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**Prevalence of Sexual Behaviours among Students in Public Day Secondary Schools in
Nakuru County, Kenya**

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Abstract

Purpose: This study examined the prevalence of sexual behaviours among Form Three students in public day secondary schools in Nakuru County, Kenya, with specific attention to early sexual debut, casual sexual relationships, and cross-generational sexual relationships.

Methodology: A correlational research design was adopted. The target population comprised 8,000 Form Three students in 260 public day secondary schools. Multistage, stratified, purposive, and simple random sampling procedures were used to select seven sub-counties, seven schools, and a sample of 367 students. A total of 325 students completed the structured questionnaire, representing an 88.6% response rate. Instrument validity was established through alignment with the study objectives, while test-retest reliability yielded a coefficient of $r = .84$. Data were analysed using SPSS through frequencies, percentages, means, and correlational procedures.

Findings: The findings showed that 59.1% of the respondents had engaged in sexual activity. Among the full sample, 20.3% reported sexual debut before age 15, while 36.6% reported first sexual intercourse between ages 15 and 19. Among sexually active respondents, 35.4% reported two or more sexual partners during the preceding three months, 46.4% did not use a condom during their most recent sexual encounter, and 70.6% reported a sexual partner who was more than ten years older.

Unique Contribution to Theory, Practice and Policy: Schools, families, churches, and youth forums should implement regular, age-appropriate psychoeducation and strengthen parental monitoring, nurturance, and open parent-adolescent communication on sexual and reproductive health.

Keywords: Adolescent Sexual Behaviours, Early Sexual Debut, Parental Influence, Nakuru County

JEL Classification: I12, I18, J13

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INTRODUCTION

Adolescent sexual health remains a major public health concern globally because early and unprotected sexual activity exposes young people to sexually transmitted infections (STIs), including HIV, unintended pregnancy, interrupted schooling, early marriage, and reduced future employment opportunities (Centers for Disease Control and Prevention [CDC], 2010). The burden is also evident in Kenya, where adolescents and young people remain vulnerable to sexual and reproductive health outcomes associated with unsafe sexual practices. In Nakuru County, reports of HIV and other STI infections have reinforced the need to examine the sexual behaviours occurring among school-going adolescents and the family contexts within which their decisions are made (Kenya National Bureau of Statistics [KNBS], 2019).

High-risk sexual behaviour among adolescents manifests through several interrelated practices. These include sexual initiation at an early age, casual or short-term sexual relationships, multiple sexual partnerships, relationships with substantially older partners, and inconsistent condom use. Early sexual debut lengthens the period of exposure to sexual risk, while casual and multiple partnerships increase the probability of encountering an infected partner. Cross-generational sexual relationships may further create unequal power dynamics that limit an adolescent's capacity to negotiate condom use or refuse unwanted sexual activity (CDC, 2010).

Empirical evidence demonstrates that these behaviours occur across diverse settings, although reported prevalence differs according to age range and measurement. In the United States, 48% of surveyed secondary school students reported having had sexual intercourse and 15% reported at least four lifetime sexual partners (CDC, 2007). In Nigeria, 16.2% of students had ever had sex, and a considerable proportion of sexually experienced respondents reported early debut and more than one partner (Durowade et al., 2017). In Kenya, Mayabi (2016) found that 34% of 378 students aged 13-16 years were sexually active. Studies conducted in Nakuru have likewise documented sexual activity and other risky behaviours among secondary school students (Esho et al., 2018; Thuo et al., 2018).

Despite this evidence, previous studies have often combined wide age ranges, students from all secondary school forms, and multiple categories of sexual behaviour, making it difficult to isolate the experiences of learners at a comparable developmental stage. The present study therefore focused on Form Three students in public day secondary schools in Nakuru County and operationalised sexual behaviour through three specific outcomes: early sexual debut, casual sexual relationships, and cross-generational sexual relationships. This scope was selected because the three behaviours are closely associated with exposure to HIV and other STIs and because locally grounded evidence is required to inform school- and family-based prevention initiatives.

Problem Statement

Nakuru County continues to experience a substantial sexual and reproductive health burden. In 2018, the County recorded 17,582 new STI cases and 2,180 new HIV infections, indicating the continuing importance of sexual transmission as a public health concern (KNBS, 2019). Adolescents are particularly vulnerable because sexual initiation may occur while they have limited access to accurate information, preventive services, and the interpersonal power required to negotiate safer sexual practices. Studies among Kenyan secondary school students have reported sexual activity, early debut, multiple partnerships, unprotected intercourse, and relationships with older partners (Mayabi, 2016; Ochieng, 2013; Esho et al., 2018; Thuo et al., 2018).

However, the available evidence does not adequately explain the prevalence of the three specific high-risk behaviours among Form Three students in public day secondary schools in Nakuru County or how they relate to parental influence. Existing studies have used different age ranges, school categories, and definitions of sexual behaviour, while limited localized correlational evidence has examined parental monitoring, parent-adolescent communication about sex, and parental nurturance within one analytical framework. Without such evidence, interventions may address adolescent sexual risk broadly without identifying the family processes that can strengthen prevention. The study therefore sought to establish the prevalence of early sexual debut, casual sexual relationships, and cross-generational sexual relationships and to provide a basis for examining their relationship with parental influence among students in public day secondary schools in Nakuru County.

LITERATURE REVIEW

Theoretical Framework

Social Control Theory and Rommetveit and Blackar Communication Model informed the current study.

Social Control Theory

This theory, whose main proponent was Travis Hirschi (1969) proposes that relationships or attachments, commitments, values, norms and beliefs inspire individuals follow rules or codes of conduct in addition to social expectations. According to Hirschi (1969), attachment relates to the affective bonds with significant others such as parents. Hirschi (1969) contends that individuals with healthy attachment with their parents are unlikely to engage in delinquent behaviour (Hirschi, 1969). In addition, Hirschi, (1969) suggested that commitment relates to the investment an individual has in social activities and institutions such as school, and adds that an individual who is committed to academic and career goals is more likely to refrain from delinquent behaviour. Furthermore, Hirschi (1969) suggested that people engaged in socially acceptable actions for example church activities, school clubs and societies, time spent in homework among others are less likely to engage in delinquency. Finally, Hirschi (1969:203) argued that the belief system of an individual – that is, acceptance of the moral values of the central social value system hinders him/her to engage in behaviours that are against social norms such as alcohol and substance use. According to this theory, healthy attachment to parents hinders children from engaging in delinquent behavior. Through the social control theory, the researcher was informed to formulate study objectives as well as subsequent study questions on how positive parental factors (parental monitoring and nurturance) could influence adolescents to indulge in sexual behaviours or not.

In this study, the theory maps directly onto parental nurturance, expressed through warmth, support, acceptance, and responsiveness. Strong nurturance was expected to increase adolescents' concern for parental expectations and reduce the likelihood of early sexual debut, casual sexual relationships, and cross-generational sexual relationships. Commitment to school and future goals, involvement in conventional activities, and belief in shared family norms were operationally linked to parental monitoring. Parents' knowledge of adolescents' whereabouts, companions, and activities was expected to reduce unsupervised opportunities for risky sexual behaviour and reinforce standards that discourage the three study outcomes.

Rommetveit Blakar Communication Model

The proponent of this model was Rommetveit Blakar in the year 1984, and suggested that communication is a process involving an interaction interchange between two people, with each influencing the other. Blakar (1984) proposed six procedures in the communication model which are production of messages, coding, interpreting, processing and recall of received messages. According to Blakar (1984), other processes are communicator's expectation of recipient's interpretation, and recipient's listening to the indications of the communicator. Botchway (2004) and Blakar (1984) contends that participants in the communication process should be willing to produce a message and capable of passing the same to one another. According to Blakar (1984) parents may lack enough knowledge of the sexual content and how to communicate it to their children, thus making it difficult for effective communication to occur. In addition, Blakar (1984) contends that if adolescents feel their parents violate their privacy, suppress their independence, as well as criticizing their choices, parents' perceived credibility as a reliable source of information could be undermined leading to ineffective communication. (Botchway, 2004) adds that wide age-gap between parents and adolescents may lead to misunderstanding, such as parents talking to their adolescent children about risks of unprotected sexual activity, which may mistakenly be perceived by the adolescents to mean they are actually engaging in unprotected sexual activity.

A key tenet of this framework is that optimal parent-adolescent communication relies on both individuals maintaining a positive mind-set. Hence, if the adolescent or the parent has a negative mind-set concerning sex education, then no learning may be realized. This communication model informed the present study to establish whether a link exist between parents' communication on sex content with sexual behaviours of adolescents.

The model's processes of message production, coding, interpretation, feedback, and mutual expectation map directly onto the study variable of parent-adolescent communication. Clear, accurate, respectful, and age-appropriate discussion of sexual matters was expected to improve adolescents' understanding of risk and support safer decisions.

Taken together, the two perspectives propose three complementary pathways: parental nurturance strengthens emotional attachment, parental monitoring limits opportunity and reinforces conventional commitments, and parent-adolescent communication improves the transmission and interpretation of sexual-health guidance. These pathways provided the theoretical basis for examining how parental influence relates to the operationalized sexual-behaviour outcomes.

Prevalence of Sexual Behaviours among Adolescents

Evidence on whether adolescents have ever engaged in sexual intercourse shows substantial variation across studies. Cherie and Berhanie (2015) reported that 20.4% of 3,543 adolescents in Addis Ababa had ever had sex, while Durowade et al. (2017) found a prevalence of 16.2% among secondary school students in Nigeria. Kenyan estimates have ranged from 14.9% during the preceding year among school-going adolescents in Coast Province (Rudatsikira et al., 2007) to 34% among students aged 13-16 years in Nairobi and Busia Counties (Mayabi, 2016). Higher estimates were reported by Kimani et al. (2015), whose school-based sample in Kangundo indicated that 90% were sexually active. These differences suggest that prevalence is sensitive to the population sampled, the reference period used, and whether the measure captures lifetime or recent sexual activity.

Early sexual debut is a recurring dimension of adolescent sexual risk. Cherie and Berhanie (2015) found that 45.8% of sexually experienced respondents had initiated sex by age 16, while Durowade et al. (2017) reported that 57.6% initiated sex between ages 10 and 14. Kenyan national evidence also indicated that 12% of girls and 22% of boys had engaged in sex by age 15, with some reporting debut by age 12 (KNBS, 2010). Although the studies use different cut-off ages, they collectively demonstrate that a meaningful proportion of adolescents begin sexual activity before attaining the maturity and resources required to manage sexual and reproductive health risks.

Partner multiplicity and inconsistent condom use form a second thematic pattern. Among sexually experienced adolescents in Ethiopia, 45.6% reported at least two sexual partners and 55.6% reported inconsistent condom use (Cherie & Berhanie, 2015). Durowade et al. (2017) similarly documented multiple partnerships among sexually active students. In the Uganda Link Up study, substantial proportions of young men and women reported more than one partner, non-use of protection during the most recent sexual encounter, or lack of knowledge of the partner's HIV status (Population Council, 2016). These behaviours increase exposure because risk accumulates across partners and is intensified when condom use is inconsistent.

Gender and partner-age dynamics further shape the reported prevalence of risky sexual behaviour. Mayabi (2016) found a higher proportion of sexually active male than female students, while the Kenya Global School-Based Survey also reported higher recent sexual activity among boys than girls (Rudatsikira et al., 2007). However, Ochieng (2013) showed that adolescent girls were more likely than boys to report partners aged above 20 years. This distinction is important because a lower reported frequency of sexual activity among girls may coexist with greater vulnerability within cross-generational relationships, where age and economic inequalities can constrain decision-making and condom negotiation.

Local studies confirm that the issue is relevant in Nakuru County. Esho et al. (2018) found that 35.1% of students aged 14-16 years and 54.8% of those aged 17 years and above had engaged in at least one form of sexual behaviour. Thuo et al. (2018) also found that sexual behaviours were present among secondary school students in Nakuru East, with pornography and sexual intercourse among the reported practices. These findings establish local relevance but do not isolate early sexual debut, casual sexual relationships, and cross-generational sexual relationships among Form Three learners in public day schools.

The variation in prevalence rates should therefore not be interpreted as simple contradiction. Studies that include broad age bands such as 10-24 years, older adolescents, or all secondary school forms provide participants with different lengths of exposure to sexual initiation and partnership formation. Wider and older samples are more likely to produce higher lifetime prevalence, whereas younger or form-specific samples may produce lower estimates. Prevalence is also affected by whether studies measure any sexual behaviour, penetrative intercourse, recent intercourse, or lifetime experience. The present study addressed this comparability problem by focusing on one school level and three clearly operationalized outcomes in a defined public day secondary-school population.

Summary of Literature Review and Theoretical Framework

A review of past related literature (Weinstock et al., 2004; Adongo 2018; Cherie & Bernie 2015; Durowade et al., 2017; Population Council, Uganda 2016; Mayabi 2016; Kimani et al., 2012; Ochieng 2013; Esho et al., 2018) have shown that a great number of adolescents (where secondary school students belong) engage in sexual activities. They have cited the age at first

coitus, many intimate relationships, unprotected sexual behaviour, as well as engaging in sexual behaviour when drunk or under effect of other substances of abuse. However, these researches have not relied on the age of the adolescents' sexual partners and commitment to the sexual partners – that is the casual sex relationships. The studies have also shown that males initiate sex early in life than their female counterparts and show a tendency toward having multiple partners compared to female counterparts. However, these studies have not clearly shown the reasons for these discrepancies. Consequently, present research aimed to address these limitations. Most of the researches from reviewed literature have utilized cross-sectional, longitudinal and meta-analysis research methods. However present study employed a correlational research design. Additionally, majority of the studies concerning parental influences and sexual behaviours of adolescents were done in other countries but not in Kenya, thus the need for the current study in Nakuru County, Kenya. The Social Control Theory and the Rommetveit Blakar Communication Model have shown that adolescents' sexual behaviours can be influenced by parental monitoring, parental communication, as well as parental nurturance.

Conceptual Framework

Figure 1 shows the demographic characteristics described in the study and the dependent variable used to establish the prevalence of sexual behaviours among students.

Demographic Characteristics

Dependent Variable

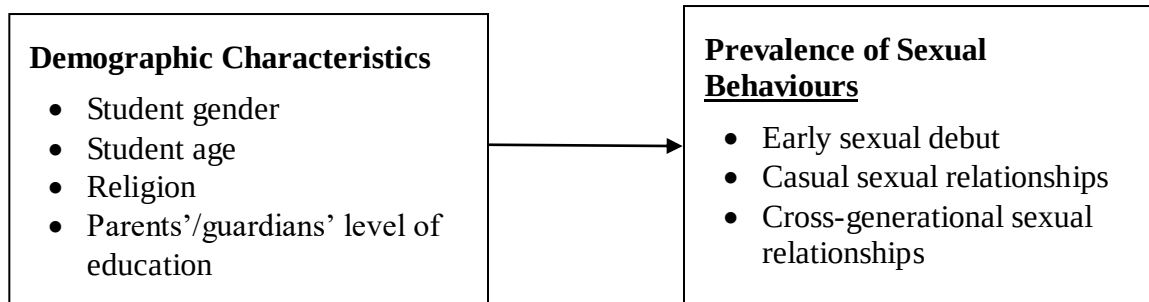


Figure 1: Conceptualization of the Prevalence of Sexual Behaviours

METHODOLOGY

Research Design

Co-relational research framework was adopted as it aided in determining whether or not a connection between the independent and the dependent variables exist. Furthermore, this research design helped determine direction, nature as well as the extent of that relationship.

Variables of the Study

Independent variable was parental influence which in the present study referred to parental monitoring whereabouts of their teenage children, whom they are with, and the activities engaged in, communication about sexual matters with their adolescent children, and parental nurturance. Dependent variable was sexual behaviours which in the current study referred to age of first sexual initiation, casual sexual relationships, and cross-generational sexual relationships.

Study Site

This study was carried out the current study in Nakuru County where studies have shown that adolescents and young people – age group where secondary school students belong, are reputed for high cases of HIV/AIDS and other STIs, whose major mode of transmission is sexual behaviours (Nakuru County HIV & AIDS Strategic Plan 2015/2016-2018/2019). The County was purposively chosen because statistics showed that the County was among the three leading Counties in new HIV and STIs infections with 17,582 new cases of STIs infection and 2,180 new cases of HIV infection out of the national new case load of 46,000 in 2018 (KNBS, 2019). Nakuru County is a cosmopolitan County and borders seven Counties namely; Laikipia, Kericho, Narok, Kajiado, Baringo, Nyandarua, and Bomet. The County was ranked third in terms of population after Nairobi and Kiambu in terms of population, having a population of 2,162,202 and an area of 7,462.4 km² (Kenya National Bureau of Statistics, 2020). It has eleven Sub-counties namely: Subukia, Rongai, Molo, Naivasha, Nakuru West and Nakuru East. Others are Gilgil, Kuresoi South, Kuresoi North, Njoro and Bahati. In addition, the County has 31 divisions and 55 electoral wards (Nakuru County HIV/AIDS Strategic Plan 2015/2016 -2018/2019). Table 1 below illustrates the geographical location of Sub Counties' study site.

Table 1: Sub Counties' Geographical Location

Location of Sub County	Sub County	No. of Sub Counties
Within Town	Nakuru East, Nakuru West	2
Nakuru North	Bahati, Rongai, Subukia	3
Nakuru West	Njoro, Molo, Kuresoi South, Kuresoi North	4
Nakuru East	Gilgil, Naivasha	2
	Total Number of Sub Counties	11

Target Population

This comprised the entire 2019 Form Three cohort from 260 Sub County public day high schools in Nakuru County, which was 8000 - 4250 boys and 3750 girls (Nakuru County Education Office, 2019). Selection of learners from third Form was done purposively as the learners were more likely to have found themselves in situations of making a decision whether to have sex or not than young peers in form one and two. Moreover, form three students were less likely to be under considerable pressure than their form four peers who were getting ready preparing for national examinations.

Sampling Techniques and Sample Size

A hybrid approach was employed, combining multi-stage cluster, stratified, simple as well as systematic random sampling methods to select the County, Sub Counties, divisions, schools, stream and students. Six steps were involved in multi-stage cluster: Selecting the County, Sub Counties, divisions, schools, stream and students. The eleven Sub Counties were stratified into four strata according to geographical location. Determination of sample size for each stratum was proportionate to the population of strata for Sub County. In order to get the sample sizes for Sub Counties, divisions, and schools, the researcher utilized simple random sampling technique while the stream was purposively selected.

Nassiuma (2000) formula $n = NC^2/C^2 + (N-1)e^2$, was used to calculate sample sizes for Sub Counties, divisions and schools, where: n is Sample size; N is Population size; C is Coefficient of variation which is $\leq 30\%$; e is margin of error at 5%. Based on researcher familiarity with the study area, coefficients of variations of 20%, 15% and 13% for Sub Counties, divisions and schools were determined respectively.

Thus, calculations were as follows:

a) Sub Counties: $n = 11 \times (0.2 \times 0.2) \div (0.2 \times 0.2) + (11-1) \times (0.05 \times 0.05) = 7$ Sub Counties

b) Divisions: $n = 31 \times (0.15 \times 0.15) \div (0.15 \times 0.15) + (31-1) \times (0.05 \times 0.05) = 7$ Divisions

c) Schools: $n = 260 \times (0.13 \times 0.13) \div (0.13 \times 0.13) + (260-1) \times (0.05 \times 0.05) = 7$ Schools

The sample size of 367 was arrived at using Kathuri and Pals (1993) formula;

$$n = \frac{\chi^2 NP}{d^2 (N - 1) + \chi^2 P (1 - P)}$$

$$d^2 (N - 1) + \chi^2 P (1 - P)$$

Where: 'n' was the required sample size, 'N' was the given population size from the sampling frame, 'P' was the population proportion assumed to be 0.50, 'd²' was the degree of accuracy whose value was 0.05, and ' χ^2 ' was the table value of chi-square for one degree of freedom, which was 3.841 (Kathuri and Pals, 1993). By use of proportionate stratified sampling using populations for male and female students, sample sizes of 195 and 172 was arrived at respectively. Also, school sample size was determined by use of proportionate stratified sampling using school population. Participating students were accessed using simple random sampling. Folded pieces of paper written 'yes' and 'no' as sample size and class population were presented to students to randomly select. Those who chose 'yes' filled the questionnaire forms willingly.

Research Instruments

The study utilized questionnaires for collection of data. Questionnaires take shorter time to collect data from large samples using less costs. The researcher used open-ended as well as closed-ended questions to get information from the participants in line with the study variables. Questionnaires were self-designed and adapted then verified by the supervisor. All the questionnaires were written in English and were simplified as much as possible for ease of understanding by the participants. Questionnaires were then grouped into five sections namely: Section 'A' background information regarding the participants which contained question 1-5 (constructed by researcher), section 'B' had questions regarding prevalence of adolescents' sexual behaviours (question 6-10 adapted from Centers for Disease Control and Prevention (2019) on Youth Risk Behaviour Survey, while question 11 was constructed by researcher). This standardized test was developed by Centers for Disease Control and Prevention in USA first in 1990 to evaluate and examine risky health habits linked to social issues in teenagers as well as adults. The test has 89 items and was found to have .72 reliability (CDC, 2019). The researcher selected items, 58-61 and 63 because they measured variables such as prevalence of sexual activity, number of sexual partners, age at first sexual debut, which were the focus of the current study's dependent variable. Section 'C' consisted of four questions on parental monitoring. This monitoring scale was developed by Capaldi & Patterson (1989) and consisted eleven questions. Higher scores signified higher levels of parental monitoring (Capaldi &

Patterson 1989) measured on a scale of 1 to 4 and was found to have internal consistency of 0.70. Section 'D' had five questions, (12-15) on parent-adolescent communication, while section 'E' consisted twenty-four questions about parental nurturance. The 24-item PNS was developed by Buri, Misukanis & Mueller (1987) to assess the self-esteem of children in relation to their parents' nurturance and was found to have a reliability coefficient of more than .70 as recommended by Mugenda & Mugenda, (1999) as it eliminates errors. The questionnaire was designed to take fifteen to twenty minutes to complete.

Validity and Reliability

Content validity was ascertained by constructing questions which were consistent with objectives of the study and input of supervisor was considered. Social control theory and communication model was used to ensure construct validity. Peers were able to proof read to ensure face validity. Reliability was estimated by conducting a test re-testing an identical sample to ensure consistency in the response prior to the collection of actual data. Before beginning the actual data collection, an identical sample of thirty seven respondents took the test twice: once during the pilot phase and again after a pre-determined 2-week gap between Test 1 (T1) and Test 2 (T2) in order to evaluate the temporal stability of the instrument. The two administrations' responses were graded and compared. The consistency between T1 and T2 values was calculated by means of Pearson Correlation Coefficient (r). The researcher needed to ensure that a reliability correlation coefficient was above 0.7 for the questionnaires to be reliable for data collection (Rosner, 1995). Therefore, a positive correlation of $r=0.84$ was indicated by the findings, which implied that the instrument produced consistent results.

Table 2: Pearson Correlation of Test 1 and Test 2

	T1	T2
T1	1	0.84
T2	0.84	1

Pilot Study

Before carrying out the actual study, a pre-test was done on part of study sample. It was important to carry out the pre-test in order to ascertain accuracy as well as suitability of the research design and the questionnaires and the time it was to take to administer the instruments to the participants. Mugenda and Mugenda (2003) stressed that a population sample of 1-10% is proposed for a purposive sampling research study to ensure validity and reliability. This therefore means the researcher used 37 (10% of 367) participants for pilot testing in one school which was randomly selected. The pilot test school and participants were excluded from the final sample so as to ascertain soundness and consistency of the questionnaires (Cooper & Schindler, 2014).

Procedures of Data Collection

A letter of introduction from Graduate School as well as subject protection approval from Ethics Research Committee both of Kenyatta University were obtained (Appendix III), which introduced the researcher to NACOSTI. Afterward, a permit of research was obtained from NACOSTI (Appendix IV). Later, authorization letters were granted by the following: County Director of Education (Appendix V), Ministry of Interior and National Administration (Appendix VI), and County Government (Appendix VII), - all of Nakuru County. Subsequently, authorization letters were obtained from the County Commissioner to the Deputy County Commissioners of the selected sub-counties of: Nakuru East, Rongai, Subukia,

Njoro, Molo, Kuresoi South and Gilgil. Permission from the Deputy County Commissioners of the said Sub Counties and the Heads of the selected schools to carry out the research was granted. Upon obtaining necessary approvals, the researcher proceeded to collect the required data which was expected to take a duration of two weeks. With assistance of teacher counsellors and class teachers, questionnaires were administered in classes where participants were assembled and collected at end of response time of 20 minutes. To ensure anonymity, a container was placed at the door of the class where participants placed the filled questionnaires.

Data Analysis and Presentation

The latest version 2016 of SPSS Statistics was used by the researcher to organize, code, and analyze the collected data. Descriptive statistical methods, including frequencies, percentages, and mean scores were applied in numerical data analysis. Analyzed findings was then presented through tables and charts for clarity purposes. Regression analyses were useful in showing the nature, direction, as well as extent of relationship between parental influence and sexual behaviours amongst learners in public day high schools in Nakuru County, Kenya

Management of Data and Consideration of Research Ethics

Prior to commencing the study, the researcher obtained authorization from NACOSTI to conduct research within schools, in addition to approval of subject protection from the Ethics Research Committee of Kenyatta University. Authorization was likewise secured from County Director of Education, County Governor, County Commissioner, Nakuru County to collect data from the selected schools. Before completing the questionnaires, participants were briefed on the nature of the study and were assured that the information provided would serve only the intended research objectives, and that it was not going to be revealed during and even after the research. Participants' privacy was ensured by informing participants not to write their names, admission numbers or name of the school on the questionnaires. Participants were further informed of their right to withdraw from the study whenever they no longer wished to continue.

RESULTS AND DISCUSSION

Response Rate

As illustrated in Table 3 below, the study achieved a response rate of 88.6%, with 325 students participating out of a sample size of 367.

Table 3: Participants' Response Rate

	Frequency	Percentage
Answered Questionnaire	325	88.6
Did not answer	42	11.4
	367	100

Demographic and Background Characteristics of Students and their Parents/Guardians

These demographic and background characteristics of students and their parents/guardians were captured: gender, age, religion, and education level.

Gender of Students

Slightly more than half of students who participated in the study were male and are presented in the figure 2 below:

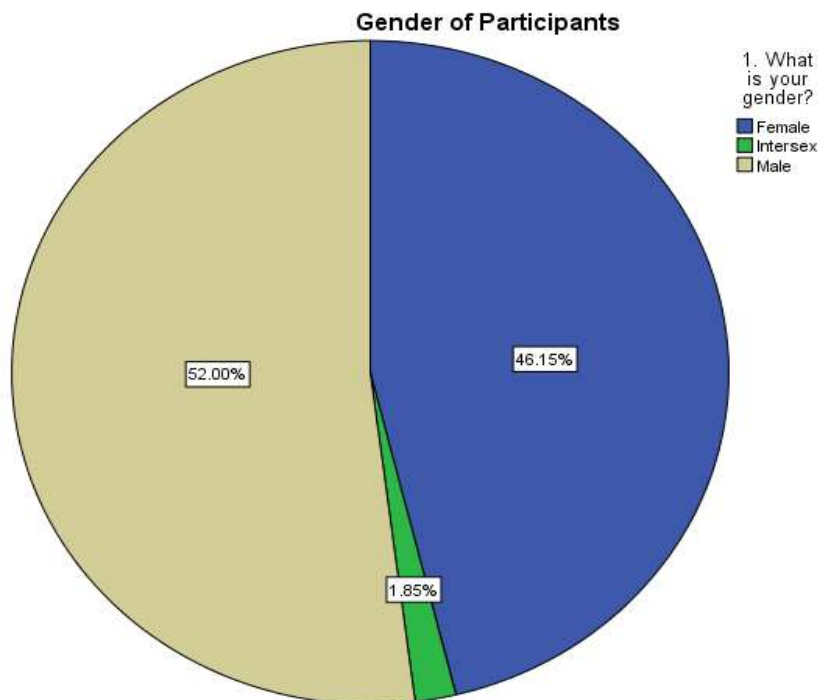


Figure 1: Distribution of Students' Gender

Age of Students

The results presented in Table 4 show that a good number of students who took part in the research were between 16 and 18 years old (40.6%) while the least were those with 10 to 12 years (10.8%). The overall mean comprised 15.5 years among the sample included.

Table 4: Students' Age Distribution

		Frequency	Percent	Mean	STD.
Valid	10 to12 years	35	10.8	11.2	1.19
	13 to15 years	116	35.7	14.1	2.19
	16 to18 years	132	40.6	17.5	4.68
	19 and above years	42	12.9	19.3	2.38
	Total	325	100.0	15.5	2.61

Religion of the Students

Majority of learners who took part in the research were Christians (86.5%), and the least of the students (2.8%) did not identify themselves as either Christians, Muslims, or Pagans as shown in Table 5 below.

Table 5: Students' Religion

		Frequency	Percent
Valid	Christianity	281	86.5
	Muslim	14	4.3
	None	9	2.8
	Pagan	21	6.5
	Total	325	100

Education Level of Students' Mother/Female Guardian

This research purposed to also assess education achievement of mothers / female guardians of the student participants. These results are presented in Table 6 below.

Table 6: Mother/Female's Guardian's Highest Level of Education

		Frequency	Percent
Valid	Primary school	124	38.2
	Secondary school	106	32.6
	College	68	20.9
	University	27	8.3
	Total	325	100

As illustrated by the frequency outputs in Table 6, a greater percentage of the mothers / female guardians of the learners who took part in the research (38.2%) attained primary school education as their highest level of academic achievement, while the least (8.3%) attained university education.

Education Level of Students' Father / Male Guardian

Table 7 below shows that almost half of the students' male guardian (44.6%) attained secondary school education while the least (11.4%) attained university level of education. The findings showed that those who attained college education were 18.8%. The findings suggest that since almost half of the students' male/guardians had obtained a minimum of secondary school education, which indicates a sufficient level of research competence because these parents are likely well equipped to provide information on sexual problems to high school students.

Table 7: Students' Father's / Male Guardian's Highest Level of Education

		Frequency	Percent
Valid	Primary school	82	25.2
	Secondary school	145	44.6
	College	61	18.8
	University	37	11.4
	Total	325	100

Presentation of Findings

The results of the study were presented as follows:

Prevalence of Sexual Behaviours

The study aimed to establish the prevalence of various sexual behaviors that students have engaged in, that include: age of the first-time engagement in sex, frequency of sexual activity, use of condoms by the sexual partners, number of lifetime sexual partners, and number of sexual partners that participants have engaged with during the past 3 months. Table 8 below indicate responses of students who participated in research pertaining this objective.

Table 8: Responses of Prevalence of Sexual Behaviours amongst Students

Questions	Question Responses	Frequency	Percent
Rate of those engaged in sexual behaviours	Yes	192	59.1
	No	133	40.9
	Total	325	100
Participants' age of the first-time engagement in sex	None	133	40.9
	10 -12 years	24	7.4
	13-14 years	42	12.9
	15-19 years	119	36.6
	20 years and above	7	2.2
	Total	325	100
Number of people who the respondents had sexually engaged with in their lifetime	None	11	5.7
	One	72	37.5
	Two	40	20.9
	Three	21	10.9
	More than three	48	25
	Total	192	100
Number of people who the participants engaged in sexual intercourse with during the past 3 months	None	58	30.2
	One	66	34.4
	Two	40	20.8
	Three	6	3.1
	More than three	22	11.5
	Total	192	100
The partners' use of condoms in the last sexual relationship	Yes	100	53.6
	No	88	46.4
	Total	188	100
The approximate age of the person the participants had sex with	Less than five years	22	11.8
	5 – 10 years	33	17.6
	Over 10 years	132	70.6
	Total	187	100

This study revealed that just over 50% of participants (59.1%) or 192 out of 325 who participated in the study have engaged in sexual activities. The study further showed that students aged 15-19 years old were the most at 36.6 % to have entered into sexual activity at that age. The results of the study also showed that students were engaging in casual sex given that 20.8% and 11.5% of the sexually active reported having had two and more than three sexual partners respectively over a three-month period. The study also showed that 46.4 % who reported to have engaged in sexual activities did not use protection in their last sexual

encounter. The study indicated that 70.6% or 132 of the students who reported to have engaged in the sexual activity had sexual partners who were more than 10 years older. These imply that the emphasis on relational intimacy aligns with the fact that the students typically engage in sexual intercourse within the framework of ongoing relationships, such as friends, dating partners, and romantic partners. Furthermore, these results suggest that due to emotional intimacy and closeness with romantic partners, this holds a particular significance for adolescents to engage in sexual intercourse.

Kimani et al. (2015) and Cherie and Berhanie (2015) offered supporting views that determined results as they showed that 90% of the 160 individuals and 79.4% of 723 who ever had sex respectively and who participated in the study were already sexually active. Other supporting studies showed that adolescents started engaging sexual activity at very early age – by age 16 45.8% (Cherie and Bernie, 2015) and at age 10-14 years, 57.6% (Durowade et al., 2017). The said studies also support the current study as they showed that adolescents engage in casual sex as results indicated that 45.6% and 64.4% of the sexually active had more than one sexual partner (Cherie and Berhanie, 2015 & Durowade et al., 2017) respectively. Past studies also concur with the current study in that findings showed that 55.6% of 723 sexually active students stated inconsistent condom use (Cherie & Berhanie, 2015). Supporting studies concerning students engaging in sexual activities with partners older than themselves are indicated by Ochieng (2013) where results indicated 36% of teenage girls aged between 14 and 16 in the study having more sexual partners aged more than 20.

Nonetheless, a number of studies offered contrasting statistics compared to those of the current research. For instance, Mayabi (2016) illustrated that, of the 378 participants, only 109 (28.8%) males were found to be engaged in sexual behaviour actively, 55 (14.6%) were found to be female. Additionally, research conducted by Kenya National Bureau of Statistics (KNBS, 2010) indicated that 12% of teenage girls and 22% of teenage boys had engaged in sexual behaviours. Furthermore, Rudatsikira et al. (2007) discovered in a Kenya Global School-Based Survey that 14.9% of the 242 school-age teenagers in Coast Province who were sampled for the study engaged in sexual behaviour during the previous 12 months (22.2% of teenage boys and 5% of teenage girls). According to Thuo et al. (2018), sexual activities were common in the study region with the most common being pornography (21.8%) and sexual intercourse (17.8%). Research by Cherie and Berhanie (2015), who studied the sexual habits of 3,543 teenagers in Ethiopia offered contrasting views to the findings of this research as it revealed that out of these, only 723 (20.4%) said they had ever had sex, of whom 79.4% were already sexually active. Additionally, Durowade et al. (2017) discovered that 16.2% of the involved teenagers had had sex. These studies make it evident that, in contrast to the findings of the current study, many of the adolescents under the study abstain from sexual activities, even though it does demonstrate that secondary school students engage in such behaviours.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This research found out that 59.1% had ever had sex, of which 36.6% and 46.4% had first sexual encounter and unprotected sex respectively. Those who engaged in inter-generational sex were 70.6% and more than 10% had multiple partners.

Conclusion

On prevalence of sexual behaviours amongst students in public day secondary schools, the study established some students engaged in sexual behaviours but there was a good number who were abstainers.

Recommendations

Regarding prevalence of sexual behaviours amongst learners in public day high schools, the study recommended psycho-education programs be conducted regularly to secondary school students in schools, churches and youth forums to create awareness on dangers and negative consequences of engaging in early sexual debut, casual sex and cross-generational sexual relationships.

Areas for Future Study

Prevalence of other sexual behaviours (other than early sexual debut, casual sex and cross-generational sexual relationships) among students in public day secondary schools.

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