Against the above background, this study focused on the communication methods used in discussing sex-related issues between secondary school teachers and students.

1.3 Purpose of the Study

The purpose of this study was to investigate communication methods between secondary school teachers and students in discussing sex-related matters in Starehe District of Nairobi County. This entailed exploring the views and perceptions of a sample of students and teachers regarding communication of sex-related topics in secondary schools.

1.4 Research Objectives

The specific objectives of this study were to:

- i. Establish the level of awareness of secondary school students on issues related to sex.

- ii. Investigate the perceptions of teachers and students on the teaching and learning of sex education in schools.
- iii. Investigate the communication methods used by teachers and students in communicating sex-related issues with students.
- iv. Identify the challenges that the teachers and students face in communicating sex-related issues.
- v. Suggest ways through which communication between teachers and students on sex issues can be improved.

1.5 Research Questions

The study was guided by the following research questions:

- i. What is the level of awareness of secondary school students on issues related to sex?
- ii. What are the perceptions of teachers and students on communication on sex-related issues in the schools?
- iii. What are the methods that teachers and students use to communicate issues related to sex?
- iv. What are some of the challenges that both teachers and students face in discussing sex?
- v. What measures can be undertaken to improve on communication on sex between the teachers and the students?

1.6 Significance of the Study

The study sought to provide information on the communication methods used by students and teachers in sex education. Findings from this study will help school administrators and teacher counsellors when establishing guidance and counselling services. The findings are also expected to provide teachers with communication skills they can adopt while communicating with the students about sex issues. The Ministry of Education, Science and Technology and Curriculum Developers at the Kenya Institute of Education will also benefit from the study to develop an effective curriculum as well as teaching and learning resources for sex education in secondary schools.

1.7 Assumptions of the Study

The study assumed that students and teachers frequently share information related to sex. It was also assumed all respondents would cooperate and provide true and correct information.

1.8 Scope and Limitations of the Study

1.8.1 Scope of the study

The research was confined to selected secondary schools in Starehe district. The study also focused only on communication between teachers and students on issues related to sex. However, adequate schools were sampled for the purpose of this study to make results more generalizable.

1.8.2 Limitations of the study

The main limitation of this study was that the topic of sex is quite private and some respondents felt inhibited to discuss it. Financial constraints could not allow for a broader coverage of any other district.

1.9 Theoretical Framework

The study was guided by Rommetveit and Blackar communication model and Heinz Kohut's Object Relations Theory of the Self.

1.9.1 Rommetveit and Blackar Communication Model

The Rommetveit and Blakar Communication Model addresses many relevant issues in the communication process. The model provides a dialogical perspective on communication (Blakar, 1984). The communication process is seen as an interaction between two parties, with each having the ability to influence the other. In the Rommetveit and Blakar communication model, there are six processes that are named as follows: (1) Production of messages, (2) Encoding of messages, (3) Decoding of messages, (4) Processing and memory of received messages, (5) Sender's anticipation of receiver's decoding, and (6) Receiver's listening to the premises of the sender (Blakar, 1984).

According to Botchway (2004), a number of important points can be made about this conceptualisation of the communication process. The participants must be willing and able to produce a message. For example, if teachers and students consider communication on sexuality as a taboo subject not to be talked about, interaction is unlikely to occur. It is also obvious that participants must have the ability to relay messages to each other. This

requires knowledge of the subject. In some situations, this knowledge may simply be absent, such as teachers' inability to present facts related to issues of sex or due to their lack of knowledge. Furthermore, participants must have the mutual trust and confidence in each other for communication to be effective (Botchway, 2004). In the teacher-student sex communication process, students may regard their teachers as being judgmental, overly protective, and disrespectful of their privacy and autonomy. Such factors may undermine the perceived trustworthiness of the teacher as an information source, and the communication will not be effective. Communicants must also have a shared worldview. Intergenerational differences between teachers and students can cause misunderstanding. For example, teachers may talk to the students about the dangers of unprotected sexual intercourse. The students may erroneously think of this communication as a signal that the teachers think they are actually having unprotected sex (Botchway, 2004). The attitude of the sender and receiver of the message must thus be positive for effective communication to occur. In this case, if either the students or teachers have a negative attitude towards the teaching and learning of sex education in schools, effective communication may not occur. Non-verbal cues also affect the communication. For example, teachers who speak in high or low tones, their eye contact with the students, and their gestures could all affect the child when he/she answers the questions. The social and situational context is also emphasized by this model. Teachers may conceive a message, but due to cultural taboos they may employ vague language to transmit their message. This may be due partly to the embarrassment associated with a teacher and child communicating about sexuality (Botchway, 2004).

1.9.2 Heinz Kohut's Object Relations Theory of the Self

Heinz Kohut theory maintains that children need to be mirrored. They need to have their talk and their accomplishments acknowledged, accepted and praised. Children believe that they are omnipotent and they idealize the adults around them. Such idealization enables them to develop goals (Barbara, 2006). In time, the children learn that their idealized notions are incorrect and they substitute a more realistic assessment of both themselves and the adults around them. In part, this learning depends on the adults responding positively to the children's unique, lovable and commendable characteristics. If the adults fail to respond in appropriate ways, the children may be unable to develop a good sense of self-worth and may spend the rest of their lives looking without success for such acceptance. With a well-developed self, one is aware of whom one is and that awareness gives significance and purpose to one's behaviour (Schultz, 2009). In the development of a healthy sense of self, Kohut says that an individual has a clear sense of self, has a satisfactory and reasonably stable level of self-esteem, takes pride in accomplishments and is aware of and responsive to the needs of others while responding to his or her own needs (Barbara,2006).

The young people in secondary schools are at the adolescent stage characterized by confusion, vulnerability, feelings of self-worthlessness while at the same time full of fantasies of issues related to sex. They seek admiration, love and appreciation of others. They attach a lot of importance to what the adults around them say to them. Since they spend most of their times in schools, their objects of idealization are their teachers. This idealization, if well utilized, can help the students fully understand themselves and their

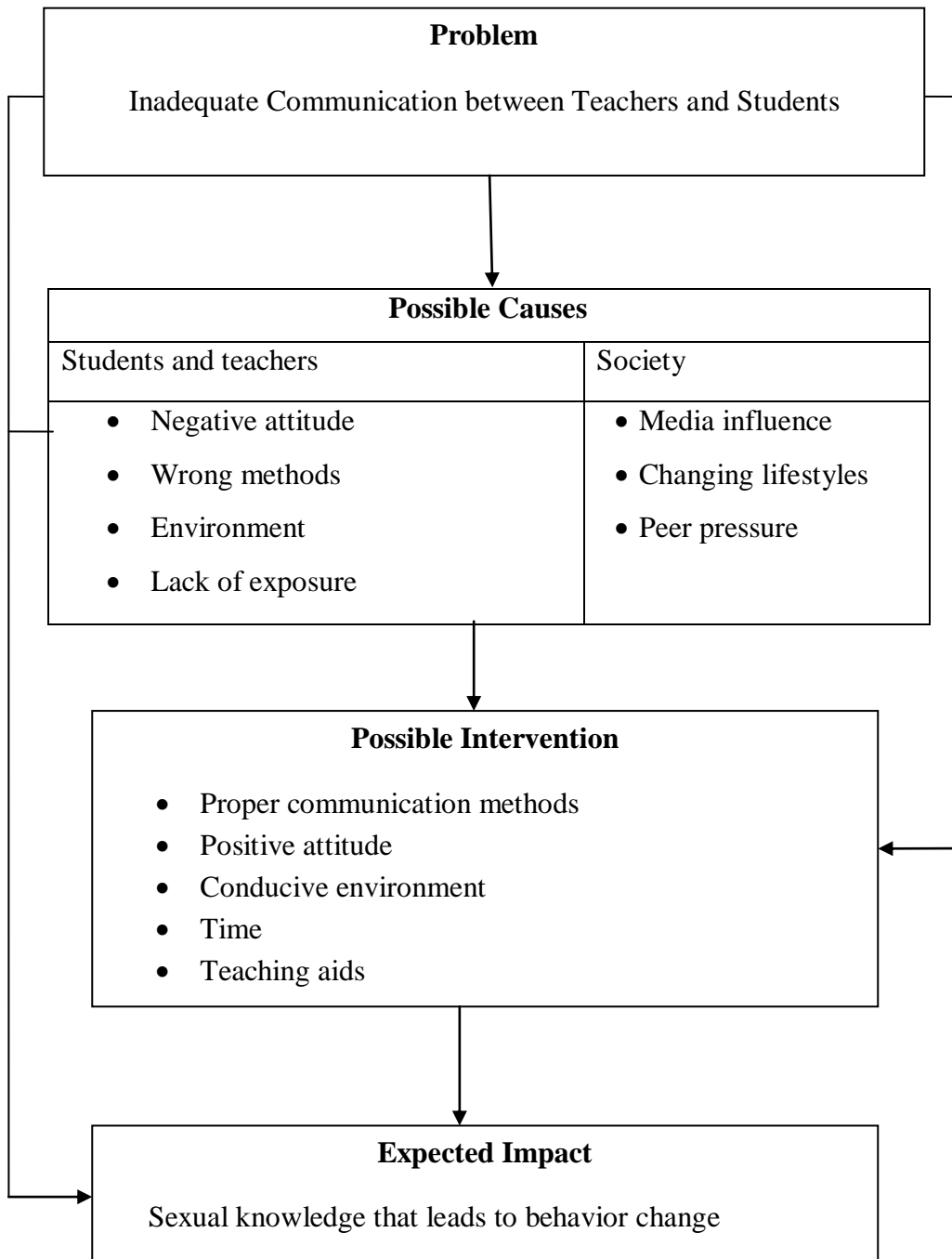
sexuality. Effective communication between secondary school students and their teachers is thus a vital tool for promoting awareness of the students on sex issues.

1.10 Conceptual Framework

Knowledge about sex gives the young people important skills that they can use to face the day to day challenges that come with the onset of puberty. These skills include speaking, conflict resolution, problem-solving, listening, teamwork and leadership (Nganda, 2010). The youth spend most of their time in schools.

There is a gap between sex knowledge and behavior change among adolescents (HIV and AIDS Monitoring Report, 2006). This gap can be attributed to the methods of communication between the teachers and the students. Communication is a key factor in educating the young people about sex. It shapes the way they conduct their daily lives. It has the greatest impact on young people and as such has the ability to shape their values, attitudes and perceptions. Proper communication between students and their teachers must take place to enhance sexuality awareness, and thus bridge the gap. The conceptual framework in figure 1.1 will guide this study. It shows the relationship between the dependent, intervening and the independent variables.

Figure 1. 1 Conceptual Framework.



Source: Researcher.

Figure 1.1 shows the various possible causes of inadequate communication between teachers and students on issues related to sex. They include: negative attitude, wrong methods, uncondusive environment and lack of exposure. Possible intervention include: proper communication, positive attitude, availability of time and teaching and learning resources. This will in turn bring about sexual knowledge that leads to behaviour change.

1.12 Operational Definition of Terms

Adolescence

The term will be used interchangeably with ‘teenager’ and ‘youth’ to refer to a time of life between the ages of 12 and 19.

Awareness

Refers to having knowledge or experience of something and so being well informed of what is happening in that at present time. In this study awareness will refer to how well students are informed on the topics of sexuality.

Communication

Communication in this study refers to the exchange and sharing of information, attitudes and ideas among students and teachers on sex-related issues.

Communication methods

The sum of all the things one person does when he wants to pass a message and create an understanding in the mind of another in the process of communication.

Perception

Refers to attitude; either positive or negative feelings that an individual holds about objects, persons or ideas. In this study, attitude will denote feelings and opinions of teachers and students towards sex education in secondary schools.

Sexuality

The whole way a person expresses himself or herself as a sexual being. It includes reproductive mechanisms, dressing physical and emotional growth and gender roles.

Sex education

The lifelong process of acquiring information and forming attitudes, beliefs and values about identity, relationships and intimacy. It encompasses sexual development reproductive health, interpersonal relationship, affection, intimacy, body image and gender roles.

Sexual acts

Any act, physical, emotional or psychological that may be used to express sexuality. The said acts can either be right or wrong.

Sexual Immorality

The evil ascribed to sexual acts that violate social conventions. That is the unhealthy aspect of sexual acts.

Student

For purposes of this study, student will refer to persons aged 12-19 years corresponding to the Kenyan educational system age categorization from secondary school form one to form four.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews relevant related literature to the research problem under investigation. The method used in reviewing the literature is thematic. This involves discussing sources in terms of the themes they cover. The choice of this method will ensure that what is discussed is relevant to this study.

2.1 Youth at a Developmental Stage: The need for Sex Education

Youth development is influenced by specific learning experiences, memories, motives and emotions of an individual, Lahey (2002). The culture and the environment in which one lives also influence him/her. The young people handle the challenges they face according to how they perceive those challenges and also according to how they are taught by the adults around them.

There is a need to promote healthier life choices and strategies to mitigate the adverse outcomes that the youth encounter. The youth culture is not so obviously transitional but more like a waiting period in which the youth are ostensibly preparing themselves for adult roles. At this stage they can integrate their sense of who they are and can decide how they want to relate to society. This life stage has several themes as outlined by Lahey (2002).

- (i) An emphasis on the present rather than tomorrow.
- (ii) A continued search for identity in careers and values.

- (iii) Redefinition of the relationship to one's parents, to childhood and to the childhood self, through new relationships the youth forms with a sweetheart, a counsellor or a group of peers.

Makinde (1984) note that a large proportion of every society is made up of adolescents who are undergoing this transition. They tend to be confused and nothing is good in their perception of things. They feel they should be left alone. He summarizes these developmental stages in three phases:

- (i) Biological: this is the onset of puberty and the completion of bone growth.
- (ii) Sociological: this is the transition period from dependent childhood to self-sufficient adulthood.
- (iii) Psychological: this is the marginal situation in which new adjustments have been made, those that distinguish child behaviour from adult behaviour.

Lahey (2002) give a more comprehensive definition of this transitional stage and he talks of physical maturation, cultural maturation and individual maturation as:

- i) Accepting emotional independence from parents, teachers and other adults.
- ii) Achieving new and more mature relations with age-mates of both sexes (peer groups).
- iii) Achieving a masculine or feminine social role.
- iv) Accepting one's physique and using the body effectively.
- v) Accepting assurance of economic independence.
- vi) Selecting and preparing for an occupation.

It is important to give the youth guidance, information and support in order to prepare them effectively to deal with their challenges. Makinde (1984) opines that there is a need to provide for the needs of this age to avoid indecision uncertainly, ambiguity, conflicts, instability, unpredictability, homosexuality, drug and substance abuse.

In Kenya, findings have shown that sexuality and reproductive health issues are addressed mainly within the school context and not by the parents, thus underscoring the role of teachers in providing sexuality education (MoE, 2006). It is thus important to investigate the communication patterns used by teachers and students in secondary schools. This will help in identifying the challenges they face in discussing these issues with a view to recommending ways of improvement.

2.2 The Role of Sex Education

Sex education is the process of acquiring information and forming attitudes and beliefs about sex, sexual identity, relationships and intimacy. Sex education is also about developing young people's skills so that they make informed choices about their behaviour and feel confident and competent about acting on these choices (Schaalma, 2004). It is widely accepted that young people have a right to sex education. This is because it is a means by which they are helped to protect themselves against abuse, exploitation, unintended pregnancies and sexually transmitted diseases. It is also argued that providing sex education helps meet young people's rights to information about matters that affect them (Schaalma 2004).

Sex education aims at reducing the risks of potentially negative outcomes from sexual behaviour, such as unwanted or unplanned pregnancies and infection with sexually transmitted diseases including HIV and AIDS. It also aims at contributing to young people's positive experience of their sexuality by enhancing the quality of their relationships and their ability to make informed decisions. Effective sex education contributes to both these aims thus helping young people to be safe and enjoy their sexuality. (UNAIDS, 2008). If sex education is going to be effective, it needs to include opportunities for young people to develop skills as it can be hard for them to act on the basis of only having information. These skills are linked to more general life skills. Being able to communicate, listen, negotiate with others, ask for and identify sources of help and advice are useful life skills which can be applied to sexual relationships. Effective sex education develops young people's skills in negotiation, decision making, assertion and listening.

Other important skills include being able to recognize pressures from other people and to resist them, dealing with and challenging prejudice and being able to seek help from adults (Kirby, 1991). Sex education that works also helps equip young people with the skills to be able to differentiate between accurate and inaccurate information, and to discuss a range of moral and social issues and perspective on sex and sexuality, including different cultural attitudes and sensitive issues like abortion, contraception among others.

Young people can be exposed to a wide range of attitudes and beliefs in relation to sex and sexuality. These sometimes appear contradictory and confusing (Mullen, 2001). For

example, some health messages emphasize the risks and dangers associated with sexual activity and some media coverage promote the idea that being sexually active makes a person more attractive and mature. Because sex and sexuality are sensitive subjects, young people and sex educators can have strong views on what attitudes people should hold and what moral framework should govern people's behaviour (Mullen, 2001). Young people are very interested in the moral and cultural frameworks that bind sex and sexuality. They often welcome opportunities to talk about issues where people have strong views, like abortion, sex before marriage, lesbianism and gay issues and contraception and birth control (Kirby, 1991). Teachers providing sex education have attitudes and beliefs of their own about sex and sexuality and it is important not to let these influence negatively the sex education that they provide. For example, even if a teacher believes that young people should not have sex until they are married, this does not imply withholding important information about safe sex and contraception (Schaalma, 2004).

Attempts to impose narrow moralistic views about sex on young people have failed. Effective sex education also provides young people with an opportunity to explore the reasons why people have sex and to think about how it involves emotions, respect for oneself and other people and their feelings, decisions and bodies. Young people should have the chance to explore gender differences and how ethnicity and sexuality can influence people's feelings and options. (UNAIDS, 2008). Rather than trying to deter or frighten young people away from having sex, effective sex education includes working on attitudes and beliefs, coupled with skills development that enables young people to

choose whether or not to have a sexual relationship taking into account the potential risk of any sexual activity (UNAIDS, 2008). School-based sex education can be an important and effective way of enhancing young people's attitudes and behaviour. (Schaalma, 2004). There is widespread agreement that formal education should include sexuality education. As such, the role of teacher includes instilling knowledge to the young people on issues relating to sexuality. It is therefore important to investigate the methods of communication that teachers and students use in discussing these issues

2.3 Communicating Sex Education in the School Setting.

From the beginning of life, the human organism is a sexual being (Woods, 1975). Sexuality becomes a subject of many questions during childhood especially for pre-adolescent children. A lot of curiosity is in later stages, left in the minds of these young people especially if the questions they ask are not answered. This curiosity can especially be detrimental during adolescence. It is important to ensure that sex education is given both at pre-adolescent and adolescent age (Woods, 1975). People have had in recent years differing views on the issue of sex education. (Pomeroy, 1974) There are people, for instance, who have maintained that sex education should not be taught to growing up children. There are others who argue that even some pre-school children know certain facts about sex and that it would be pointless to refuse to give them sex education when they enter schools, as this would mean exposing them to the danger of obtaining some wrong information about sex. Adults should not continue having the fear of exposing their children to sex education (Awino, 2000). He maintains that at the stage in which the present society is and especially with the influence of the mass media, schools can do a

lot in educating children on their sexuality which has an important role to play in a young person's total development.

But as some authors maintain, mere exposing children to massive information about sex is not all that is required in teaching sex education. There is a clear distinction between giving factual information and getting students to be involved in sex education. Much as the students may be exposed to sex education, many of them may fail to understand fully significant facts about human sexuality and end up confused if this education is not conducted with care (Awino, 2000).

A sex education teacher, therefore, has the role of conducting a sex education programme in such a way that he encourages students to discuss and debate issues, clarify their own needs and feelings so that the right attitudes are formed in the minds of learners. Young people are especially hungry for accurate information about sex and would like to be able to talk about it openly and honestly. To enable students to do this, the teacher must provide opportunities for increased awareness and self-acceptance in terms of their sexuality and eliminate those fears and anxieties which interfere with an individual student. He should increase their understanding values and inculcate in the learners proper communication skills so that talking about sex does not become an embarrassing aspect of life.

In the traditional African society, sex education was part and parcel of informal education (National Christian Council of Kenya, 2000). The task of giving sex education was entrusted to the more elderly members of a family. Today, the roles of the family

members have changed a great deal and many parents hardly educate their children on this vital subject. Some parents who give sex education to their sons and daughters do not give all the information required and this lack of complete information has landed many boys and girls into problems (NCCCK, 2000).

A sex education teacher can, therefore, go a long way in creating an awareness of the risks and responsibilities involved in sexual activities. This kind of information can, for instance, expose the learners to the physical, psychological and social dangers involved in too early pregnancies, sexually transmitted diseases and abortions, among others. It is through giving such education that the young people can be made aware of the vital role of sex in the society. It was, therefore, important to investigate the communication methods between teachers and students in secondary schools. This research study will go a long way in developing proper communication strategies.

2.4 Communicating Sex-related Issues in Schools in America

Almost all USA students receive some form of sex education at least once between grades 7 and 12. Many schools begin addressing some topics in grades 5 and 6 (Monbiot, 2004). However, what students learn varies widely because curriculum decisions are decentralized. Many states have laws governing what is taught in sex education classes or allowing parents to opt out. Some state laws leave curriculum decisions to individual school districts (Monbiot, 2004). For example, a 1999 study by the Guttmacher Institute found that most sex education courses in grades 7 through 12 cover puberty, HIV, STIs, abstinence, implications of teenage pregnancy and how to resist peer pressure. Other

study topics such as methods of birth control and infection prevention, sexual orientation, sexual abuse and factual and ethical information about abortion varied more widely (Monbiot, 2004).

There has been a lot of debate in America on which form of sex education should be taught in schools: Abstinence and abstinence only (Dallard 2001). Comprehensive or abstinence plus sex education covers abstinence as a positive choice, but also teaches about contraception and avoidance of STIs when sexuality active. A 2001 study conducted by the Kaiser Family Foundation found that 58% of secondary school principals describe sex education curriculum as “abstinence plus” (Dallard, 2001). Abstinence – only sex education tells teenagers that they should be sexually abstinent until marriage and does not provide information about contraception. In the Kaiser’s study, 34% of high school principals said their schools’ main message was abstinence only.

Proponents of comprehensive sex education which include the American Psychological Association, the American Medical Association, the National Association of School Psychologists, the American Academy of Pediatrics, the American Public Health Association and the Society for Adolescent Medicine argue that sexual behavior after puberty is given and it is, therefore, crucial to provide information about the risks and how they can be minimized (Dallard, 2001). They also claim that denying teens such factual information leads to unwanted pregnancies and STIs. On the other hand, proponents of abstinence- only sex education object to curricula that fail to teach their

standard of moral behavior; they maintain that a morality based on sex only within the bounds of marriage is healthy and constructive and that value free knowledge of the body may lead to immoral, unhealthy and harmful practices. Within the last decade, the federal government has encouraged abstinence.- only education by steering over a billion dollars to such programme. Some 25 states now decline the funding so that they can continue to teach comprehensive sex education. (Monbiot , 2004).

2.5 Communicating Sex-related Issues in Schools across Africa

Published literature focusing on communication regarding sexual matters and birth control between adolescents and the different categories of family members in the Sub-Saharan Africa is lacking (Gage, 1998). It is against this background that this study has drawn on available limited research from a number of countries within the African region and beyond, bearing in mind that there might be pronounced differences among cultures covered.

Communication on sexuality in many African cultures is defined as a taboo, allowing only ceremonial rites or authorized persons such as paternal aunts and uncles to discuss the subject with young people (Muyinda et al., 2001). However, in many countries, these traditional ways of communicating sexual matters between generations have broken down due to lifestyle changes (Ndyanabangi et al., 2001). According to Bohmer et al (2000), female youths were traditionally educated by aunts concerning how to behave sexually in marriage, but aunts are no longer playing that role. A study carried out in Kenya indicated that discussion on sexuality matters among most cultures is rare

(Nyamwaya, 1996). The situation is even more difficult at school level. Nonetheless, teachers have the responsibility of providing this information to their children.

A study carried out in Ethiopia revealed that, when communication between teachers and students on issues related to sex takes place, messages are usually ambiguous (Taffa et al., 1999). For example, statements such as ‘do not play with boys’ are given by teachers advising students on sexuality. In the Ethiopia study, both teachers and students were requested to suggest ways which they felt could improve communication on sexuality at school level. They were asked to propose what the local government could do and what advice they wished to give to other parents and adolescents. The proposed suggestions were in terms of increasing knowledge on sexuality-related issues among teachers and improving communication skills among teachers and adolescents. In the same study, some of the teachers who claimed not to be talking to their students on sexuality said:

I would like to have more information so that I can easily talk with my students and advise them on how to grow up in a good way (i.e. conforming to the expectations of the society).

Some teachers and students in the Ethiopia study had proposed some interventions at community level:

The government should teach parents to talk with their children because I think some parents do not know how and what to tell their children. The government can also start sensitization programmes. For example community meetings, programmes on the radio and radio talk shows.

A study done in Liberia (Stanton et al., 2000) explored the pattern of places where discussions on sexuality between teachers and adolescents were being held. The responses from both teachers and adolescents indicated that discussions are held from different locations. According to some adolescents who participated in the Liberia study, the out-of class atmosphere made them to express themselves freely.

A study carried out in Lesotho (UNAIDS, 2008) revealed that students were mostly discouraged from having sex by being warned of the negative consequences of sexual behaviour such as unwanted pregnancies and STIs. Such messages are given without explaining what this euphemism means leaving the recipient to guess:

My mom tells me not to sleep with boys, because I will have a baby and contract this common disease most people have (referring to AIDS) - A young girl in Lesotho- urban school.

Another survey carried out in Lesotho (Luwaga, 2004) showed that the education system in Lesotho includes both government and church-owned schools. However, over 90% of schools are operated by churches. Currently, there is no sex education in the curriculum of these schools. The government has considered the introduction of population and Family Life Education (POP/FLE) which includes sex education into the national school curriculum. In the Lesotho survey, all young people interviewed, regardless of gender or location, felt that sex education should be provided through the school curriculum. They expressed strong views not only about the importance of receiving information about sexual behaviour and safe sex practices but also about the need to be guided in skills to negotiate sexual pressure. The teachers were also supportive of sex education being

taught in schools. They felt that teachers should be the main source of information for the young people; however, the teachers stressed the need to work in partnership with parents. Teachers also expressed the importance of appropriate and adequate training for teachers in delivering sex education in the areas of sexual and reproductive health, socio-cultural and behavioural norms. It was also suggested that teachers needed to develop a classroom environment in which young people accept that discussions of sexual issues will not have a negative impact on their reputation especially girls.

Dutra et al., (1999) argues that only when teachers are open and receptive to discussions about sex with their students are more sex topics discussed. However, in the African context, where talking about sex is considered a taboo subject, the process might be negatively influenced by fear. A study conducted in Uganda revealed that young people fear that if they raise the topic of sexuality for discussion, their parents and teachers would interpret it as actual evidence of sexual involvement (Ndyanabangi et al., 2001). This perception is still pertinent, particularly when teachers teach the topic of condom use. They are viewed like they are promoting condom use. Parents and teachers in this regard would be perceived as encouraging their children into sexual activity (Nakkazi, 2001). However, despite such fears, the perceived threat of HIV and AIDS to adolescents has made adolescent communication on sexuality a necessity to many (Luwaga, 2004). This justifies the need for young people to be exposed to all information related to sex to enable them to make informed choices (UNAIDS, 2008).

2.6 Summary of Existing Gaps the Review of Related Literature

Sex education is crucial in the present society just as it was in the traditional society. Many writers agree that sex education is subject to many questions for the youth in general and that the questions need to be tackled at the right time at different stages of development. To make sex education in secondary schools meaningful, the teachers and students need to be equipped with proper skills of communicating these sex-related issues. Most studies that have been done have dealt on the negative consequences of sexual behaviour including unwanted pregnancies, school dropouts, HIV and AIDS and other sexually transmitted diseases. There is limited research especially in Africa on communication between teachers and students on issues related to sex. There was therefore, need to bridge the gap between sexual knowledge and behaviour change at the point of interaction between teachers and students. This study thus sought to investigate the communication methods used by secondary school teachers and students in Starehe District of Nairobi County in discussing sex education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section presents a description of the research procedures employed in this study to address the research objectives. The research procedures are presented under the following subheadings: Research design, locale of the study, target population, sample size and sampling procedures, research instruments, piloting of the research instrument, validity and reliability of the research instruments, data collection procedures and lastly data analysis.

3.1 Research Design

The study adopted a descriptive survey in order to investigate the communication methods used by teachers and students in discussing sex-related issues. This design is suitable for fact finding as it captures varied opinions and views held at a given time. The design allowed the generalization of findings from a sample to a wider representation of the population (Kothari, 2008). According to Borg and Gall (1996), descriptive surveys are used by researchers to gather information, summarize, present, interpret and use it to describe the nature of existing conditions. This design was appropriate for this study for it helped get information from the students and teachers on the methods used in communicating sex-related issues. The results can be generalized to a wider representation of the population and can be used by the policy makers to make informed decisions in matters related to the teaching of sex education in secondary schools.

3.2 Variables

The dependent variable for this study was sexuality knowledge that leads to behaviour change. The independent variables were teacher, student and society-related. The teacher and student related variables were their attitude towards the learning of sex education and the methods used in communicating sex-related issues and class environment. The society-related variables were media influence, changing lifestyles and peer pressure.

3.3 Study Locale

The study was conducted in secondary schools in Starehe District in Nairobi County. This county is also home to Nairobi, the capital city of Kenya. The geographical coordinates of Nairobi are 1⁰ 18' South and 36⁰ 45' East. The height of the city from sea level is about 1798 metres. Starehe has been a division until recently, when it was given a district status. Starehe District borders Westlands to the North West, Kasarani to the North East, Kamukunji to the East, Makadara to the South East and Langata to the South. This district was purposively selected for two reasons. First, the researcher did not come across any evidence that any study on the communication methods between teachers and students in sex education has been conducted in this district. Second, the district has various categories of schools, that is, national, provincial, girls only, boys' only and mixed sex schools. Public schools were chosen because of their similarities with respect to facilities such as textbooks, libraries and other learning resources. These facilities may not be the same as those in private schools. Some private schools have their own curriculum, syllabus and systems that may bring discrepancies during the study.

3.4 Target Population

The target population for the study comprised teachers and students in public secondary schools in Starehe District of Nairobi County. According to Borg and Gall (1996), the target population includes the entire set of units for which the research data are to make inferences. According to data obtained from Starehe District Education office, there are 11 public secondary schools with a total student population of 6284 and 329 teachers. The categories of the schools, their teachers and student population are shown in table 3.1:

Table 3. 1 Secondary schools in starehe district, their categories and students and teacher population

School	Category	Number of Students	Number of Teachers
Jamuhuri	Boys only, day.	913	42
Parklands	Boys only, day.	423	30
Starehe	Boys only, boarding	893	71
Pumwani boys	Boys only,boarding	695	28
St. Teresa's	Girls only,day	500	38
Pumwani girls	Girls Day,day	257	12
Pangani	Girls only, boarding	1137	47
Ngara	Girls only, boarding	819	41
Muranga Road	Mixed , day	152	9
Ndururuno	Mixed ,day	344	7
C.G.H.U	Mixed ,day	151	4
TOTAL	11	6284	329

Source: Starehe District Education Office, 2012.

3.5 Sampling Procedure and Sample Size

A sample is a subset of the target population to which the researcher intends to generalize the results (Kothari, 2008). Singleton et al., (1988:130) define sampling as seeking of knowledge or information about a population by observing a part of this population (sample) in order to extend the findings to the entire population.

The study employed stratified and simple random sampling procedures. Starehe District has eleven (11) public secondary schools. The schools were put in strata according to their categories. These categories were: Boys boarding, boys day, girls boarding, girls day and mixed day. A sample of six schools was selected for this study. This represented 54.5% of the schools in Starehe District. This was a representative sample as Ary et al., (1972) point out that in descriptive research; a sample of between 10% and 20% would be acceptable. A higher sample was chosen since the public secondary schools in Starehe are quite few. Random sampling was used to pick one of the schools from each category. Two schools were picked from the mixed day category since this category had a higher number of schools than the others. In simple random sampling, all units have an equal probability of selection. This minimized bias and simplified analysis of results. It was also reasonable to generalize the results back to the population (Kothari, 2008).

In determining the sample size for the teachers and students, the study used the 10% recommended by Ary et al., (1972). In cases where there were less than 10 teachers, 50% of the total population was selected. Random sampling was used to select the students from all forms. Out of this sample, 3 students and 2 teachers from each school, upon

request, took part in the interview schedule. This was a total of 18 students and 12 teachers. Table 3.2 shows the 10% sample size of the students and teachers for the six schools in Starehe District that were sampled for this study:

Table 3. 2 Sample sizes of students and teachers

School	Category	Number of students	Sample size	Number of teachers	Sample size
Jamuhuri	Boys day	913	91	42	4
Starehe	Boys boarding	893	89	71	7
St. Teresas	Girls day	500	50	30	3
Pangani	Girls boarding	1,137	114	47	5
Muranga Road	Mixed day	152	15	9	5
Ndururuno	Mixed day	344	34	7	4
Total	6	3,939	393	206	28

3.6 Research Instruments

Data were collected using questionnaires and interview schedule for the two groups of respondents, i.e. students and teachers.

3.6.1 Questionnaires

Questionnaires were preferred because they are ideal for collecting quick and reliable information from respondents. There was also anonymity of the respondents in filling the questionnaires which helped them to be honest in their answers. Questionnaires also

allowed respondents time for answering questions and this helped in avoiding hasty responses (Kothari, 2008).

There were two sets of questionnaires:

- Questionnaire for students (SQ)
- Questionnaire for teachers(TQ)

Students' questionnaire was used to obtain data from students in secondary schools. SQ had six parts. Section A contained items on background information of the respondents while the other sections had other items that were developed on the basis of the research questions.

Teachers' questionnaire was used to obtain data from teachers in secondary schools. This questionnaire was administered to the randomly selected teachers in the selected schools. TQ contained six major subsections. Section A contained items on background information of the respondents while the other sections had items that were developed on the basis of the research questions.

3.6.2 Interview schedule

Patton (2002), states that an interview is one of the most important sources of data and defines the interview as a two-way conversation that gives the interviewer the opportunity to participate actively in the interview. A semi-structured interview schedule for teachers and students was deemed appropriate for the study. It was used to counter-check the information collected through the questionnaires and to gather the respondents' opinions in greater depth. The flexibility of the semi-structured interview allowed the

study to change the sequence and forms of questions in the interview guide in order follow up the answers given by the respondents. In the semi-structured interview, the interviewer asks certain pre-set questions but is open to what the interviewee feels is relevant and important to talk about (Paton, 2002).

3.7 Pilot Study

This was done to determine the validity of the research instruments. The instruments were piloted in two randomly selected secondary schools. The pilot schools were not included in the main study. The questionnaires were administered to the teachers and students in the selected pilot schools. When carrying out the pilot study, the researcher found it necessary to include a semi-structured interview schedule. One teacher and one student were selected to pilot-test the interview schedule. Pilot data that were collected were analyzed and the results were used to modify the questionnaires. The pilot study helped locate ambiguities, revealed flaws in the questions and inadequacies in the coding system. This then led to evaluation and improvement of the questions. The pilot study also helped the researcher to gain the necessary experience in using the instruments before the main study.

3.7.1 Validity

Validity refers to the extent to which a test measures what it is intended to measure (Sanford & Evans, 1984). Content validity was used to indicate the measure of the degree to which data collected using a particular instrument represented the content that the instruments were designed to measure. The researcher was concerned with the degree to which the instruments were measuring the communication methods used by secondary

school teachers and students in discussing sex-related topics. Ascertaining the content validity involved consultation with the research supervisors and experts in this area of study especially lecturers in the department.

3.7.2 Reliability

Reliability refers to the ability of an instrument to give the same results when subjected to the same subject at different times. (Sanford and Evans, 1984). Reliability of the Questionnaires was determined by the use of split-half technique (Kothari, 2008). The items of the instruments were split into two subjects after a single administration of the instruments. The total set of items was divided into two halves. The scores of the halves were correlated to obtain and estimate reliability. The Cronbach's Alpha was used to measure the internal consistency and a value of 0.75 was arrived at, which indicated that the instrument was reliable (Kothari, 2008).

3.8 Data Collection Procedures

A research permit was sought from the Permanent Secretary, Ministry of Higher Education, Science and Technology to allow collection of data in Starehe District. Thereafter, permission was sought from Starehe District Education Office (DEO). Data collection was done in the sampled schools. The researcher visited the sampled schools first to request for permission from the school authorities, explain the purpose of the study and make necessary arrangements for actual administration of the instruments. A familiarization visit was done, during which time, the researcher talked and mixed freely with both teachers and students before the actual visit for data collection to try and minimize Hawthorne effect (Borg and Gall, 1996). The researcher then collected data by

issuing the research instruments to teachers and students. The two sets of instruments were administered when the respondents were relaxed enough to provide reliable information (Eggleston et al., 1975).

3.9 Data Analysis

Data collected were analyzed qualitatively. Qualitative data were obtained from the open and closed-ended items in the instruments. The data were grouped into different categories of items consistent with the research objectives and deductions and generalizations made using patterns and trends of the responses. They were coded and entered into the computer using SPSS program. Specifically, the data were analyzed using simple descriptive statistics: percentages, means and frequencies. The data were presented in tables, graphs and charts.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.0 Introduction

This chapter contains the data analysis, presentation and discussions. The study investigated communication methods used by secondary school teachers and students in sex education. Responses were received from secondary school teachers and students using questionnaires and interview schedules. Information elicited was coded, decoded and categorized according to the major thematic issues which emerged in the course of the study. The mode of analysis used was by objectives. These objectives were: a) To establish the level of awareness of secondary school students on sex-related issues. b) To investigate the perceptions of teachers and students on the teaching and learning of sex education in schools. c) To investigate the communication methods used by teachers and students in discussing sex. d) To identify the challenges that the teachers and students face in discussing sex issues. e) To suggest ways through which communication between teachers and students on sex issues can be improved. Responses on the questions were summarized in tables, graphs and pie charts. Demographics and other general information about the respondents are presented first.

Three hundred and eighty (380) students questionnaires were filled out of the three hundred and ninety three (393) given out, giving a response rate of 96.7%. For the teachers questionnaires, 25 were filled out of the 28 given out. This was a response rate of 89.3%. This response rate for both the students and the teachers was adequate for

analysis. (Eggleston et al., 1975). Eighteen students and 12 teachers were interviewed. Discussion of the results was done as per the objectives of the study.

4.1 Biodata of the Respondents

This section covers the distribution of the respondents by school and also by gender; both for teachers and students.

4.1.1 Distribution of Students and Teachers by Schools

The sample selected for the study for both the students and the teachers is indicated in table 4.1:

Table 4. 1 Distribution of teachers and students by schools

School	Students		Teachers	
	Frequency	Percentage	Frequency	Percentage
Jamuhuri	91	23.2	4	14.3
Muranga road	15	3.8	5	17.9
Ndururuno	34	8.7	4	14.3
Pangani	114	29.0	5	17.9
St. Teresa	50	12.7	3	10.6
Starehe	89	22.6	7	25.0
Total	393	100	28	100

As seen in table 4.1 above, Pangani had the highest number of students respondents at 29% and Murang'a road had the lowest at 3.8%. For teachers, Starehe had the highest percentage at 25% while St. Teresa had the lowest at 10.7%.

4.1.2 Distribution of Students' and Teachers' Respondents by Gender

The students' sample selected for the study constituted 212 boys and 181 girls. For the teachers, the sample constituted 12 males and 16 females. This is shown in table 4.2 below:

Table 4. 2 Distribution of Students and Teachers by Gender

	Students		Teachers	
	Boys	Girls	Male	Female
Jamhuri	91	-	1	3
Murang'a road	9	6	2	3
Ndururuno	23	11	2	2
Pangani	-	114	1	4
St Teresa's	-	50	1	2
Starehe	89	-	5	2
Total	212	181	12	16

This represents 42% males and 58% females for teachers and 54% boys and 46% girls for students.

4.2 Objective one: Awareness on Sex Education among Secondary School Students.

One of the objectives of this study was to investigate the level of awareness of secondary school students on sex education. This question was important in the study to establish whether students got involved in early sexual practices because they had never been exposed to sex education. This is because available documentary evidence shows that over 70% of the Kenyan youth engage in high risk sexual behaviour (Njau, 1993). It is expected that when students have knowledge of sex education, then they are expected to be safe. Questions were posed to the learners and the teachers to seek their opinion on this.

4.2.1 Students' Level of Exposure to Sex Education

The respondents were asked if students had been exposed to sex education. These findings are presented in table 4.3.

Table 4. 3: Students and teachers views on students' knowledge of sex education.

Response	Students		Teachers	
	Frequency	Percentage	Frequency	Percentage
Yes	365	96	22	88
No	15	4	3	12
Total	380	100	25	100

The results showed that a high percentage of students (96%) confirmed that they had received sex education while only a small percentage (4%) said that they had never received any form of sex education. The teachers' responses were also consistent with those of the students, since 88% affirmed while only 12% said that they never discussed sex-related issues with students. These results show that indeed, students have been exposed to sex education.

In an open item, the respondents who said that students had not been exposed to sex education (4% of students and 12% of teachers) were asked to give a reason for this. The students cited issues like religion (62%), culture (25%) and lack of time (13%). Three excerpts are captured below:

Voice 1

My parents are saved and they told us never to talk about anything about sex' (girl, age 13 years)

Voice 2

We are not allowed to discuss such things where I come from- girl 15 years

Voice 3:

Our teachers and parents are very busy. They have no time to discuss these things (Referring to sex education) -girl, age 14 years.

Out of the 12% teachers who said that they do not discuss sex-related topics with students, one gave reasons related to religion, showing that religious norms serve as barriers to effective communication:

Voice 1

It is against my religion to discuss such issues

Another teacher said that he had no chance to discuss sex-related issues with students since he had no life skill lesson:

Voice 2:

I don't have a life skill class so I never get the chance to do so (referring to teaching of sex education).

This is despite the fact that KIE advocates for the integration of sex education with the regular school curriculum, (KIE, 2006).

4.2.2 Grade at Which Students Were First Exposed to Sex Education

Respondents were asked the class in which they had first received sex education. These results are captured in table 4.4

Table 4. 4: Grade in which students were exposed to sex education:

Class	Frequency	Percentage
Lower primary	11	3.0
Upper primary	160	43.1
Form 1&2	150	40.4
Form 3& 4	50	13.5
Total	371	100

As the results indicate, most of the respondents noted that they had mainly received it in their upper primary (43.1%) and lower secondary (40.4%). Three per cent noted that they had received it in lower primary school while 13.5% had it in upper secondary school.

4.2.3 Students' Awareness of What Sex Education Really is

Besides being aware of sex education, respondents were also asked whether they knew what sex education was about. This was intended to confirm whether they really understood what sex education was about. Most respondents described sex education in the context of HIV and AIDS prevention. For example,

Voice 1

I think we are taught about sex so as to protect ourselves from getting AIDS.

Other respondents viewed sex education from the perspective of pre-marital sex:

They teach us so that we do not have sex before marriage

A few were more elaborate in their explanation:

It (sex education) covers all areas of our growth as boys and girls like biological, emotional, physical and how to cope with adolescence

4.2.4 Topics that Students Had Learnt in Sex Education

The respondents were further asked to state one major issue they had learnt in sex education. The findings are captured in table 4.5.

Table 4. 5: Topics that student have covered most in sex education.

Topic	Students		Teachers	
	Frequency	Percentage	Frequency	Percentage
Abstinence	183	48	11	44
Challenges of adolescence	45	12	4	16
Danger's of pre-marital sex	44	12	4	16
Use of condoms and other contraceptives	9	2	1	4
Relationships	4	1	2	8
Biological functioning of the bodies	95	25	3	12
Total	380	100	25	100

In the responses of the students, the topic of abstinence had the highest percentage (48%), followed by biological functioning of the bodies (25%), challenges of adolescence and

dangers of pre-marital sex both at 12%. The topic of use on condoms and other contraceptives had 2% while that of relationships had 1%.

For the teachers, abstinence scored highest (44%), followed by the topic of dangers of pre-marital sex and challenges of adolescence both at 16%. The topics of Biological functioning of the bodies, relationships, and use of condoms and other contraceptives had 12%, 8%, and 4% respectively.

4.2.5 Sources of Sex Education among the Students.

The respondents were also asked to mention one main source of their sex-related information. These findings are shown in table 4.6.

Table 4. 6 Sources of Sex-Related Information Among Students

Source	Frequency	Percentage
Teachers	198	52.1
Parents	43	11.3
Peers	80	21.1
Mass media	34	8.9
Other relatives	15	3.9
Religious institutions	10	2.6
Total	380	100

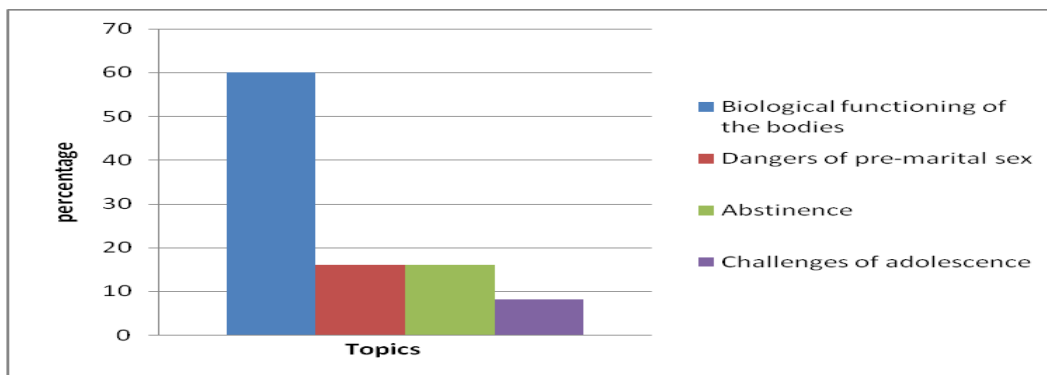
From the above results, it is clear that students receive most of their sex related knowledge from the teachers as was noted by 52.1% of the respondents. Parents had 11.3%, peers 21.1%, mass media 8.9% and other relatives had 3.9 %. Religious institutions were the least cited in form of offering sex related information to students (2.6%). They were further prodded on the areas that the students seemed most knowledgeable. The findings of this are presented in table 4.7.

Table 4. 7: Teachers on topics that students seem most knowledgeable.

Topic	Frequency	Percentage
Biological functioning of the body	15	60
Dangers of pre marital sex Abstinence	4	
Challenges of Adolescence	2	8
Relationships	-	-
Use of condoms and other contraceptives	-	-
Peer pressure	-	-
Total	25	100

As observed in the above results, no teacher claimed that students were knowledgeable in the areas of relationships, use of condom and other contraceptives and peer pressure. The percentages of the topics that teachers said the students were knowledgeable in are presented in figure 4.1

Figure 4. 1: Teachers' views on the sex related topics that students seemed most knowledgeable



The topic on Biological functioning of the bodies scored highest (60%) while that of challenges of adolescents scored lowest (8%). Other areas mentioned included: Dangers of premarital sex and abstinence both at 16% and challenges of adolescence at 8%.

The results of the interview schedule were consistent with those of the questionnaires. All the respondents were asked if they had heard about sex education. All of them affirmed that they had. Their understanding of what sex education was differed. Majority of teachers (73%) defined sex education in terms of understanding oneself, 20% defined it in terms of biological, emotional and physical aspects while 7% saw it in terms of dangers of early sexual activities. The students, on their part, defined sex education in terms of dangers of pre-marital sex (86%) while 14% saw in relation to appreciating themselves. Teachers interviewed said that their students were quite familiar with topics related to abstinence and dangers of pre- marital sex (89%). Students on their part claimed that they were quite familiar with issues related to relationships (60%) and biological functioning of the bodies (40%). The teachers were asked to name the age group of students that they found easy to teach sex related issues. Majority (92%) mentioned form two students, 1% named form threes while 7% mentioned form ones. On the same question, all the students interviewed indicated that, they felt comfortable discussing such issues with their own classmates, regardless of the age.

4.3 Objective Two: Perception of Teachers and Students on Sex Issues

Another objective of this study was to investigate the views of teachers and students on communication of sex issues between teachers and students. According to The Rommetveit and Blakar Communication Model, when the attitude of the sender or

receiver of a message is negative, communication may not be effective. The respondents were asked if sex education should be taught in schools by teachers. The responses of the students showed that majority of them support the provision of sex education in schools. These results are presented in table 4.8.

Table 4. 8: Students and teachers' views on teaching of sex education in schools.

Response	Students		Teachers	
	Frequency	Percentage	Frequency	Percentage
Yes	369	97	23	92
No	11	3	2	8
Total	380	100	25	100

As seen in table 4.8, out of the 380 students who participated in the study, 369 were of the opinion that sex education should be taught in schools. This represents 97%. Only 11 students (3%) felt that sex education should not be taught in schools. To this item the respondents were required to give a reason for their choice. Table 4.9 captures the findings from students on why sex-related issues should be discussed in schools:

Table 4. 9: Students on why teachers are the right people to teach sex education

Reason	Frequency	Percentage
Teachers are free and transparent	146	39.6
Teachers are experienced	104	28.2
Teachers are understanding	32	9.2
Teachers can be trusted	40	10.8
Teachers spend more time with students	45	12.2
Total	369	100

Table 4.9 shows the reasons cited by respondents to support that teachers are the right people to teach about sex education. Majority (39.6%) noted that teachers were free and transparent. Teachers' experience was also rated as an important factor that made them suitable in teaching sex education (28.2%). Other factors included the fact that teachers understand (9.2%), that teachers can be trusted (10.8%) and also that teachers spend a lot of time with the students (12.2%). Samples of their comments are captured in the voices below:

Voice 1

Our parents are shy but teachers are free with us (16 years).

Voice 2 *We are in schools most of the time and parents are very busy and they come home late (age 14 years).*

Voice 3

Because teachers are our parents in schools and we trust them. (14 years.).

A small percentage (3%) indicated that teachers are not the right people to teach sex education. They gave reasons like teacher's shyness (54.5%), religious barriers (27.3%) and interference with the teaching of other subjects (18.2%). These findings are presented in table 4.10.

Table 4. 10: Students on why teachers are not the right people to teacher sex education

Reason	Frequency	Percent
Teachers are shy	6	54.5
Religious inhibitions	3	27.3
Interference with other subjects	2	18.2
Total	11	100

The voices below capture samples of their views:

Voice 1

Some teachers are very shy.

Voice 2

My religion does not allow me to discuss such things (referring to sex education) with strangers.

The responses on the perception of teachers were fairly consistent with those of the students. The teachers were also asked if sex education should be taught in schools. As seen in table 4.8, 92% agreed while only 2 (8%) felt that sex education should not be taught in schools by teachers:

This item also required the respondents to give reasons. Some of the reasons given by the teachers were consistent with what the students had said: That students trust teachers (56.5%), teachers have the knowledge (26.1%) and that most of the young people's time is spent in schools (17.4%). This is seen in table 4.11:

Table 4. 11: Teachers' views on why teachers are the right people to teacher sex education

Reason	Frequency	Percent
They trust teachers	13	56.5
Teachers have the knowledge	6	26.1
Students spend a lot of time in schools	4	17.4
Total	23	100

Some of their responses are captured in the following voices:

Voice 1

They have a lot of confidence in us.

Voice 2

We are trained on how to handle these young people.

Voice 3

They are in schools most times

For the two who said no, the reasons they cited were religious barriers (50%) and that discussing sex-related issues with students could encourage them to engage in early sexual activities (50%).

Voice 1

It goes against my religious faith.

Voice 2

I feel that discussing these things (referring to sex education) can encourage them to engage in early sex.

4.4 Objective Three: Methods Used by Teachers and Students in Communicating Sex Related Issues

The views of both teachers and students were further explored to establish the communication methods used by teachers and students in discussing sex-related issues. This was drawing on the respondents' own live experiences regarding communication on sex-related issues. Students were asked to indicate the most commonly used method of communication that teachers use. Dictation and lecture methods had the highest percentage of 48.2% and 36.0% respectively. Others mentioned were: Question- answer method (11.6%), debates (2.4%), while discussion and use of teaching aids like texts, videos, movies and other graphics had the lowest percentages of 1.0% and 0.8% respectively.

The teachers also gave their views on communication methods used in discussing sex - related issues. These views were consistent with those of the students. The dictation method scored highly (39.1%) followed by lecture method (30.4%), question- answer method (13%), discussions (8.7%), while debates and the use of teaching aids like texts, videos, movies and other graphics had the lowest percentage of 4.3%. These findings are shown in table 4.12:

Table 4. 12: Methods that teachers and students use to discuss sex related topics.

Method	Students		Teachers	
	Frequency	Percentage	Frequency	Percentage
Dictation	183	48.2	9	39.1
Lecture method	137	36.0	7	30.4
Question- answer method	44	11.6	3	13.0
Debates	9	2.4	1	4.3
Discussions	4	1.0	2	8.7
Use of teaching aids like texts, videos, movies and other graphics	3	0.8	1	4.3
Total	380	100	23	100

Asked if they hold the sex education sessions in classrooms or in the open field, most noted the classroom (92%) while the rest, (8%) observed that they did it in the open field.

This is shown in table 4.13:

Table 4. 13: Places where sex related issues are held

Response	Frequency	Percentage
Classroom	350	92
Open field	30	8
	380	100

To get in-depth data on communication methods used by teachers and students in communicating sex-related issues, the researcher also interviewed the teachers and students on the specific methods that they used to communicate sex-related issues. The study found that teachers had devised various methods which make it comfortable to introduce and communicate sex-related issues to the students. The response is documented in table 4.14. According to the teachers, (16.7%) encouraged open

communication, 25% of the teachers interviewed said that they found it comfortable using accurate yet simple names for body parts, sexual behaviours and feelings while communicating sex issues to their students. One teacher insisted that he often makes suggestions to students rather than directives, he confessed that he always used suggestive terms such as ‘you should’ as a way of passing sex-related facts to his students. A good number of teachers (33.3%), however, said they always communicate sex related issues over time, this makes it appear as a routine and students are encouraged to frequently open up and share their experiences on sex issues affecting them. 16.7% of teachers said that by communicating moral expectation to the students, they are able to introduce and communicate sexual topics that may affect their students.

Table 4. 14: Personalized methods used by teachers to communicate sex education to their students

Responses	Frequency	Percentage
Encouraging open communication (speaking directly to students)	2	16.7
Using accurate yet simple names for body parts, sexual behaviours, and feelings.	3	25
Making suggestions rather than directives (“you should”)	1	8.3
Keeping the communication going over time – not having “the (one and only) sex talk.”	4	33.3
Gently, but clearly, communicating moral expectations relating to sexual behavior.	2	16.7
Total	12	100

The teachers confessed that they utilize all the possible opportunities to caution their students. For example, deaths of people they knew who had died of HIV/AIDS. They use that as a way of telling the students to be careful and explain that that person has died of HIV/AIDS

These days, issues that used to make us shy to talk to students on sexuality issues are no longer, because now we have this HIV/AIDS and which has claimed a lot of young lives. Issues related to prevention of this disease have to be the main message.. teacher # 1 .

The study also found that among the teachers interviewed, those who said they use open discussion methods also quoted that some situations seem to require same-gender dialogue. One response from a male seems to stress this point as demonstrated by the voice below:

I use a female teacher to talk to them because they may find it easier to communicate with a lady teacher. For example the girls may find it difficult to discuss issues with me which may be different with the boys. Teacher #2.

Besides talking, some teachers use direct warnings of ‘DO NOT.....’ to discourage immoral behaviours such as romantic relationships among their students. Other teachers claimed to have, at some point, punished students who were reported by their friends as having engaged in romantic relationships. The study also found that teachers utilized other opportunities at their disposal to expose their students to sexually related messages as described by one teacher.

'I usually arrange for external speakers to teach students issues related to sex.' Teacher # 3.

The teachers were also asked if they had ever used pictures or cartoons to communicate with students issues related to sex. Eighty per cent said that they had not. All of them gave the reason of the unavailability of these cartoons and pictures as captured in the voice below:

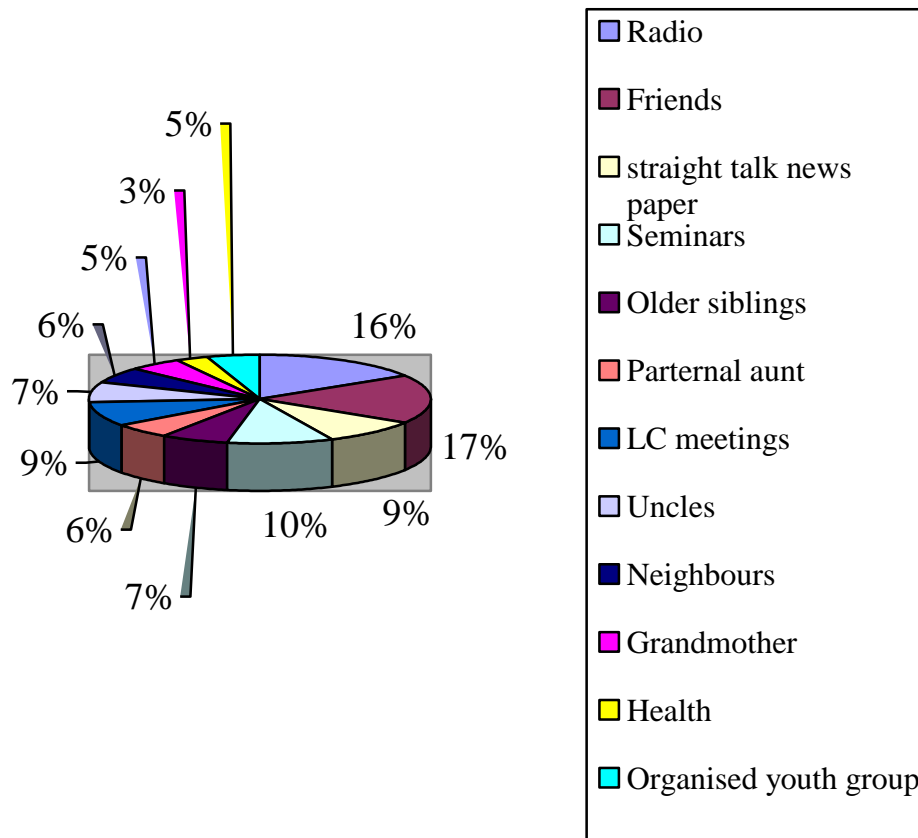
I have never come across them. (Referring to pictures and cartoons)

Respondents were asked if they made use of group work in communicating sex-related information. Seventy nine per cent of teachers said no while 21% said yes. Those who said no gave reasons as lack of time. On the same question, 18% of students said yes while 82% said no. They were also asked if they ever made use of DVDs and videos. All the teachers said no and cited the reason of their unavailability. Interestingly, 55% of students said yes. Prodded further, the students mentioned video shows that they watched on television and other social networks with their friends. Teachers were asked to compare the use of cartoons to speaking and listening in communicating issues related to sex. Majority said that cartoons would make their work easy, were more entertaining but were not available. Students on their part expressed that cartoons would be good for a change but not as a replacement of their teachers. However, on the use of drama and role play, all respondents were of the opinion that though they were good, they were too time-consuming and would take a lot of time of what some termed as “examinable curriculum.”

The findings of the interview schedule also revealed that besides getting sexuality information from teachers, students were getting sex education from different sources too. Such options might enable students to obtain information on sexuality at a more regular basis. The radio (16%) and friends (17%) seem to be the most common source of information as mentioned by the students (figure 4.2). However, uncles (7%) and neighbours (6%) were mentioned by male students and not by female students. Health workers (3%) although mentioned do not seem to be perceived as a common information source for the students. The study did not explore how often these various sources are utilized by the students.

It was also noted that teachers seem to trust that students were receiving the right information from these sources outside sex education in schools, especially from radios. Paternal aunts (6%) were mentioned as one of the reliable sources that some teachers claim had enough experience in providing sex education.

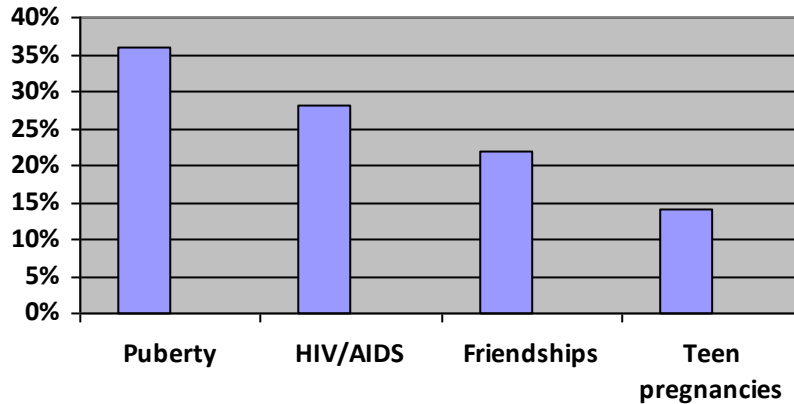
Figure 4. 2: Other methods through which students get sex education.



The study also sought to investigate how the teachers initiated sex education communication with the students. The study found that teachers employed various methods of initiating sex education talks with the students. The response indicates (figure 4.3) that puberty discussion (36%) provided good grounds to initiate sex education communication with the students, the sensitization of HIV and AIDS gave the teacher (28%) a good starting point to talk about sex education to their students. Twenty two per cent of teachers however said that they use teen pregnancies as a way of communicating sex-related issues to their students. Four-teen percent of the teachers interviewed said that

while advising their students on friendships they stress on issues related to their sexuality relationships.

Figure 4. 3 : Methods used by teachers to initiate sex education communication



Teachers initiated conversation when they observed behaviour and events which they felt should be discouraged. Pubertal changes are used by teachers to initiate conversations. The teachers mentioned that though it would be ideal to call their students for one-on-one conversation when they began to notice physical changes in their students, time constraints did not allow this. Teachers also used the experiences of the community members to talk about sexuality. The examples cited were all negative events such as death of a people due to AIDS, sexually transmitted infections and abortions. Teachers cautioned their students so that they would not suffer the same fate. The existence of these cues in the environment, therefore allowed discussion on sexuality which would have otherwise been difficult.

Interestingly, some students claimed that they considered it odd to ask questions on sexuality from teachers. They would rather wait to be approached first. One student stated his view this way:

I cannot ask my teacher questions about sexuality out of nothing, unless the teacher begins talking about it. Otherwise the teacher may think I am engaging in sex'- student #5.

This implies that in spite of the fact that the students need answers on various sex related issues from the teacher, fear of being judged negatively prevents them from asking questions.

4.5 Objective Four: Challenges Faced by Teachers and Students in Communicating Sex Related Issues.

Another objective of this study was to investigate the challenges faced by teachers and students in discussing sex-related issues. If communication is to be effective, barriers must be taken into consideration. Any challenge faced by the teachers and students in communicating sex-related issues would prevent the communication from serving the purpose for which it was planned or designed.

4.5.1. Sex-related Topics that Teachers and Students Find Easy to Communicate

The students were asked if there were topics that they found easy to communicate with teachers. All of them (100%) answered on the affirmative. Asked to name one, the topic of biological functioning of the body scored highest (39%), while that of relationships as

well as abortion scored lowest, both at 3%. Others were abstinence (22%), dangers of pre-marital sex (16%), peer pressure (13%), and the use of condoms and other contraceptives (4%).

The teachers also gave their views on the sex-related topics that they found easy to communicate with students. The topic of biological functioning of the body again scored highest (61%), followed by abstinence and dangers of pre-marital sex at 22% and 17% respectively. The topics of abortions, use of condoms and other contraceptives, peer pressure and relationships were not mentioned by any teacher as being easy to discuss. These results are illustrated in table 4.15

Table 4. 15: Sex related topics that teachers and students find easy to discuss

Topic	Students		Teachers	
	Frequency	Percentage	Frequency	Percentage
Abstinence	85	22	5	22
Abortions	11	3	0	0
Danger's of pre-marital sex	60	16	4	17
Use of condoms and other contraceptives	15	4	0	0
Relationships	10	3	0	0
Biological functioning of the body	150	39	14	61
Peer pressure	49	13	0	0
Total	380	100	23	100

4.5.2 Topics That Teachers and Students Find Difficult to Communicate.

The respondents were further asked if there were topics that they found difficult to discuss with teachers. All of them answered on the affirmative. When asked to name the topics in which they experienced difficulties, the students largely mentioned the use of condoms and other contraceptives (55%), abortions (36%) and relationships (9%). No respondent indicated that they had difficulty in communicating the topics of peer pressure, dangers of pre-marital sex, biological functioning of the bodies and abstinence. The responses of the teachers showed that majority had a problem in discussing the topics of the use of condoms and other contraceptives (40%), abortions (36%), relationships (16%), biological functioning of the bodies as well as abstinence, both at 4%. This was consistent with what the students had reported. These findings are captured in table 4.16:

Table 4. 16: Topics that teacher and students find difficult to discuss.

Topic	Students		Teachers	
	Frequency	Percentage	Frequency	Percentage
Biological functioning of the bodies	0	0	1	4
Abstinence	0	0	1	4
Relationships	33	9	4	16
Danger's of pre-marital sex	0	0	0	0
Use of Condoms and other contraceptives	202	55	10	40
Abortions	135	36	9	36
Peer pressure	0	0	0	0
Total	370	100	25	100

4.5.3 Specific Problems Faced by Teachers and Students in Communicating Sex-Related Issues

In an open item, the students were asked to name the problems that they faced in communicating sex issues with students. Lack of resources and aids, teachers' shyness and religion came out as the strongest challenges at 68.9%, 63.9% and 51.6% respectively. Others noted lack of time (20.3%), too much familiarity with teachers (9.2%), culture (8.7%) and unconducive environment (3.9%). The unconducive environment may have referred to the classroom atmosphere since a high percentage note that they had their sex education classes in the classrooms. These results are presented in table 4.17:

Table 4. 17: Students on problems faced by teachers and students in communicating sex related issues

Challenge	Frequency	Percentage
Lack of resources & aids	262	68.9
Teachers' shyness	243	63.9
Religion	196	51.6
Lack of time	77	20.3
Too much familiarity with teachers	35	9.2
Culture	33	8.7
Unconducive environment	15	3.9

The study also investigated the difficulties that teachers faced in communicating sex - related topics with students. Respondents, in an open question were asked to state the difficulties that they faced in communicating sex-related issues with students. One of the difficulties that came out strongly was lack of resources (72%). Others were: Lack of

clear guidelines from the Ministry of Education (64%), lack of adequate training (60%), cultural and religious barriers (56%), students' overexcitement (56%), students' shyness (32%) and lack of time (32%). These results are presented in table 4.18.

Table 4. 18 Teachers' views on difficulties faced by teachers and students in discussing sex related issues

Challenge	Frequency	Percentage
Lack of resources & aids	18	72
Lack of clear guidelines from the Ministry of Education	16	64
Lack of adequate training	15	60
Cultural and religious barriers	14	56
Students' overexcitement	14	56
Students' shyness	8	32
Lack of time	8	32

4.6 Objective Five: Ways of Improving Communication on Issues of Sex.

Another objective of this study was to investigate ways of improving communication between teachers and students on sex related issues. The teachers and students were asked to suggest ways in which communicating of sex education issues could be improved. They suggested the following:

1. Open class discussions.
2. Use of debates based on sex topics.
3. Incorporating sex education with the curriculum.
4. Availing resources like books and other visual aids
5. More time to be created.

6. Sensitizing the parents and the community in general on the need to encourage the children to be open in discussing sex related issues.
7. In-service courses for teachers since some had not been trained to teach sex education.

4.7 Discussion of Findings

One of the objectives of this study was to investigate the awareness level on sex education among secondary school students. The respondents were asked if students had been exposed to sex education. Findings indicated that most students had been exposed to sex education. The findings also indicated that most students are exposed to sex education mainly in the upper primary school and lower secondary school. This can be explained by the various school-based programmes that have been put in place to help young people avoid the risks of unsafe sex.

The respondents were also asked to give their opinions on what sex education is. Findings indicated that sex education is viewed by students in terms of HIV and AIDS prevention, pre-marital sex as well as biological, emotional and physical aspects of growth. This understanding of sex education in relation to HIV and AIDS is not surprising because HIV and AIDS has been the cornerstone of many of the health education programmes being implemented over a decade to combat the pandemic. Since the discovery of the first HIV and AIDS case in Kenya in 1984, there has been investment in a variety of interventions including treatment, prevention, management, care and support. A need for a clear policy to support the various interventions was felt soon after the government of Kenya declared HIV and AIDS a national disaster in 1999.

In 2000, the government put in place a comprehensive multi- sectoral strategy to guide the various stakeholders in their participation in the war against the disease. The results are consistent with findings from previous studies that found that the level of awareness of HIV and AIDS in Kenya was over 80% by the year 2007 (UNAIDS, 2008).

The findings of this study showed a small group of students who responded that they had not been exposed to sex education. This group represents those in the system or in the entire population whose level of awareness has not been increased by the sex education programmes in schools. The Kenya Primary and secondary Christian Religious Education(CRE), Home Science and the recently introduced life skills syllabi under the 8-4-4 system does try to address some areas of sex education like boy/girl relationships, the biological functioning of the bodies, adolescence and STDs (KIE, 2006). Despite this, some young people continue to demonstrate lack of knowledge. These findings provide a clear indication that the implementation of sex education may be lacking in clear guidelines.

The students and teachers who said that they have not been exposed to sex education cited issues like religion, culture, and lack of time. The reason related to religion is not surprising since most religions are nervous about sex education. It is to be remembered that plans to introduce sex education in schools were among the main items discussed during the 1994 Cairo Conference. This was to be a major component of the reproductive health-care package that was presented at the conference. The agenda was however controverted by the Roman Catholic Church who argued that it aimed at giving contraceptives to the youth. The church urged parents not to allow their children to be

taught sex education in school. In fact, parents' opinions on sex education in Kenyan schools are divided.

A study by Kavivya (2003) on the policy of the Catholic Church on family planning and its influence on fertility behaviour in Kangundo Division, Machakos District reveals that Christians in Kenya are seemingly divided on the issue of sex education. In the Kavivya's (2003) study, those who favoured sex education argued that it would provide knowledge to school children on the consequences and evils of irresponsible premarital sex as well as on the dangers of premarital pregnancies. The groups that oppose sex education argue that the youth do not need sex education, for it would lead to more sexual immorality at too early age, resulting to more teenage pregnancy, back street abortions and spread of HIV and AIDS. In a study carried out in India (Sevan & Ross, 2005), most male and female students reported that they do not have open communication with their teachers and students on sex topics. The reasons they gave were religious and traditional beliefs that sex is considered appropriate for discussion only after marriage with one's partner.

This study also sought to investigate whether some topics related to sex were covered more than others. The findings showed that the topics of abstinence, dangers of premarital sex and biological functioning of the bodies were quite popular among the students and the teachers.

These responses seem to assent with the impression that the approach mainly taken in educating the youth on sex related issues was "keep off from sex." According to the findings of this study, it is evident that the motivation of most communication to the

young people on issues related to sex is fear; fear of HIV and AIDS and other STIs, fear of girls becoming pregnant. These results show that most messages related to sex that are communicated to young people focus more on warnings about the negative outcomes of premarital sex. This is why most participants cited abstinence and dangers of premarital sex as topics widely covered. If discussions with young children are conducted in a negative and threatening way, they will be unlikely to turn to their elders to discuss sexual matters as they get older. On the other hand, positive communication about sex information, feelings, attitudes, values and behaviour when children are young often leads to ongoing discussions as they mature. Establishing an environment conducive to open and comfortable communication is, therefore, extremely important. It is worth noting that sexual decisions among adolescents in most cases are not always pre-planned or logical. As Dallard (2001) points out, there are situations when girls are raped or taken against their will into sex. This justifies why the scope of sex-related information need to be increased to enable the adolescents to make wise healthy decisions regarding their sexuality in all situations.

The topics of use of condoms and other contraceptives are not largely discussed. However, adolescents were aware of their availability. Njau (1993) observes that over 80% of teenage boys and between 50 and 60 % of teenage girls engage in sexual activities. Most of these activities are hardly protected thus exposing them to risks such as STIs and unwanted pregnancies. Surveys carried out indicate that girls engage in sex then run for the 'morning after' pill as advised by peers. Others have been heard saying

that the use of two condoms during sexual intercourse offers them double protection. (Awino, 2000).

The respondents were also asked to mention one main source of their sex-related information. Majority cited the teachers while religious institutions had the lowest ranking. Others mentioned were parents, peers, mass media and other relatives other than parents. These findings emphasize the big role that the school institution plays in providing sex education to young people. Communication between teachers and students on issues related to sex has become a vital tool for promoting and sustaining risk-reducing behaviour among the young people.

According to Blake et al., (2001), teachers are in a unique position to help socialize adolescents into healthy sexual adults by providing accurate information about sex and by fostering responsible decision-making skills. Teachers can tailor the presentation of information to be consistent with their own values and also relevant to the life circumstances. When teachers approach their role as sex educators in positive, affirmative ways, young people are better able to make healthy sexual decisions. The results of this study also showed that peers are a source of information for young people. This is consistent with Runganga and Aggleton (1998) findings which showed that peers were more relied upon for information and guidance about sex. Peer education programmes have also been advocated for teaching adolescents on sex issues. The mass media is another source of sex related information. Students in the interview mentioned that DVDs and videos from social networks were a source of sex-related information.

Previous studies have shown that 43% of the girls interviewed used print and audio-visual media like magazines, radio, movies, films and TV as important sources of information on sex-related matters (Bibby,1962)). The media is being relied upon more than ever before for providing information and guidance about sex matters to adolescents (Barbara, 2006). Brown and Childers (1990) also found the television to affect the adolescents' sex beliefs especially beliefs about marital fidelity, marital stability and female sexuality.

This study sought the views of teachers on the topics that students seemed most knowledgeable. Teachers noted that the students seemed most knowledgeable on the topics of biological functioning of the bodies, abstinence and challenges of adolescence. The above results can be explained by the fact that the topic of biological functioning of the bodies is one of those also covered in other areas like Biology and Home science.

Another objective of this study was to investigate the views of teachers and students on communication of sex issues between teachers and students. The respondents were asked if sex education should be taught in schools. The students and teachers' responses showed that majority support this. The reasons given included that most parents are shy but teachers are not, that students are in schools most of the times and that the students trust teachers. One of the criticisms of sex education programmes has been that they may increase sexual behavior among the young people. Empirical evidence , suggests that school based programmes do not propel young people into pre-mature sexual relations , but rather delay coital debut and also increases fidelity and encourages responsible sexual behavior. (Taffa et al, 1999).The small percentage that said that teachers are not the right

people to teach sex education cited reasons ranging from shyness, lack of time and religious barriers.

Another objective of this study was to investigate the communication methods used by teachers and students to discuss sex related issues. Dictation and lecture methods had the highest percentage among the students. Only a small percentage indicated that teachers made use of teaching aids and interactive and participatory teaching and learning methods like discussion and debates. The teachers' responses were consistent with the students. They cited the dictation and lecture methods as the ones they commonly used. A small group reported using teaching aids. Communication, according to the Blakar (1992) is a basis for all human interaction and a process in which people send, receive, interpret and infer messages all the time. It is two-way process and both the sender and the receiver have key roles to play, if communication has to be effective. However, basing on the responses of the teachers and the students, it is evident that the kind of communication taking place is unidirectional. With regard to Blakar (1992), this is a shortfall to effective communication, the students predominantly playing a listening role.

Interactive and participatory teaching and learning methods should be central to effective skills based sex education. Such methods can have an impact on reducing risks and promoting behavior that will lead to healthy development. Participatory methods allow participants opportunities to listen and learn from each other and can appeal to different learning styles. They include self directed and experimental learning. These include: Group discussions, brainstorming, role play, educational games, debates, storytelling and audio and visual activities. The results of the interview schedule, however showed that

teachers and students were not making use of DVDs , videos, storytelling and role play either due to the unavailability of the teaching aids or due to lack of time.

The students further reported that most discussions on sex related topics took place in the classrooms. Availability of adequate time might be a major factor that dictates the selection of locations for holding discussion on sex.

With regard to the challenges faced by teachers and students in communicating sex related topics, the participants gave their views on the topics that they found difficult to discuss. Those mentioned included: The use of condoms and other contraceptives, abortion and relationships. In an open item the participants were asked to name the challenges that they faced in discussing sex issues with students. In the responses of the students, several challenges came up. These included: Lack of resources and aids, teachers' shyness, religion, lack of time, too much familiarity with teachers, culture, and unconducive environment .The unconducive environment may have referred to the classroom atmosphere. The views of teachers were consistent with those of students. They noted the following challenges: Lack of resources, lack of clear guidelines from the Ministry of Education, lack of adequate training, cultural and religious barriers, students' overexcitement, students' shyness and lack of time.

The study also sought to investigate ways of improving communication on issues of sex between students and teachers. The results of this study show that there is need to improve on the teaching and learning methods. Teachers and students should make use of participatory learning methods like discussions and debates. It is also important to incorporate sex education with the curriculum. Teaching and learning resources like

books and visual aids should be made available to enhance communication on sex-related issues. More time should also be allocated to sex education. It was also felt that the parents and the community at large need to be sensitized to encourage the young people to openly discuss sex-related topics. There is also need for in-service courses for teachers on how to handle the teaching of sex education. It is necessary to boost teachers' confidence to discuss sensitive and controversial topics as well as promote additional skills such as counselling and awareness of youth services. Appropriate trained staff are critical to the delivery of sex education programmes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes, concludes and makes recommendations based on the objectives of the study. These recommendations will help improve communication between teachers and students on sex-related issues. The chapter also gives suggestions for further study.

5.1 Summary

The purpose of this study was to investigate communication between teachers and students in sex education. Findings indicated that most students have been exposed to sex education. The findings also indicated that most students are exposed to sex education mainly in the upper primary school and lower secondary school. Sex education is viewed by students in terms of HIV and AIDS prevention, pre-marital sex as well as biological emotional and physical aspects of growth.

The findings of this study showed that some topics are covered more than the others. The topics of abstinence and biological functioning of the bodies were quite popular among the students and the teachers. The study sought to establish the main source of sex education among the students. The highest percentage cited the teachers while the lowest percentage cited religious institutions. Teachers noted that the students seemed most knowledgeable on the topic of relationships but least knowledgeable on the use of condoms and other contraceptives.

The study also sought to investigate the perception of students and teachers on communicating sex-related topics in schools. The students and teachers' responses showed that majority supported this. The reasons given included that most parents are shy but teachers are not, that students are in schools most of the time and that the students trust teachers. The small percentage that said no cited reasons ranging from shyness, lack of time and religious barriers.

Another objective of this study was to investigate the communication methods used by teachers and students to discuss sex-related issues. Dictation and lecture methods had the highest percentage. Only a small percentage indicated that teachers made use of teaching aids interactive and participatory teaching and learning methods like discussion and debates. The students' responses were consistent with the teachers who cited the dictation and lecture methods as the ones commonly used. Only a very small group reported using teaching aids. The students further reported that most discussions on sex -related topics took place in the classrooms and a large percentage said they were not happy with this.

With regard to the challenges faced by teachers and students in communicating sex related topics, both the teachers and students noted that there were some topics that they found difficult to discuss. These were the use of condoms and other contraceptives abortion and relationships. Participants also noted challenges that they face in communicating sex related issues. They included: students over excitement, students' shyness, lack of enough time, lack of adequate training of teachers to handle sex related issues as well as lack of proper guidelines. Teachers also noted that they lacked resources and aids to enhance the teaching of these topics.

The study also sought to investigate ways of improving communication on issues of sex between students and teachers. The results of this study showed that there is need to improve on the teaching and learning methods. Teachers and students should make use of participatory learning methods like discussions and debates. It is also important to incorporate sex education with the curriculum. Teaching and learning resources like books and visual aids should be made available to enhance communication on sex-related issues. More time should also be allocated to sex education. It was also felt that the parents and the community at large need to be sensitized to encourage the young people to openly discuss sex-related topics. There is also need for in service courses for teachers on how to handle the teaching of sex education.

5.2 Conclusion

The youth comprise a quarter of the world's six billion people (AMREF, 1997). There are many challenges facing them as a result of the fast changing world. These include negative pressure; gender bias, early marriages, teenage pregnancies, indiscipline, early sexual debut, rape and incest. (KIE, 2002). Despite sex education being offered in secondary schools, the young people are still exposed to risky sexual behaviour (HIV/AIDS Monitoring report, 2006). The critical test lies in the extent to which the key messages reach the young people. Changing conceptions and attitude require effective communication methods. It requires knowing the audience, developing the message and disseminating it. Effective communication is needed to prepare the youth for the complex challenges that exist in our world today. The youth need to be enabled to develop positive

values, attitudes and skills and healthy behaviour in order to help them effectively deal with the challenges of everyday.

The principal aim of this study was to provide an insight on communication between teachers and students in discussing sex-related topics at school level. The findings of this study provide a representation of opinions on sexuality communication from both teachers and students. Some of the major findings of this study were that majority of the students indicated that they had learnt a lot about sex in the schools. Based on objectives of this study, it can be concluded that the school environment is presently perceived as the most suitable for catering for the needs of students on sex education. As the students reported, most of them had received sex education from teachers. They also reported that the teachers are the right people to offer them sex education. The findings indicate a positive attitude among students and teachers on the teaching of sex education in schools. However, the methods used in discussing sex-related issues are one-way and not participatory. This is inadequate and measures need to be taken to improve on this. There are challenges that need to be addressed by all stakeholders to improve on communication between teachers and students on sex-related issues. The study findings have some implications for sex education in schools. According to the findings of this study, messages from teachers mainly focused on warnings about the negative outcomes of pre-marital sex. Many topics on the broader aspects of sexuality, including adolescents' sexuality, relationships and reproductive health needs are clearly not being discussed. In addition, not only do many different topics need to be discussed, teachers

need to adopt an open and receptive approach when initiating conversations or encouraging questions and responding to students' questions.

An open process of sexuality communication involves both teachers having adequate knowledge, being willing to listen, talking openly and freely, and understanding the feelings behind any questions posed by students. This approach to communication might not be widely accepted across cultures and religions. However, the community should be made to understand that, having open discussions with young people will not deprive them of imposing any restrictions that they may wish on their children. The challenges that were raised need to be addressed to make communication between teachers and students on sex-related issues effective. This will in return bridge the gap between sex knowledge and behaviour change among students in secondary schools.

5.3 Recommendations

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

- In view of students' level of exposure to sex education, clear guidelines should be set and implemented to ensure that students are exposed to all topics of sex education. Feasibility studies should be done to establish how sex education can be integrated with the rest of the curriculum. There should be proper guidelines on how implementation of sex education is carried out. More time should also be allocated for sex education. Teachers should create a conducive environment like

out of class to avoid monotony and thus enhance communication on sex-related issues.

- Since students and teachers have a positive attitude towards the teaching and learning sex education, students should be encouraged to utilize any available time that they have to get sex-related information from teachers.
- In relation to communication methods used by teachers and students in sex education, teachers should be encouraged to instill in the students the positive aspects of sex education and not necessarily use the warning approach. The use of participatory methods of communication like debate, discussion and role play should be encouraged in sex education. KIE should prepare more books, teaching aids and other resources to enhance the teaching of sex education.
- With regard to challenges faced by teachers and students in communicating sex-related issues, teachers should be given in-service training on communicating sex-related issues. Involving the wider community in appreciating the significance of parent-adolescent sexuality communication and identifying interventions to enhance communication on sexuality should be considered since culture and religion were identified as barriers to communication.
- Teachers and students should be encouraged to openly talk about issues related to sex. They should be provided with information and skills to enable them overcome the communication barriers related to talking about sexuality issues. This can be done through involving them in 'straight talk' programmes, seminars. Mass media should continue to be used in providing sex education to the children

and hence minimizing the cultural bottlenecks related to sexuality communication. This is based on the premise that, in this study, students mentioned using radios, television and videos to learn issues related to sex.

5.4 Suggestions for Further Study

The study findings are by no means exhaustive. It has opened other avenues for research and experimentation. Future studies should have a larger sample from diverse areas of the country other than Nairobi. Such studies will perhaps unearth findings different from the ones in this study. Other areas recommended for study include:

- i. The influence of sex education programmes on the academic performance among secondary school students.
- ii. The role of social media in sex education.
- iii. The adequacy and suitability of the current curriculum in catering for students' sex education needs.
- iv. A study should be done on sampled districts to determine the national perception on communication methods used in teaching sex education.

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APPENDICES

APPENDIX A

Students Questionnaire

This questionnaire is to collect data for purely academic purposes. You are kindly requested to answer the questions as sincerely as possible. The information you give will be treated with confidentiality.

Part A: Personal Information

Age

Gender

M

F

Part B: Students' Awareness on Sex Education

1(I) Have you ever been exposed to any sex education? Yes No

(ii) If yes, in what class/form? _____

(iii) If no. why? _____

2 What are some of the topics you have learnt in sex education?

3 Where do you get most of your sex information from? _____

Part c: Perception on Communication on Sex Issues

I Should sex education be taught in schools?

Yes

No

(ii) Give reasons for your answer.

Part D: Communication Methods Used by Teachers and Students in Sex Education

1 Tick one method, among the ones listed below that teachers mostly use to discuss sex related issues with students:

- | | |
|---|--------------------------|
| Dialogue/ discussion | <input type="checkbox"/> |
| Lecture method | <input type="checkbox"/> |
| Dictation (Talk and make notes) | <input type="checkbox"/> |
| Use of learning aids for demonstrations | <input type="checkbox"/> |
| Question/ Answer methods | <input type="checkbox"/> |
| Debates | <input type="checkbox"/> |

2 (i) Where do you hold most of your sex education sessions from?

Classrooms Open field

(ii) Are you comfortable with these places?

Yes No

Part E: Challenges Faced by Teachers and Students in Communicating Sex-Related Issues

1(i) Is there a sex related topic you find easy to discuss with teachers?

Yes No

(ii) If yes, which ones?

2(i) Is there a sex related topic that you find difficult do discuss with teachers?

Yes No

(ii) If yes, which one?

3. What other specific difficulties do you face in communicating sex related issues?

Part F: Improving Communication between Teachers and Students in Sex Education

Suggest what should be done to improve communication between teachers and students on sex related issues can be improved.

APPENDIX B**Teachers Questionnaire**

This questionnaire is to collect data for purely academic purposes. You are kindly requested to answer the questions as sincerely as possible. The information you give will be treated with confidentiality.

Part A: Personal Information

Age _____

Gender M F

Part B: Students' Awareness on Sex Education

1. (i) Do you discuss sex related issues with students?

Yes No

(ii) If no, give reasons.

(iii) If yes, please tick the topic that you discuss most:

Relationships

Abstinence

Peer pressure

Use of condoms and other contraceptives

Biological functioning of the bodies

Dangers of pre-marital sex

2 (i) Do your students seem knowledgeable on sex related issues?

(ii) Which area, among the ones mentioned above, do they seem most knowledgeable?

Part C: Perception on Communication on Sex Issues Between Teachers and Students

I Should sex education be taught in schools?

Yes

No

(ii) Give reasons.

Part D: Communication Methods Used by Teachers and Students in Sex Education

1) Which method, among the ones listed below do teachers mostly use to discuss sex related issues with students:

Dialogue/ discussion

Dictation (Talking and making notes)

Use of learning aids for demonstrations

Question/ Answer method

Debates

Part E: Challenges Faced by Teachers and Students in Communicating Sex-Related Issues

1(i) Is there a sex related topic you find easy to discuss with students?

Yes No

(ii) If yes, which one? _____

2(i) Is there a sex related topic that you find difficult do discuss with students?

Yes No

(ii) If yes, which one? _____

3. What difficulties do you face in discussing sex issue?

Part F: Improving Communication Between Teachers and Students in Sex Education

Suggest ways in which communication between teachers and students on sex related issues can be improved.

APPENDIX C**Interview Guide for Teachers**

1. Kindly tell me about yourself.
2. Have you heard about sex education?
3. What is your understanding of the term sex education?
4. Which areas of sex education do you mainly discuss with your students?
5. Of these areas, which ones are your students most familiar with?
6. How do you initiate sex related conversations with students?
7. Which methods do you mainly use when communicating sex related issues with students?
8. Which age group of students do you find it easy to discuss with issues related to sex?
9. Have you ever used pictures or cartoons to communicate sex related issues to your students?
10. Which sex related topic do you find delicate to discuss with your students?
11. Have you ever considered group work or debate in communicating sex related issues to students?
12. DVD or videos sometimes help us communicate. Have you ever used them?
13. Compare the sharing of sex related issues using cartoons to listening and speaking.
14. Compare the sharing of sex related issues using drama to listening and speaking.

APPENDIX D**Interview Guide for Students**

1. Kindly tell me about yourself.
2. Have you heard about sex education?
3. What is your understanding of the term sex education?
4. Which areas of sex education do you mainly discuss with your teachers?
5. Of these areas, which ones are you most familiar with?
6. Apart from teachers, what are your other sources of sex education?
7. Which methods do you find it easy to use when communicating sex related issues?
8. Which age group of students do you find it easy to discuss with issues related to sex?
9. Have your teachers ever used pictures or cartoons to communicate sex related issues to you?
10. Which sex related topic do you find delicate to discuss with your teachers?
11. Do you ever work in groups in communicating sex related issues?
12. DVD or videos sometimes help us communicate. Have you ever used them?
13. What do you think are the advantages of cartoons in communicating sex related issues?
14. What do you think are the advantages of cartoons in communicating sex related issue

APPENDIX E

Public Secondary Schools in Starehe District

- Jamuhuri
- Pumwani
- Starehe
- Pangani
- St. Teresas
- Pumwani
- Ndururuno
- Murang'a Road
- C.G.H.U.
- Parklands
- Ngara

Source: Starehe District Education Office, 2012



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P.O. Box 43844, 00100
 NAIROBI, KENYA
 Tel. 8710901 Ext. 57530

Our Ref: E55/CE/11532/08

Date: 4th October 2011

The Permanent Secretary,
 Ministry of Higher Education, Science & Technology,
 P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION FOR MS. MAKIRA JUDY NJOKI - REG. NO.
E55/CE/11532/08**

I write to introduce Ms. Makira Judy Njoki who is a Postgraduate Student of this University. She is registered for an M.Ed degree programme in the Department of Educational Communication & Technology in the School of Education.

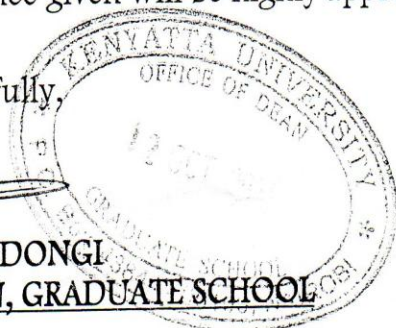
Ms. Makira intends to conduct research for a thesis project entitled,
**“Communication Methods Used by Secondary School Teachers and Students in
 Sex Education: A Case of Starehe District, Nairobi County, Kenya.”**

Any assistance given will be highly appreciated.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'JOHN M. ODONGI'.

**JOHN M. ODONGI
 FOR: DEAN, GRADUATE SCHOOL**



JMO/fwk

REPUBLIC OF KENYA



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Date:
21st November, 2011

Judy Njoki Makira
 Kenyatta University
 P. O. Box 43844
 NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Communication methods used by secondary school teachers & students in sex education: A case of Starehe District, Nairobi County, Kenya*" I am pleased to inform you that you have been authorized to undertake research **Starehe district Nairobi County** for a period ending **30th June, 2012**.

You are advised to report to **the District Commissioner & the District Education Officer, Starehe District** before embarking on the research project.

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

P.N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
 Starehe District

The District Education Officer
 Starehe District

MINISTRY OF EDUCATION

Telegrams: "SCHOOLING", Nairobi

When replying please quote



District Education Officer
Starehe District
P.O. Box 30124-00100
NAIROBI

CEL: 0722-666384

Date: 22nd NOVEMBER, 2011.

REF: STA/ED/12/6/19

TO WHOM IT MAY CONCERN


Dear Sir/madam

RE: JUDY NJOKI MAKIRA

This is to confirm that the above named person is a student of Kenyatta University and she has been granted permission from this office to carry out a research on "**COMMUNICATION METHODS USED BY SECONDARY SCHOOL TEACHERS AND STUDENTS IN SEX EDUCATION: A CASE OF STAREHE DISTRICT, NAIROBI COUNTY**" for a period ending 30TH JUNE, 2012.

Please accord her any necessary assistance he may require.
Thank you.

Yours faithfully,

for  **DISTRICT EDUCATION OFFICER
STAREHE
P.O. Box 30124 - 00100, NAIROBI**
**CECILIA KICHEMBE (MRS.)
DISTRICT EDUCATION OFFICER.
STAREHE DISTRICT.**