

**RELATIONSHIP BETWEEN SELECTED SEX-RELATED ACTIVITIES AND  
ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN  
KAKAMEGA CENTRAL SUB-COUNTY, KENYA**

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**ABSTRACT**

Educationists have observed that candidates' summative scores in their exams correlates strongly with their continuous assessment's tests in their former classes. They allege that although early sexual debut may not be a direct course of poor academic performance, higher educational aspiration is associated with postponement of sexually related activities. This study sought to determine the degree to which exposure to pre-marital sex activities influences academic achievements of secondary school pupils in Kakamega Central Sub-County. The study employed Psychosocial Theory of Personality development to support its findings. It adopted an ex-post facto research design to collect both quantitative and the qualitative data. A total of 4073 respondents consisting of 28 principals, 28 Heads of Department Guidance and Counseling and 4017 students participated. It used purposive sampling to select 28 principals and 28 Heads of Guidance and Counseling while Yamane (1967) formula was used to select 364 learners who were stratified according to their school populations. Questionnaires, Interview Schedules were used as research instruments. Half - split - half technique was used to test reliability of the instrument's items on the questionnaire to yield a Cronbach's alpha value of  $r = 0.85$ . Quantitative data was presented in frequency counts. Regression analysis tested relationship at 0.05 precision level. The results showed that Pornography from You Tube influenced academic performance by 53.2% ( $r = .532$ ,  $P = .038$ ); Pornographic literature and pictures by 41.0% ( $r = .410$ ,  $P = .003$ ) while soap operas influence was 50.8% ( $r = .508$ ,  $P = .001$ ). The study concluded that the most influential Internet Pornography that affect academic achievements of secondary schools' students in Kakamega Central Sub-County are googled from You Tube followed by soap operas and Pornographic literature and pictures in that order. It was recommended that the government and parents be asked to participate in the efforts to block, prevent and advise learners on influences of sex related activities found online.

**Key Words:** Sex-Related Activities; Academic Performance, Online Pornography .

**1. INTRODUCTION**

sexual behavior associated with high risks among adolescents is a vital concern to guardians, teachers and health authorities worldwide. Statistics regarding teenage pregnancies are quite startling. Each year roughly 10% of school going children between ages 15-17 get pregnant and abort (Esere, 2008). Studies by Kreiter, Krowchuk, Charles, Woods, Sinal, (2009) found that there is a negative relationship between the age of a learner's first sex experience and his or her academic achievement. exposure of adolescents to sex activities vary from regions to regions. These

variations have led to differentials in academic performances (Farrington, Sutton, & Utting, 2006). Regions whose learners have limited exposure to media tend to have high achievements in schools. sexually active teens are not only prone to dropping out of high school but also fail to complete college studies (Haibin Li (2009). Active participation in mass media and peer pressure are statistically negative significant predictors of good academic performance in adolescents. Research has found out that students exposed to both electronic and print media are more likely to engage in sexting than those with low exposure to media (Jones, & Espey, 2008).

## 2.LITERATURE REVIEW

This study employed the of Psychosocial Personality by Erikson (1968) theory to postulate that development of an individual is the outcome of his interaction with the social environment to support its findings. There is a limitless range of content that is available on the Internet today other than previously considered media like music, YouTube, television, games, and videos. learners are able to view the pornographic content from their computers, video players as well as their phones and television sets, This new portability feature that is available on social media makes it possible for people to use the internet in a number of conceivable ways throughout the day. Adolescents are submerging themselves into the social networking sites. these sites have proved to play a major role in their lives. Most of the adolescents have engaged in viewing pornography in soap operas especially during the dead hours of the night.

according to western culture there is a strong association between learners' behavior and their failure in academics (Kaiser Family Foundation. (2003). Scholars allege that the connection existing between behavior and academic achievement can be explained from two perspectives. The first point of view is the common-developmental-antecedent explanation. People with this perspective believe the link connecting the behavioral problems and academic achievement is associated by genetics, innermost factors or environmental antecedents (Dorius, Heaton and Steffen (2003).

Another view put across is the informal relation explanation. There are three models that are been approved to elaborate the informal link amid students performance in school and their behavioral problems. The first plausible model is that under performance is an outcome of the internet related problematic behavior. Therefore, poor performance in school is a consequence of low less commitment in school activities and exasperation (Dwyer, 2003). Scholars opine that children spend more time on the media rather than engaging in learning activities that are academically oriented (Mensch, Clark, Lloyd. & Erulkar, 2011).

the frequency and diversity of sex experience for females is strongly associated with previous sex abuse. Girls that have education aspirations and are academic achievers tend to abstain from sex (Figlio, and Ludwig, (2000). For girls it is implied that the less time they spend studying the more they negatively associate success in education (Crockett ,2006;Whitebeak ,2009). research has revealed that girls are likely prone to having sex and dropping out of school when they interact with peers using social media.

In Kenya, exposure to pre marital sex activities have emerged as significant public health concerns because of their contribution to increased fetal and maternal mortality, increased rate of sexually

transmitted infections and declining socio-economic status of women. Several organizations have come up with programmed that help educate young people with information about a variety of issues although the programmed are scarce and only reach a small number of teens (McCarthy, & Grodsky, 2010). While schools are not providing comprehensive information, students believe that their information needs should be met by the school. According to the Kenya's Ministry of Education (2015), statistics on academic performance in secondary schools dropped from 92.1% in 2012 to 89.6% in 2014. This drop is partly blamed on teenage pregnancies.

Kenya's pregnancy rates stands at about 20 percent for teenagers (Omotere, 2011). This is a concern to guardians, teachers, and health authorities as it promotes wastage in education system. Teenage pregnancy is a major social problem in Kakamega County, it was 19% in 2008. In Kakamega Central Sub-County, teenage pregnancy rates stand at about 30 percent of the students in school. It is hypothesized that at this rate of pregnancies in students, performance in national examination shall become dismal. The purpose of this research was to determine the relationship between sex-related activities and academic achievements of students in Kakamega Central Sub-county. it specifically sought to investigate the degree at which exposure to Internet Pornography had affected academic achievements of secondary school students in Kakamega Central Sub-County.

### 3. MATERIALS AND METHODS

the researcher adopted an ex-post facto research design to collect both quantitative and the qualitative data. A total of 4073 respondents consisting of 28 principals, 28 Heads of Department Guidance and Counseling and 4017 students participated. she used purposive sampling to select 28 principals and 28 HoDs of G & C. Yamane (1967) formula was used to find 364 learners. Questionnaires, Interview Schedules were used as research instruments. Split-half-Split technique was used to test reliability of the instruments that yielded  $r = 0.85$  a cronbach's alfa value. Quantitative data was presented in frequency counts while regression analysis tested the effect of the independent on dependent variable at 0.05 precision level as advised by Kombo, & Tromp, (2006).

### 4. RESULTS AND DISCUSSIONS

The variable under investigation in this study was pre-marital sex related activities. The indicators used for this variable was Teenage pregnancy, Boy-Girl Relationship and Teenage Abortions. Table 1 has the results of the survey. To test if there is a statistically significant difference between Pre-Marital Sex and the Academic Performance of form two and form three secondary schools students in Kakamega Central Sub-County, the researcher used multiple linear regression model to establish the extent (Often, Rarely and Never) to which Pre-Marital Sex activities affect academic performance of form two and form three students using teenage pregnancy, Boy-Girl Relationship and teenage abortions as indicators of pre-marital sex activities. These results were recorded in Table 1

**Table 1: Pre-Marital Sex Activities and Effect on Academic Performance**

Variable II	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	9.731	5.521		11.241	.000
Teenage pregnancy	2.966	1.602	.190	1.851	.054
Boy-Girl Relationship	.933	1.677	.338	.556	.048
Pre-Marrital Sex Teenage Abortions	.274	1.773	.118	.155	.043

a. *Dependent Variable: Academic Performance of Students in Compulsory Subjects*  
*P<0.05*

Source: Field Data, 2018

Results of the analysis in table1 showed that the extent to which teenage pregnancy affect academic performance of form two and form three students in secondary schools in Kakamega Central Sub-County is 19.0% ( $r = .190, P = .054$ ). Boy-Girl Relationship affect academic performance of students by 33.8% ( $r = .338, P= .048$ ). Teenage Abortions affect academic performance of students by 11.8% ( $r = .118, P = .043$ ). Therefore, these results indicated that the most effect on academic performance of form two and form three students in secondary schools in Kakamega Central Sub-County comes from boy-girl relationship 33.8% ( $r= .338, P= .048$ ).

The null hypothesis that there exists no statistically significant relationship between exposure to pre-marital sex activities and the academic achievement of form two and form three secondary schools students in Kakamega Central Sub-County was rejected.

The researcher concured with Tolman, (2001); Rector, (2003); Nyamora, (2012) who found out that many young people are sexually active engaging in sex risk behaviors that result in unwanted pregnancies. It estimated that about 50% learners aged 13-24 years worldwide have unwanted pregnancies. Principals observed, “Most of students who conceive in early forms of their secondary education usually drop out of school. Among teenagers who have early sex fall in the age bracket of 14- and 15-year-olds”

**5. CONCLUSIONS AND RECOMMENDATIONS**

This study concluded that the most influencing Pre-Marital Sex factor on academic performance of secondary schools students in Kakamega Central Sub-County is Boy Girl relationship. Boy Girl relationship account for 38.8% of poor performance in secondary schools in Kakamega Central Sub-County.

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