

**THE EFFECT OF SEXUAL RELATIONSHIP AMONG SECONDARY SCHOOL
STUDENT ON THEIR ACADEMIC PERFORMANCE**



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ABSTRACT

The process of learning and establishing attitudes, beliefs, and values around sexuality and family life that occurs throughout a person's life in the context of the community, the family, and the educational institutions that they attend is what is referred to as sexuality education. This type of education is also referred to as sex education or family life education, and it is intended to meet a number of goals, including encouraging abstinence, reducing risky behaviours, improving health-seeking behaviours, delaying debut, decreasing the possible number of sexual partners, increasing condom usage, and promoting delayed sexual debut. Additionally, it is intended to raise students' awareness of sexuality and increase their understanding of it. From sexual development to reproductive health, interpersonal relationships to love and intimacy, body image to gender roles, and everything in between, this concept covers a wide range of topics, including relationships, the prevention of sexual violence, body image, gender identity, and sexual orientation. (Strasburger & Brown, 2014). [Citation needed] The impacts of modernity brought about by industry, education, exposure and immigration of many diverse cultures that were previously unknown in Nigeria and energized by the emergence of new technologies have resulted in a dramatic shift in the sexual behaviour of young people in Nigeria in comparison to what it was in previous generations. This has led to a significantly different sexual landscape among Nigeria's youth. The effect of this is that young people are at a greater risk for issues relating to their sexual

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and reproductive health as a consequence of this. Recent research indicates that young people in Nigeria are more likely to engage in antisocial behaviours, such as engaging in risky sexual practises, in comparison to their counterparts living in other regions of the globe (Odimegwu & Somefun, 2017).

Keyword: risky sexual practices, health-seeking behaviours, sexual landscape,

INTRODUCTION

The term "academic performance" refers to the evaluation of a student's capabilities in a variety of academic fields and subfields, and it is this evaluation that is being referred to here. The performance of students in the classroom, rates of graduation, and the results of standardised testing are often considered by educators and those in charge of education policy in order to evaluate the development of students enrolled in their courses (Arshad et al., 2015). The manner in which academic accomplishment should be judged, as well as the question of whether aspects are more significant — procedural knowledge, such as skills, or declarative information, such as facts — have not been able to garner widespread agreement. When developing models of academic achievement, in addition to the fact that there is a lack of reliable data on whether or not particular characteristics are reliable predictors of academic performance, a number of other factors, including examination anxiety, an individual's environment, motivation, and emotions, must be taken into account.

The academic performance of a school's students is included into the calculation used to determine how much money the school receives as reimbursement. It is more probable that a school that has achieved better academic success will be allocated more financing than a school that has achieved less academic success. It is necessary to have an education in the realm of sexuality. Nigeria is currently in the process of establishing a new national policy on sexual and reproductive health education. The policy, which is still in its early stages of development as part of an effort to improve the reproductive health of young people across the globe, particularly in poor countries, Nigeria is currently in the middle of the process. It has been shown that providing comprehensive sexuality education is effective in a variety of contexts, in both developed and developing countries, in the promotion of key adolescent reproductive health behaviours. These situations include: Teenagers who engage in sexual

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activity in a variety of settings have shown to be more likely to delay their first sexual experience and have fewer sexual partners as a direct result of receiving comprehensive sexuality education in the classroom. This has been shown to have a positive impact on essential behaviours. If we want to properly address the concerns of parents, teachers, and other members of the wider community in regards to the implementation of Sexuality Education, we will need to have the capacity to achieve long-term success. However, even nations with conservative social mores have made great headway toward the incorporation of sexuality education of a high-quality into their educational systems, despite the difficulties that have been presented.

Even though it is not a simple or speedy procedure, it may be possible to reduce the amount of resistance that students have to receiving sexuality education by, among other things, the active participation of religious leaders, parents, educators, and organisations. If those working to improve sexuality education in Nigeria want to see their efforts bear fruit, they must be willing to devote themselves to the cause over the course of a lengthy period of time and they must not expect to see results quickly. Throughout every stage of the advocacy process, young people need to be involved in the most comprehensive and productive ways possible. It is of the utmost importance to work toward improving parents' capacities to educate their children about sexuality and reproductive health. The efficiency of programmes is reliant on their capacity to execute the policy in an acceptable manner with a robust curriculum, in addition to providing suitable training and assistance as a vital strategic tool for the instructors and the pupils. It is highly difficult to educate and retrain instructors in Nigeria's educational system, and it is much more difficult to get sufficient financing at the state level to support sexual and reproductive health programmes for adolescents. Both of these challenges are very tough to overcome. The critical steps that, if taken, would make Nigeria's implementation of the programme more efficient have not yet been executed. This includes maintaining lobbying with state governments, adding sexuality education into pre-service teacher training, and reviewing efforts at the state level based on work plans that contain specific objectives.

The field of sexuality education has conducted studies that have shown that teenage girls

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have a higher risk of becoming pregnant at a younger age than older women do. This can have a negative impact on their reproductive health, as well as on their academic performance and their ability to advance professionally. This is as a result of the malleability of premarital sexuality, a lack of sex training and guidance, and a lack of pre-adult neighbourhood reproductive health services for young women. These factors all contribute to the problem (NDHS, 2016). There is a correlation between the students' lack of understanding and information about the implications of their activities on both their sexual health and their academic performance, which is caused by poor sexuality education that is provided in schools. It has been shown that this relationship is particularly harmful. Due to the fact that young people's abilities are enhanced and equipped to make well-informed decisions about their behaviour in the future, and to feel secure and capable of carrying out those sexual related decisions with the knowledge acquired from exposure to sexuality education, it is essential to provide sexuality education to this vulnerable population. This is due to the fact that young people's abilities are enhanced and equipped to make well-informed decisions about their behaviour in the future. It is essential to keep in mind that young people may get information about sexuality and orientation from a wide number of channels, such as their peers, their parents, their educators, the media, periodicals, books, and the internet, to name just a few examples of these types of resources. Misconceptions and misunderstandings about sex and sexuality may be passed on to young people from inappropriate sources, which poses a danger that may last a young person's whole lifetime and be passed on to that person's offspring and grandchildren. Studies of young people with high levels of education have shown that the prevalence of sexually transmitted diseases (STDs) and the utilisation of pregnancy prevention techniques among those who are already sexually active increases when young people have a high level of education. This is the case even among those who are already sexually active (Smith et al., 2017). As a direct consequence of this, the incidence of sexually transmitted diseases as well as the number of teenage pregnancies is on the decline. It is possible that the romantic relationships that youngsters create with one another will have an effect on the educational and employment opportunities available to them in the future. It is likely that experiences of this kind will be just as essential to adolescents and young adults in their lives as their connections with their friends and family members. Changes occur in a person's body, mind, social life, and emotions as they go through the process of maturing from infancy to adulthood. This period of time is known as "coming of

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age." In addition, adolescence is characterised by an increase in desire in romantic and sexual encounters. This increase in want is a natural part of the maturation process and is related with the development of sexual maturity. Adolescence begins around the age of 12 and lasts until the early 20s. In the same vein, Caltabiano (2008) found in his study that the average age at first sexual experience has decreased dramatically, especially for women, since the post-war generations, even though the percentage of people who had their first sexual contact before the age of 16 has increased over time. This is despite the fact that the average age at first sexual experience has decreased dramatically, especially for women, since the post-war generations. Based on the survey that their team carried out in 2010, De Rose and DallaZuanna (2013) found that by the age of 16, boys were twice as likely as girls to have engaged in sexual activity. This is in contrast to the lower rates that were reported in preceding birth groups of the same age.

LITERATURE REVIEW

This chapter conducts an exhaustive review and analysis of studies that were conducted by other researchers on related literature on adolescent homosexual behaviour, adolescent heterosexual behaviour, adolescent contraceptive use, and the efficacy of guidance and counselling programmes that were put into place to curb adolescent sexual behaviour. The research acknowledges the breadth of the studies conducted by previous researchers on what has already been done and identifies the areas that need improvement for each of the study's goals.

A time for coming into one's own, adolescence is also defined by transformations in one's emotional, social, and cognitive development. Adolescence is distinguished by a period of self-discovery. Students have greater freedom to express themselves and are given more opportunity to interact socially while they are in high school. Sexual development is a normal and seemingly vital part of adolescence as it involves not only the physical changes but also the formation of one's individuality, perspective, attitudes, expression of intimacy, and the defining experience within sexual and romantic frameworks. Although there are many factors that influence the overall development of adolescents, sexual development is a normal and seemingly vital part of adolescence (Adeyemo, 2009). High school students sometimes struggle with combining their academic performance with their exposure to adolescent sexual

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behaviour such as gay activities via the acceptance and influence of their peers. This may be a significant source of anxiety for many students (Juvonen, 2006). Some adolescents benefit from the difficulties of this time period in order to mature and develop a healthy sense of self-esteem, which is correlated with improved academic success in schools. However, for some people, the developmental obstacles might make them more sensitive to low self-esteem, as well as making them more likely to engage in risky activities and problematic patterns of behaviour.

Sexuality in adolescents is no longer connected with risk, as it is generally seen to be a natural and healthy part of the maturation process (Tolman, 2009). In particular, the purpose of this research is to evaluate, among students attending public secondary schools, the connection that exists between homosexual behaviour in adolescents and academic achievement. Homosexuality is the sexual urge or activity oriented toward a person(s) of one's own sex, and it also involves masturbation. Homosexuality is more common among people of the masculine gender (Conservapedia, 2015). It is a topic that evokes a wide range of feelings in people all around the globe. According to the teachings of the Bible, it is a kind of wickedness and sin. It is forbidden in Leviticus 18:22 for a man to lay with another man in the same way that he may lie with a woman, and Leviticus 20:13 states that if two people engage in this behaviour, they have committed an abomination and a disgusting deed and must be put to death. 1 Corinthians 6:9 states that they will not be able to inherit the kingdom of God. According to the CDC (2016), homosexuality is a major concern that elicits mixed emotions all over the world. There is much intolerance and violence as the victims suffer in silence. Studies show that 26% of homosexuals are infected with HIV and AIDS, and as a result, they miss school frequently. This is one of the reasons why there is so much homophobia.

It is not uncommon for American students to resort to violence against gay and lesbian classmates because they are uncomfortable with the students' conduct. Teenagers who are homosexual or lesbian experience significant social and psychological strains throughout high school as a result of their minority status. These strains include social stigmatisation, feelings of isolation, and the possibility of being subjected to physical assault. The failure to address the concerns of gay and lesbian students results in the students turning their fear and hostility inward, which can lead to self-defeating behaviours, negative feelings associated

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with higher incidences of running away, a higher risk of suicidal ideas, missing school, deterioration in academic performance, and dropping out of school (Basch, 2010). A study that was conducted in the United States found that young people aged 13 to 24 years old had a prevalence of HIV infection of 26% between the years 2008 and 2011, an absenteeism rate of at least one day per thirty days, a range of 11 to 30% among gays and 12 to 25% among lesbians, and an absence of at least one day per thirty days (CDC, 2014). As much as educationists plead for tolerance on the problem of homosexuality, instructors in Britain leave sexual matters out of their lectures because they are uncomfortable with the topic. As a result, students get education on heterosexual sex rather than gay sex information (Avert , 2014).

RESEARCH METHODOLOGY

The objective of the study was to investigate the impact that engaging in sexual activity during adolescence has on the academic performance of students enrolled in form three at public secondary schools located in Bungoma South Sub County. The research design for the study, the field of investigation, the study population, sample size and sampling methodologies, tools for the study, piloting, data collecting, data analysis, and ethical issues are all discussed in this chapter.

DATA ANALYSIS

The purpose of this chapter is to provide the findings and subsequent comments about the effect of adolescent sexual behaviour on the academic performance of students attending public secondary schools in the Bungoma South Sub-County. This research aimed to accomplish four different goals. These intended to explore the effect of student academic achievement on adolescent homosexuality, heterosexuality, the use of contraceptives, and advice and counselling. The research aimed to examine four different possibilities. The information was gathered via the use of questionnaires as well as discussions held in focus groups. In order to examine the data that was obtained, descriptive statistics were used. Each of the four goals will be dissected within the context of a distinct hypothesis, and at the end of each hypothesis, a conclusion will be drawn on the study target that it pertains to. The chapter begins with a review of the students' social and demographic features of respondents, and then it transitions into a discussion of the study's results in the context of hypothesis

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testing.

Distribution of Respondents by Social Demographic Characteristics

Variable		Male		Female		Cumulativef %	
		f	%	f	%		
Age	15-16 Yrs	4	2.1%	6	3.1%	10	2.6%
	17-18 Yrs	11	59.3%	132	68.8%	246	64.1%
	19 Yrs	4					
		74	38.4%	54	28.1%	128	33.3%
Gender		19	100%	192	100%	384	100%
		2					
Confidant	Relatives	6	3.1%	8	4.2%	14	3.6%
s							
	Friends	91	47.4%	98	51%	189	49.2%
	Teachers	20	10.4%	15	7.8%	35	9.1%
	Parent/Guardian	75	39.1%	71	37%	146	38%
Student	Both	13	69.8%	152	79.2%	286	74.7%
		4					
Family							
type	Father Only	12	6.3%	27	14.1%	39	10.2%
	Mother Only	20	10.2%	11	5.7%	31	8.2%
	None	26	13.5%	2	1%	28	7.5%

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Source: Researcher (2016)

In the course of the research, a total of 384 pupils in form three were asked questions on their gender. There were a total of 192 males and 192 females within this group. It was essential to include both males and females in the sample since both sexes make up the age group of teens who engage in similar types of sexually active behaviour and who are students in secondary education. In order to have a well-rounded comprehension of this phenomena, the researchers of this study needed to hear the perspectives of both boys and girls. As a result, the researcher made an effort to recruit respondents for the study who were representative of both sexes.

This hypothesis was tested by polling respondents with questions on students' views of self-stimulation and the extent to which they felt it impacted their academic performance either positively or negatively. The purpose of the research was to determine the homophobic attitudes and behaviours that are prevalent in public secondary schools. However, students had a variety of perspectives on the subject; some of them held the idea that homosexuality was harmful, while others were more neutral about the issue.

Table 4.2 below shows the study findings.

Prevalence of Teenage Homosexual Behaviour

Homosexuality	Male		Female		TOTAL	
	F	%	F	%	F	%
At least practice	7	3.65	9	4.69	16	4.2
Do not practice	185	96.35	183	95.31	368	95.8
Total	192	100.0	192	100.0	384	100.0

Source: Researcher (2016)

Teenage Homosexual Behavior and Academic Performance.

The respondents were given additional questions with their ratings on the Likert's five point

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scale, with SA meaning that they strongly agree, A meaning that they agree, N meaning that they are neutral, D meaning that they disagree, and SD meaning that they strongly disagree. On favourably stated items, a score of four (4) or above showed a favourable reaction; a value of three (3) reflected a neutral answer or a lack of commitment by the responder; and a value of two (2) or below illustrated a negative response.

Teenage Homosexuality and Academic Performance

	G	SA		A		N		D		SD		Total	
		F	%	F	%	F	%	f	%	f	%	TF	%
Masturbation is normal	M	72	37.5	61	31.7	12	6.3	27	14.06	20	10.4	192	100
	F	51	26.6	40	20.8	15	7.8	43	22.4	43	22.4	192	100
Masturbation is abnormal though I have done it.	M	36	18.8	48	25	28	14.6	40	20.83	40	20.8	192	100
	F	20	10.42	36	12.5	19	9.9	32	16.67	85	44.3	192	100
Masturbation, Gayism and Lesbianism make one feel guilty and this affects studies.	M	36	18.75	56	29.2	52	27.1	28	14.58	20	10.4		100
	F	20	10.42	24	12.5	36	18.8	20	10.42	92	47.9	192	100
Masturbation, gayism, lesbianism make one feel good	M	60	31.3	28	14.6	36	18.8	32	16.7	36	18.8	192	100
	F	16	8.33	20	10.4	20	10.4	32	16.7	10	54.2	192	100

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and this improves academic performance.													
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Source: Researcher (2016)

Self - Stimulation

The majority of respondents thought that self-sexual stimulation is acceptable, and many of them admitted to having engaged in masturbation at some point in their lives. These findings may be seen in table 4.3. A total of 72 female students (37.5%) and 51 male students (26.56%) strongly agreed, 12 male students (6.25%) and 61 female students (31.77%) agreed, 12 male students (6.25%) and 15 female students (7.812%) were neutral, 27 male students (14.06%) and 22 female students (11.46%) disagreed, and 46 male students (23.94%) and 43 female students (22.4%) strongly disagreed. The mean answer for male students was 3.2, whereas the mean response for female students was 3.0. Both sexes were uncertain as to whether they should consider masturbation to be normal or not, despite the fact that more men than girls admitted to engaging in the behaviour. The various replies may be construed to suggest that the fastest method for kids to release their testosterone is via masturbation and that they were enthusiastic about it as part of the growing up process. On the other side, females may have had feelings of shame over the behaviour and hence be hesitant to provide information.

The respondents were asked to provide their opinions on whether or not they had ever found themselves masturbating and whether or not they believed that self-sexual stimulation is abnormal. There were a total of 36 (18.75%) male students and 20 (10.42%) female students who strongly agreed, 48 (25%) male students and 36 (12.5%) female students who agreed, 40 (20.83%) males and 19 (9.89%) female students who were neutral, 40 (20.83%) male students and 32(16.67%) female students who disagreed, with 40 (20.83%) male students and 85 (44.27%) female students who strongly disagreed. The average number of points given by male students was 3, whereas the average number of points given by female students was 2.2. This indicates that male students were uncertain as to whether or not engaging in self-sexual stimulation was abnormal, but female students believed that engaging in such behaviour was

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deviant. It was interesting to see that while the students masturbated, the male students were unsure whether or not it was natural, whilst the majority of the female students felt guilty. This is more of a compulsive behaviour than anything else.

Prevalence of Gayes/Lesbianism

	G	S		A		N		D		S		Total	
		A								D		TF	%
		F	%	F	%	F	%	f	%	f	%		
Gays/Lesbians perform well in class.	M	16	8.3	1	6.2	3	16.	52	27.1	79	41.	19	10
			3	2	5	2	7				2	2	0
	F	32	16.	2	16.	3	18.	25	13.0	80	41.	19	10
			7	0	7	5	2		2		7	2	0
Gays/ Lesbians don't participate in class	M	64	33.	5	29.	2	13.	22	11.5	24	12.	19	10
			3	7	7	5	0				5	2	0
	F	15	7.8	1	6.2	7	3.6	96	50	62	32.	19	10
			1	2	5						3	2	0
Gays/ Lesbians never miss to attend classes.	M	22	11.	1	8.3	1	5.7	10	52.1	43	22.	19	10
			5	6		1	3	0			4	2	0
	F	11	5.7	2	10.	7	3.6	90	46.8	43	33.	19	10
			3	0	4		5				3	2	0
Gays / Lesbians are ever absent from	M	5	2.6	8	4.2	3	18.	76	39.6	67	34.	19	10

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school.			1			6	8				9	2	0
	F	7	3.7	1	6.7	4	20.	56	29.2	76	39.	19	10
				3	7	0	8				6	2	0
Gays/ Lesbians but don't have time for school work	M	18	9.3	1	6.2	2	10.	44	22.9	98	51.	19	10
			8	2	5	0	4			(0	2	0
	F	15	7.8	8	4.2	4	25	50	26.0	71	36.	19	10
						8					9	2	0
Gays / Lesbians do homework/assignments together	M	11	5.7	1	5.2	8	4.2	12	64.6	39	20.	19	10
				0				4			1	2	0
	F	9	4.6	1	5.7	1	8.3	10	56.7	47	24.	19	10
			9	1		6	3	9			5	2	0

Source: Researcher (2016)

Strong agreement was expressed by a total of 16 (8.33%) male and 32 (16.67%) female students. 52 (27.08%) male students and 25(13.02%) female students disagreed, with 79 (41.15%) male students and 80 (41.67%) female students severely disagreeing.

The average answer from male students was 2.1, whereas the average response from female students was 2.5. It was clear from this that the vast majority of students did not agree with the notion that gay students are more successful academically. This might either be accurate or false, depending on whether or not the connection is discreet and whether or not there is a bad impression towards it.

In addition, the research investigated whether or not the participants knew any students of the same gender who have sexual relationships with each other but do not take part in the classroom activities. A total of 64 male students (33.33%), and 15 female students (7.812%), strongly agreed with the statement. 57 male students (29.69%) and 12 female students

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(6.25%) were in agreement, 25 male students (13.02%) and 7 female students (3.64%) were neutral, 22 male students (11.46%) and 96 female students (50%) were in disagreement, and 24 male students (12.5%) and 62 female students (32.29%) strongly disagreed. The average answer from male students was 3.6, whereas the average response from female students was 1.9. This demonstrated that male students were in agreement with the statement that they knew students of the same gender who have sexual relationships with one other but do not engage in class, but female students were not in agreement with the statement. Despite the fact that homosexuality is typically a covert lifestyle, some of the gay students may feel proud to openly declare their orientation to other people, whereas the lesbian students may choose to keep their orientation a secret, or the female students may view it as a repugnant act that is not worth associating with.

In the study, the researchers asked the students for their thoughts on whether or not they were aware of any boy/girl students of the same gender who never skip classes despite having a sexual relationship with one other. There were a total of 22 (11.45%) male students and 11 (5.73%) female students who strongly agreed, 16 (8.33%) male students and 20 (10.42%) female students who agreed, 11 (5.73%) males and 7 (3.65%) female students who were neutral, 100 (52.08%) male students and 90 (46.87%) female students respectively who disagreed, along with 43 (22.4%) male students and 64 (33.33%) female students who strongly disagreed. The average answer from male students was 2.3, whereas the average response from female students was 2.1. That is to say that the majority of students held the view that they knew of other students of the same gender who had sexual relationships with one another and skipped classes together. The fact that students do not skip classes may be attributable to the school's policies, which foster an atmosphere that is friendly to learning and do not permit unexcused absences.

CONCLUSION

The purpose of the research project on sexual behaviour in adolescents was to evaluate the connection between student academic performance and sexual conduct in adolescents, including homosexuality, heterosexuality, and the use of contraceptives. Even though there are only a few studies that have been done on this subject in Kenya, the research relied on original data acquired from the field during the months of September and October 2016 as

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well as secondary data. In this chapter, we discuss the most important results and takeaways from the research. At the conclusion of the chapter, several suggestions are offered for what has to be done as well as for more study.

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