



## Research Article

# INTERROGATION INTO DIFFICULTIES TEACHERS FACE IN DEALING WITH ADOLESCENT SEXUALITY PROBLEMS IN SECONDARY SCHOOLS, OF COAST REGION, KENYA

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### ABSTRACT

This study was aimed at investigating out challenges teachers face in dealing with adolescent's sexuality problems in secondary schools of coast region. The purpose of the study was triggered by the fact that despite establishment of guidance and counseling department in schools students were suffering from problems related to their sexuality. It was assumed that after this study, the information was to be used in establishing sexuality problems in secondary schools that teachers face the challenge of dealing with. Related literature of the study was a collection of what other writers had said in other books concerning sexuality problems among adolescents. The research design used was survey method which collected data in a wide population effectively. The target population comprised of 100 students, 10 parents, 10 teachers, 4 head teachers and 2 education officers all from Kisauni Division. Questionnaires and interview schedules were used for data collection. For ethical considerations the researcher got permission from the ministry of Education and National Council of Science and Technology [NCST] for data collection. Data was analyzed using frequency tables and percentages. Presentations of data was done using bar graphs and pie charts. Discussions and implications were formulated using results of research findings. Recommendations on how research findings can be used by various bodies e.g. students parents, teachers and ministry of Education were written according to the objectives of the study. Further research was recommended for filling of gaps in future

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## INTRODUCTION

Sexuality is not a topic that was openly discussed openly in homes or schools, it is a taboo subject. Children grew up discovering many changes in their body without anybody to enlighten them. This has led to many problems concerning adolescents. Nobody seems to be fully responsible for these boys and girls. The parents want the teachers to take responsibility while the school workload is not allowing. This has been a very big challenge to the teachers. The Kenya Institute of Education( KIE, 2007) wrote that teachers having undergone the same cultural influences as parents tend to ignore the need to teach openly the youth about sexuality issues and concentrate on academic matters forgetting the other important aspects of the child's development such as moral values and attitudes which also include sexual life. Coast Region has 12 private and public secondary schools. Some students do not complete op their secondary school education. They drop out before the four years are complete. Some leave early because of early pregnancy, HIV and AIDS complications and sexual relationship with the opposite sex in school or outside.

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These problems hinder performance as per expected by teachers. According to (Mutie and Ndambuki 2006) even after curriculum modification to include some aspects of sexual development and knowledge, it was still challenging to give adolescents adequate and correct information, in many cases they have been misled by some advertisements that use sexuality to sell their products. For example the advertisement of condoms made the young people feel that sex outside marriage is all right and was safe with a condom.

### Statement of the problem

Several researches were done in secondary schools concerning adolescents. Some of these researches were about HIV and AIDS, truancy, poor performance in particular areas and indiscipline in school. However sexuality affecting adolescent were not adequately dealt with either in school or at home. African customs consider sexuality as a taboo and it's not openly discussed. Due to all these factors teachers remained answerable to all problems faced by learners in secondary schools no matter what challenges they underwent. The researchers aim was to find out the challenges teachers faced when handling sexuality problems concerning the adolescent in secondary schools. The Ministry of Education Science and Technology through KIE had developed materials on adolescence sexuality but the allocated time for special

programmes like guidance and counseling where sexuality problems KIE 2007 could be tackled in a better manner were not strictly followed.

### Objectives of the study

- To establish the challenges faced in dealing with adolescent sexuality problems in secondary schools.
- To come up with strategies that could be put in place to ensure that adolescents' problems are minimized.
- To come up with methods that can assist teachers to help adolescents in dealing with their sexuality problems.

### Research Questions

- What are some of the challenges do teachers face when dealing with adolescent sexuality problems in secondary schools?
- What strategies could be put in place to ensure that adolescent's problems are minimized?
- How could the teachers be assisted in helping the adolescents deal with matters concerning sexuality problems?

### Significance of the study

The adolescents were to realize the need of sharing and discussing their sexual issues openly with their teachers, parents and other members of the society. The study was also to help the education sector see the need of improving professional training in guidance and counseling for the teachers so that the youth could receive quality education in sexuality area. Mutie and Ndambuki 2006 had suggested that secondary school curriculum should be revised to include more activities related to education on sexuality matters.

### Justification of The Study

Some of the areas that had been researched were drugs in schools, strike, bullying and fighting, which were causes of poor performance. Much was not done on teachers challenges face during guidance counseling sessions. Secondary school learners were encountered by sexuality problems that put them into threatening challenges while in schools. Mbiti (2009) said the parents assumed the teachers were able to deal with problems encountered by adolescent. Some were too busy to have time and discuss of this issues at home. Some had cultural factors that hindered discussions of this kind. Therefore it was very necessary to do a research to find the challenges teachers faced in dealing with sexuality problems in secondary schools. The evidence to this challenge was the number of drop outs before completion of studies due to pregnancies, sexual risky behavior and early marriages too.

### Scope of the Study

This study took place in Mombasa County in coast region of Kenya. Mombasa County covers the island stretching to the north bordering kilifi and to the south is likoni ferry.

## CHAPTER 2

**Literature review:** Although the majority of adolescent

manage to get through their adolescence years with many major problems some find it a difficult time. Young people all over the world undergo puberty and some assume adults status and responsibility at the age of 13 or younger. During this transition adolescence begin to experiment with what they see or hear as adult behavior. For example, smoking, drinking, sexual activities and others. It is exciting and sometimes frightening. Teachers in secondary schools are expected to participate in adolescence life by helping them overcome their problems. This has not been fully close done because they seem to have challenges that hinder them from fully helping the adolescence.

**Theoretical framework:** In this area the researcher explores theories that have been discussed by other researchers from various texts as literature review. According to Thomas (2005), adolescents are capable of solving their own problems if given the core conditions and awareness of physical conceptual and emotional development.

**Cognitive Development:** During adolescence young people acquire new intellectual capabilities. They begin to reflect about themselves and significant others. They develop abstract thinking on areas like family, religion, school, drugs, and sexuality. Jean Piaget (2007) called adolescent the period of formal operations, the final and highest stage in the development of cognitive functioning from intimacy to adulthood. At this stage the adolescent are attracted by the opposite sex and these strengthens where in secondary school while various activities take place in their bodies.

**Empirical framework:** This section discussed various explorations from researchers derived from different parts of the world. Adolescence is the period between the normal onset of puberty and the beginning of adulthood. The adolescent is caught between two worlds, that is, no longer a child and not yet adult. According to Thomas (2005), different societies in the world observed different concepts.

**Adolescent sexuality in Kenya:** Adolescent sexuality has become a major problem in Kenya. Ojwang (2008) said ironically this problem is spreading as the country sets a deaf ear and blind eye to the problem is spreading as the country sets a deaf ear and blind eye to the problem. Factors that contribute are within the community and other structures. The population has increased and is expected to rise even more. Improvements in health and economic status since independence have caused significance changes of increased fertility rate and decrease in mortality rate. Adolescent t girls 15 to 24 years contribute to 30 percent of total pregnancies of female. Sexual activity behavior has increased between boys and girls 10-24 years. Maggwa (2007) discovered that this age most boys have sexual experience at 14 percent and girls 13.7percent. They both have more than one sexual partner and sometimes regardless of age. Due to gradual change of families from extended to nuclear families education , role models and any other established activities initiating youths into adulthood have disappeared virtually leaving adolescent unprepared without any education. Ojwang (2008) discovered pregnant girls are in secondary school at their end of conception 58% of rural and 4% of the urban. 46.6 % of theses don't get married. The boy may not be easily traced. Abortion among the

adolescent is common. Most of them resort to criminal abortions frequently performed by inexperienced people in unsanitary conditions due to the strict abortion laws in Kenya. Sexually transmitted diseases aren't uncommon among adolescents.

### 2.6 Sexually transmitted diseases (STIS)

Many young people are not aware the risks they are taking through sexual activities so they are extremely vulnerable to STIS. Even those who are aware do not have access to services on products that facilitate safe sex. There is stigma associated with STIS which result in people feeling ashamed or seeking early medical treatment or failing to communicate the presence of STIs symptoms to sexual partners Kagwa, (April 204: 134-135) the young people are also confused by the various myths about sexually transmitted infections (STIs) so at times they involve themselves in risky sexual behavior.

"If you have an STI once, you become immune to it and cannot get it again" Kagwa (2004). The truth is that contracting an STI does not make the person immune to future infections. Repeated infections expose people to risk further damage to the genital tract such as scarred fallopian tubes or chronic infections like pelvic inflammatory diseases (PID).

### 2.7 Sexual Abuse.

This is any type of unwanted sexual touching/fondling. It can be touching of the breasts or over erotic zones like buttocks, thighs and could also be sexual intercourse without consent of the victim. This can involve threats, bribes, humiliation, tricks and violence. The adult might be neighbor, family friend, teacher, religious leader or a community worker. Today such adult are also relatives like parents, step parents, uncle, auntie, guardian, older brother or older sister (Kagwa 2004, 220)

When sexual abuse involves violence it is called rape and when it is done on a child below 16 or 18 years old (depending on the country) it is termed defilement. Such cases are on the increase today.

As far as adolescents are concerned, there have been incidents of boys raping girls of lower classes. Adolescent girls are at times sexually abused by their teachers in exchange for academic favors such as being given higher marks than they deserve or financial assistance in cases of girls from poor schools.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 Introduction

The researcher will deal with the description of study area, research design and the population including research instruments.

#### 3.2 Research Design

This is the actual plan or technique the researcher used while carrying out the study. The researcher used survey method in collection of information. Orodho (2004) said that survey method is popular because it has a wider population and it's also easy to collect and analyze data facts made the researcher adopt this method. Verma and Beards (2001) described survey as a method involving getting limited data from large source in a short time. Descriptive method was also used because it dwelled on accurate and deliberate explanations of the phenomenon. According to Lawrence (1995) a descriptive study gathered data for describing the nature of existing conditions or determining relationship that exist between occurrences of specific events. They also explain why a phenomenon occurs. Social research methods were also used

because it catered for different levels of respondents that is age, sex, economic status and educational level of the sample population involved.

### Target population

The target population were schools in coastal region. There were 12 secondary schools, 5 private and 7 public. All secondary schools had a total population of 12780 students, 120 teachers, 12 head teachers, 2 educational officers. The researcher took that 3% which was 4 secondary school, 100 students, 10 teachers, 10 parents, 4 head teachers and 2 educational officers

### Sample and sampling procedures

The sampling procedures that were employed in this study were purposive sampling. This sampling involved only those secondary schools that were mixed. According to Wiersma (1985; 140) a simple survey involved the selection of subset of population called a sample to be measured. Sometimes it may not involve or measure all members of the population. A sample was therefore selected and only members that sample were defined as part of the subset of the population selected for observation and analysis. The adequacy and lack of bias depended upon the knowledge and population and the method used in drawing the sample. Under this circumstance, purposive selection was appropriate (Ingule and Bali 1998). Other techniques involved were focus group discussion... secondary schools in Kisauni were many considering the limited time and funds available. Therefore a deliberate and smaller population from the research sample was drawn by purposive sampling of selecting mixed secondary schools as target populations. The sample consisted 200 students from 20 mixed schools, 10 private and 10 public. 20 teachers and 20 parents, 8 head teachers and 4 Educational Officers.

### Summary sample

#### Total 126 respondents

Students	Teachers	parents	head teachers	Educational officers
100	10	10	4	2

### Research tools/instruments

These are the materials the researcher used in collecting data. The researcher used questionnaires and interview schedules to collect the information required. Same categories of individuals filled a similar questionnaire and answered the same interview questions. Interview questions were open minded to allow for in depth discussion that gave appropriate information. When language barrier was experienced an interpreter was used for support. Teachers, questionnaires were distributed by a researcher in particular schools and collected immediately after completion while interview was one to one (researcher and respondent)

## CHAPTER 4

### DATA AND PRESENTATION ANALYSIS

#### Introduction

The aim of data analysis was to find out the challenges teachers faced in dealing with adolescent sexuality problems in secondary school of coast region.

## Background information

The research was carried out in Coast region which has the following counties

- Mombasa
- Lamu
- Kwale
- Kilifi

The respondents who answered the questionnaire were 126 in number .100 students from secondary schools,10 teachers,10 parents from different counties.

## CHAPTER 5

### DISCUSSION, RECOMMENDATION AND CONCLUSION OF RESULTS

#### The adolescents sexually problems among students that teachers were expected to deal with

The information gathered from student's questionnaires shown in table4 summarized the adolescent's sexuality problems. The response revealed that there were several sexuality problems among secondary school students. Large number of students marked high percentage of sexual harassment among students by teachers and other adult relatives while not in school. A small number had ignorance of sexual development changes. Pregnancy brought about by large number having done sexual experimentation. Many students claimed having given misguided information on sexuality matters. Most of this information was cultural beliefs. For example some communities in mijikenda believed young girls must be trained how to entertain their husbands when they marry. Such kind of information triggered sexual behavior to real experimentation. However a high percentage of the adolescents had thirst and were very inquisitive over facts on sexuality matters.

Challenges teachers faced in dealing with adolescent sexuality problems in secondary schools The study revealed that the sexuality problems identified by students were the same problems identified by teacher. This proved that students were really affected by their sexuality issues. It has proved further that the problems were also a big problem to the teachers. The information summarized in table4:1:2:6 on teachers responses shows the various challenges teachers were facing when trying to help students. Large number of teachers revealed that they have not done any sexuality courses. However each school had a guidance and counseling teacher. Each of these teachers claimed having no skills on counseling or guiding sexuality problems. What they had done was general guidance skills. The teachers also claimed the class workload was very too much for them given the limited curriculum time. The time set for handling other cases apart from class work was too short. A number of these teachers said although there is set time in the school programmes, most of the times other activities especially syllabus coverage work was done during guidance and counseling schedules. A higher percentage of teachers

claimed that for the success of counseling schedules. A higher percentage of teachers claimed for the success of counseling on sexuality matters, confidentiality must be obtained. It had proved to be a big problem in all the schools. Teachers said sexuality problems cases were very threatening such that any teacher handling a case wanted to share with other fellow colleagues for consultations. Due to these consultations, the issue was put up for discussion in search for a solution. Such actions made students to keep to their problems without revealing to the teachers or parents. It was learnt that some issues were too dangerous to the student to point where the parent had to be informed and summoned to school for further discussions over their children. Some of these cases include defilement where medical attention was to be taken seriously. A teacher was not allowed to get involved in some student matters without the consent of the parent. As a result of the above problem, students were not free to telling the teachers and parent their sexuality issues. Instead they sought advice from inappropriate sources like peers, media, and other misleading aspects from the community. It was difficult for the teachers to change the student's mentality to seek counseling at school concerning their sexuality matters. The study discovered that culture also contributed to poor management of sexuality problems among adolescents.

#### Conclusion

It was revealed those secondary school teachers who handled guiding and counseling, needed training in sexual issues so as to gain more skill for helping students. Teachers should be added time for such programmes to enable them handle the issues effectively. Also parents need training on information concerning adolescent sexuality problem so that they can help their children at home

#### Recommendation

The researcher came up with the recommendation that could help the teachers minimize challenges in dealing with sexuality problems. Student should be given lessons concerning their sexuality to provide them with more skill on how to deal with problems concerning their sexuality. The ministry of education should employ professional counselors to work hand in hand with parents and teachers on adolescent, sexuality problems. A special programme of bringing back to school victims of sexuality problems should be formulated by the Ministry of Education.

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