

**ADOLESCENTS' DATING AND ACADEMIC ACHIEVEMENT AMONG PUPILS IN  
PUBLIC PRIMARY SCHOOLS IN RACHUONYO NORTH SUBCOUNTY, KENYA**

**BY**

**KIBWANA ASHA BAKARI**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF EDUCATION IN GUIDANCE AND  
COUNSELING**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY**

**MASENO UNIVERSITY**

©2016

## DECLARATION

### **Declaration by the Student:**

I declare that this is my original work and has not been presented or produced in any other institution or university for a degree.

Signature: ..... Date: .....

Kibwana Asha Bakari (PG/MED/023/2009)

### **Declaration by Supervisors:**

This work has been submitted for examination by our approval as University Supervisors.

Signature: ..... Date: .....

Dr. Erick K. Kabuka

Department of Educational Psychology

Maseno University

Signature: ..... Date: .....

Dr. Catherine V. Mbagaya

Department of Educational Psychology

Maseno University

## ACKNOWLEDGEMENT

For a project to be started and completed, various people must be involved. First and foremost, my appreciation is to my supervisors; Dr. Erick K. Kabuka and Dr. Catherine V. Mbagaya who accepted to spare their time in guiding and supervising me when writing this thesis. Their immeasurable willingness to read and criticize areas not well done in the thesis made a milestone for me to achieve the set goal.

I also wish to thank the head teachers, teachers and pupils of Rachuonyo North District public primary schools for the support they gave me during the collection of data, including the DEO. I am grateful to Mr. Geoffrey N. Andama for availing his facility for use during typesetting of my proposal and his prayer that I complete my work well.

I am indebted to Prof. Lukas A. Othuon for the SPSS skills he imparted to me during the time of learning computer lessons. I won't forget Prof. John O. Agak, Dr. Wycliffe H. Odiwuor and Prof. Paul O. Oburu, for their tireless efforts during the course work in Education Guidance and Counseling. It is with the knowledge acquired from them that I was inspired to write this thesis.

My gratitude would not be complete without acknowledging my family for being understanding and giving encouragement as well as moral support.

Finally, I wish to sincerely thank the Almighty God for having brought me this far in my studies.

## **DEDICATION**

I dedicate this thesis to my husband Victor and children; Rachael, Benjie, Joygrace and Gilgal.

## ABSTRACT

Reports from Homa Bay County Education Office (HCEO) indicated that out of its five sub-counties (Rachuonyo North and South, Homa Bay, Ndhiwa and Mbita), K.C.P.E grades for Rachuonyo North sub-county (RNSC) continued to be below average despite County ranking relatively well nationally in KCPE (position 18 and 14 out of 47 counties in 2012 and 2013 respectively). In the 2010 KCPE, unlike for the other four sub-counties in RNSC only 21 girls out of 1630 and 41 boys out of 2167 scored between 350 and 390 marks, whereas 996 girls out of 1630 scored below 250 out of the maximum score of 500 marks. Coupled with the poor KCPE results in RNSC was a high primary school dropout rate (20% for girls and 15% for boys) attributed dating related activities. The dropout rate in RNSC was comparatively higher than the average for the other four sub-counties (12% for males and 16% for females). Reports from Homa Bay County Education Office further indicated that the low KCPE grades in RNSC could be attributed to increased adolescents' dating in the sub-county. The purpose of this study therefore was to establish the correlation between adolescents' dating and academic achievement in public primary schools in RNSC. Objectives for the study were to: establish prevalence rates of dating among pupils, determine adolescents' preferred choice of dating method, determine the extent to which dating impacted on academic achievement of adolescents and find out adolescents' choice of person to help address academic challenges that may arise due to dating. The study was based on a conceptual framework showing the relationship between adolescence stage (Independent Variable) and academic achievement (Dependent Variable). The study adopted descriptive survey and correlational research designs. The population comprised of 4611 class eight pupils and 160 deputy head teachers. While simple random sampling was used to select 53 schools and deputy heads, stratified random sampling was used to select 355 pupils for the study. Questionnaire, in-depth interview and Pupils' Exam results records analysis were used to collect data. Reliability of data collection instruments was established by carrying out a pilot study in 16 schools using test retest method. Reliability coefficient indices for the questionnaire and interview schedule were 0.76 and 0.75 respectively. Face validity of the data collection instruments was ascertained by experts in the content area. Quantitative data was analyzed using frequency counts, means and percentages. Pearson's  $r$  was used to determine the extent to which dating impacted on academic achievement. Qualitative data was transcribed, organized into themes and sub-themes and presented in text form. Findings indicated that 55.8% of the pupils had lovers; preferred method of dating was face to face meeting (23.7%); an increase in dating frequency resulted in a decrease in academic grades achieved and that mother was the most preferred (17.5%) choice for adolescents to guide them in academic challenges that could arise due to dating. The study concluded that primary school pupils were involved in dating; the pupils preferred meeting face to face in dating; dating impacted negatively on academics and mothers were the most preferred to address academic challenges adolescents faced as a result of dating. It was recommended that school administrations should sensitize pupils on consequences of dating while in school; Parents, guardians and teachers should provide adolescents guidance on activities they can engage in rather than dating and that guidance and counseling of adolescents involving the parents be enhanced to mitigate negative effects of dating.

## TABLE OF CONTENTS

<b>Content</b>	<b>Page</b>
Title Page .....	i
Declaration .....	ii
Acknowledgement .....	iii
Dedication .....	iv
Abstract .....	v
Table of Content .....	vi
Abbreviations and Acronyms .....	ix
List of Tables .....	x
List of Figures .....	xii
List of Appendices .....	xiii
<b>CHAPTER ONE</b> .....	1
<b>INTRODUCTION</b> .....	1
1.1 Background to the Study .....	1
1.2 Problem Statement .....	7
1.3 Purpose of the Study .....	8
1.3.1 Objectives of the Study .....	8
1.3.2 Research Questions .....	9
1.4 Assumptions of the Study .....	9
1.5 Scope of the Study .....	10
1.6 Limitations of the Study .....	10
1.7 Significance of the Study .....	11
1.8 Conceptual Framework .....	12
1.9 Definition of Operational Terms .....	14
<b>CHAPTER TWO</b> .....	15
<b>LITERATURE REVIEW</b> .....	15
2.1 Introduction .....	15
2.2 Prevalence rates of Dating among Primary School Adolescents .....	15
2.3 Primary School Adolescents' Preferred choice of Dating Methods .....	20

2.4	Extent to which Dating Impacts on Academic Achievement of Primary School Adolescents .....	23
2.5	Adolescents' Preferred Person to help Address Academic Challenges that may arise due to Dating .....	27
<b>CHAPTER THREE .....</b>		<b>34</b>
<b>METHODOLOGY.....</b>		<b>34</b>
3.1	Introduction.....	34
3.2	Research Design.....	34
3.3	Area of Study .....	35
3.4	Study Population .....	37
3.5	Sample Size and Sampling Techniques .....	37
3.6	Research Instruments .....	39
	3.6.1 Pupils' Questionnaire .....	39
	3.6.2 Deputy Head Teachers' Interview Schedule.....	40
	3.6.3 Pupils' exam results Records Analysis Guide .....	40
3.7	Reliability of the Research Instruments .....	40
3.8	Validity of the Research Instruments .....	41
3.9	Data Collection Procedures .....	42
3.10	Methods of Data Analysis .....	42
<b>CHAPTER FOUR .....</b>		<b>44</b>
<b>RESULTS AND DISCUSSIONS.....</b>		<b>44</b>
4.1	Introduction .....	44
4.2	Respondents' Demographic Information .....	44
4.3	Prevalence rates of Dating among Primary School Adolescents .....	45
	4.3.1: Primary School Adolescents' kind of Lovers .....	47
	4.3.2: Primary school pupils' involvement in dating activities .....	48
	4.3.3 Pupils' Perceptions on Prevalence Rates of dating .....	50
4.4	Primary School Adolescents' Preferred choice of Dating Methods .....	52
4.5	Extent to which Dating impacts on Academic Achievement of Primary School Adolescents .....	55

4.6	Primary school Adolescents’ choice of Person to Help Address Academic challenges that may arise due to Dating .....	66
<b>CHAPTER FIVE .....</b>		69
<b>SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH .....</b>		69
5.1	Introduction .....	69
5.2	Summary of Findings .....	69
5.2.1	Prevalence rates of Dating Among Primary School Adolescents .....	69
5.2.2	Primary School Adolescents’ Preferred choice of Dating Methods .....	70
5.2.3	Extent to which Dating impacts on Academic Achievement of Primary School Adolescents .....	70
5.2.4	Primary school Adolescents’ choice of Person to Help Address Academic challenges that may arise due to Dating.....	71
<b>5.3</b>	<b>Conclusions .....</b>	<b>71</b>
5.3.1	Prevalence rates of Dating Among Primary School Adolescents .....	71
5.3.2	Primary School Adolescents’ Preferred choice of Dating Methods .....	71
5.3.3	Extent to which Dating impacts on Academic Achievement of Primary School Adolescents .....	71
5.3.4	Primary school Adolescents’ choice of Person to Help Address Academic challenges that may arise due to Dating.....	71
5.4	Recommendations .....	72
5.5	Suggestions for Further Research .....	73
<b>REFERENCES .....</b>		<b>75</b>

## **ABBREVIATIONS AND ACRONYMS**

### **Abbreviations**

TSC: Teachers' Service Commission

### **Acronyms**

AIDS: Acquired Immune Deficiency Syndrome

HIV: Human Immunodeficiency Virus

KCPE: Kenya Certificate of Primary Education

KDHS: Kenya Demographic and Health Survey

KCSA: Kenya's Centre for Study of Adolescence

STI: Sexually Transmitted Infection

UNPFA: United Nations Population Fund

USA: United States of America

VCT: Voluntary Counseling and Testing

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
3.1: Study Population and Sample Size.....	38
4.1: Respondents' Gender.....	44
4.2: Pupils' Responses on Prevalence rates of Dating .....	45
4: 3: Pupils' responses on whether their lovers were pupils or teachers .....	47
4.4: Pupils' Responses on whether they spent time with their lover .....	49
4: 5 Pupils Perceptions on Prevalence Rate of Dating among Adolescents in Public Primary School .....	51
4.6: Adolescents preferred Choice of Dating methods .....	53
4.7: Pupils Responds on the number of Times they met with their Lovers within a week .....	56
4.8: Adolescents Frequency on Meeting their Lovers and their Sub-County Evaluation Exam results .....	57
4.9: Correlation Matrix Between Academic Mean Scores of Sub-county Evaluation Exams and the Number of Times the Pupils met their Lovers in a week .....	58
4.10: Correlation between the Number of Times in a week the Female Pupils met their Lovers, and their Academic Mean Scores .....	59
4.11: Correlation Between the Number of Times in a Week the male Pupils meet their Lovers, and their Academic mean Scores.....	60
4.12: Pupils' Perception on Adolescence Dating and Academic .....	62

4.13: Adolescents' Choice of Person to help Address Academic Challenges that may  
Arise due to Dating .....67

**LIST OF FIGURES**

<b>FIGURE</b>		<b>PAGE</b>
1.1 Conceptual framework showing relationship between independent, intervening and dependent variables .....		13

## LIST OF APPENDICES

<b>APPENDIX</b>	<b>PAGE</b>
A: Pupils' Questionnaire .....	83
B: Deputy Head Teachers' Interview Schedule .....	88
C: Pupils' Exam Results Record Analysis Guide .....	89
D: Map of Rachuonyo North District .....	90

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

According to Holt, Rinehart and Winston (2006), adolescence is a time of change; changing body, changing emotions, changing mental abilities and changing social life. They note that as adolescents enter puberty, there is a release of specific hormones, resulting into changes that make the adolescents experience increased sex drive. As a result, the adolescent may feel sexually aroused around some people, and grows socially moving away from being totally dependent on other people for example his/her parents, to being more independent. His/her close friendships are often from the opposite sex and dating becomes increasingly central to the adolescent's social world. By mid to late adolescence, most teens in Western countries report some dating activities, and about half report having a current dating partner. These relationships are exhilarating and exciting, yet at times, conflictual. This is because many of the feelings accompanying adolescent stage have been labeled in childhood as “forbidden” or “bad” (Connolly, Friedlander & Laura, 2009).

According to Furman (2005), young people in America will spend a great deal of time thinking, talking about, and being in romantic relationships, yet adults typically dismiss adolescent dating as superficial, more so in primary school set ups. A report by Teenage Research Unlimited- TRU (2006) indicates that half of all teens in America reported having been in a dating relationship and nearly one-third of all teens reported having been in a serious relationship. Binik (2005) too concurred with the TRU (2006) report by reporting that 66% of high school boys and girls had

been in dating relationships and that they already had had sex. A study by Connolly, Craig, Goldberg & Pepler (2005) found that 45% of young adolescents in America participated in some dating activities.

Thus these reports indicate that the phenomenon of youth engaging in dating activities, continued to escalate. However the studies by Holt *et al* (2006) and Connolly *et al* (2009) targeted adolescents generally whether in or out of school, whereas Furman (2005) study established dating prevalence rates and targeted young people generally unlike the current study which targeted specifically adolescents in primary schools. TRU (2006) study reported about dating prevalence rates of the teens however, these prevalence rates cannot be generalized to all cultural settings. TRU (2006) study was in America an urban setting and on the other hand the current study was carried out in Kenya; Rachuonyo Sub-County a rural setting.

A study in South Africa by Kakolwk (2006) revealed that dating and romantic relationships existed among adolescents of high school. Also Wubs (2010) in her study done in South Africa and Tanzania reported a high prevalence of dating among school students. However, Kakolwk (2006) and Wubs (2010) studies targeted secondary school students unlike the current study which targeted primary school pupils. A study done in Kenya by UNFPA (2003) indicated that more than one quarter of young men and women aged 15-19 interviewed reported to have been in dating relationship by the age of 15. However, the prevalence rate of dating may not be the same in all regions in Kenya, also the UNFPA (2003) study targeted young men and women irrespective of whether they were in school or not. The current study targeted primary school adolescents in Rachuonyo North Sub-County.

A report on global HIV News Analysis (Mwaura, 2010) indicated young adolescents in Nyanza Province having dating and romantic relationships, more so girls with teachers. The Kenya Center of Study of Adolescence; KCSA (2009) also indicated that Nyanza was having the highest school dropout rates due to dating relating activities. This alluded to a high prevalence rate of dating in the region which the current study sought to establish in Rachuonyo North Sub-County.

As they engage in the dating relationships, adolescents employ different dating methods (documented and undocumented). Webb, DeBruyne & DeBruyne (2005) indicated that some of the dating methods used worldwide include online, speed, mobile, virtual, blind and singles event.

Bell (2012) on the other hand from his study in West African Countries reported that pupils exchanged love messages unnoticed even during play and that there were games that involve hugging that offered opportunity for hugging long enough for the lovers to whisper to each other. Bell further reports that unknowingly, school also furnishes opportunities that are taken advantage of, where lovers will manage in some way to sit or stand together and are thrilled by touching even each other's' feet under the desk (Bell, 2012).

Webb *et al* (2005) and Bell (2012) informed of the general methods of dating used worldwide and in Africa by not necessarily adolescents but by all involved in dating. The current study however sought to establish dating method(s) preferred by adolescents in primary school setting.

Scott (2013) reported that there are 9 speechless ways by which the young adolescents can exchange their love messages or communicate many a times without the onlookers noticing. These include shoulder shrugs, isopraxism (synchrony of actions), eye contact, sitting close to each other, tilting heads towards each other, lightly and casually touching, faster blinking (more than 20 times in a minute), a warm (zygomatic or pure emotional) smile and a higher pitched and softer voice than usual (Scott, 2013). Scott 2013 informed of methods used generally by all adolescents and more in a developed world environmental setting. On the other hand, the current study sought to establish dating methods used in the developing world a rural African setting.

As children go through puberty, they deal with challenges which include meeting the changing expectations of others like having better grades in their academics, and coping with feelings they might not have had before. Most children meet these challenges successfully and grow into healthy adults (Ebata, 2006). It has been noted that adolescents in recent days may be exposed to dating environments their parents were not exposed to (Cobb, 2006), and may therefore have a harder time coping with these challenges. In these challenges, they may need advice which they may get from parents or significant others more precisely; peers since it is at the adolescence stage that the influence of peers may overshadow that of family (Chapman, 2010), yet the peers may be undergoing similar challenges; and therefore may not be in a position to rightfully advice.

Ebata (2006) and Chapman (2010) reported that indeed due to internal changes, the adolescents face challenges that called for advice from significant others but they did not indicate exactly

who these significant others were. This study therefore sought to establish the significant others preferred by the adolescents for advise on academic challenges that may arise due to dating

A New York-based Population Council evaluated 14 community-based youth centers in Zimbabwe that offered recreation, vocational education or a library along with reproductive health services (Finger 2010). The council findings were that in general, youth centers are stigmatized by the community and youth themselves but by offering other activities, the centers attempted to be more attractive to youth. The findings further indicated that many youth, especially girls, did not want to be associated with family planning or counseling organizations because it suggested sexual activity or social problems, or because young people brand them as places for those with sexually transmitted diseases. Those who did visit the centers were older youth, averaging 21 years of age (Finger, 2010) and not the young adolescents. Thus structured community based programmes to address adolescent challenges were not attractive to the targeted adolescents. It is for this reason that the present study sought to find out the preferred person in addressing adolescents academic challenges associated with dating.

Biswalo and Shayo (2011) indicated that guidance and counseling in the educational system should come in to help the adolescents develop their capacities towards the right direction and to fullness. This includes intellectual, social, physical, and moral capacities. They further argue that school guidance and counseling services in Tanzania had helped students to overcome learning difficulties and other school related problems. Although Biswalo & Shayo (2011) study recommended counseling for adolescents in primary schools, it is important to find out the adolescents preferred choice of person to do the guidance and counseling.

According to TRU (2006), young people do not automatically know what constitutes right and wrong behavior in dating relationships and need to be taught the characteristics of healthy relationships, how to differentiate a healthy relationship from an unhealthy one, and how to seek help if they find themselves in unhealthy relationships. In East Africa, a number of programs exist that try to help the youth. These include Magnet Theater Drama Troupes, Radio sports aired by local-language stations, church and civic leaders, Voluntary Counseling and Testing (VCT) and other reproductive health service centers. TRU (2006) report was more of informative on young people involving themselves in healthy dating relationships and the programs that existed in E. Africa to help the youth. But the programs dealt more with VCT, and other reproductive health services only. This study however sought to establish the primary school adolescents' preferred person to guide or give advice in case of academic challenges that may arise due to dating.

A study by Poulin (2007) it was reported that dating frequencies could be incompatible with schooling to the extent that it is a distraction to studies or it lead to a cascade of events such as sexual activity, pregnancy, or marriage (Kabiru and Ezeh 2007) which in turn jeopardized academics and or even school completion. However, Poulin (2007) and Kabiru & Ezeh (2007) did not indicate how dating parse affected academic grades

In Kenya, universal primary education was set as millennium development goal 2 that needed to be attained by 2015 (KCSA, 2009) however, despite significant efforts to expand access to primary schooling which led to an above 90% enrolment rate in Kenyan primary schools, actual literacy and numeracy outcomes remain significantly low. These low literacy and numeracy

levels were attributed to teenage pregnancy; one of the aftermaths of dating (KCSA, 2015). The KCSA 2015 did not clearly indicate how dating affected the academic grades of the adolescents. The current study therefore sought to establish how dating affected academic grades of primary school adolescents.

In Homa Bay County reports indicated that out of its five sub-counties (Rachuonyo North and South, Homa Bay, Ndhiwa and Mbita), K.C.P.E grades for Rachuonyo North sub-county (RNSC) continued to be below average despite County ranking relatively well nationally in KCPE (position 18 and 14 out of 47 counties in 2012 and 2013 respectively). In the 2010 KCPE, unlike for the other four sub-counties in RNSC only 21 girls out of 1630 and 41 boys out of 2167 scored between 350 and 390 marks, whereas 996 girls out of 1630 scored below 250 out of the maximum score of 500 marks. Coupled with the poor KCPE results in RNSC was a high primary school dropout rate (20% for girls and 15% for boys) attributed to dating related activities. The dropout rate in RNSC was comparatively higher than the average for the other four sub-counties (12% for males and 16% for females). Reports from HCEO further indicated that the low KCPE grades in RNSC could be attributed to increased adolescents' dating in the sub-county (Monthly Briefs HCEO, 2013). The purpose of this study therefore was to establish the impact of adolescents' dating on academic achievement in public primary schools in RNSC.

## **1.2 Problem Statement**

Reports from the Homa Bay County Education office indicated that Rachuonyo North Sub-County posted below average KCPE results for three years consecutively (2011, 2012 and 2013) as compared to the other four Sub-Counties in the County. Alongside the poor KCPE results was an increased primary school dropout rate (15% for boys and 20% for females) attributed mainly

to dating related activities. Reports further indicated that the school dropout rate in Rachuonyo North Sub-County was relatively high compared to the average dropout rate for the other four sub-counties (12% for males and 16% for females). The RNSC Education office reports indicated that the poor KCPE results in the sub-county could be as a result of adolescents' dating by the pupils. It is on this ground that the researcher set out to study adolescents' dating activities and academic achievement, and to ascertain whether dating activities reduced the grades achieved by pupils in public mixed day primary schools in Rachuonyo, just as report had indicated.

### **1.3 Purpose of the Study**

The purpose of this study was to the establish extent to which adolescents' dating impacted on academic achievement in public primary schools in Rachuonyo North Sub-County.

#### **1.3.1 Objectives of the Study**

Objectives for the study were to;

- i. Establish prevalence rates of dating among adolescents in public primary schools of Rachuonyo North Sub-County.
- ii. Determine choice of dating methods by adolescents in public primary schools of Rachuonyo North Sub-County.
- iii. Determine the extent to which dating impacts on grades achieved by adolescents in public primary schools of Rachuonyo North Sub-County.
- iv. Establish adolescents' preferred person to help address academic challenges that may arise due to dating, in public primary schools of Rachuonyo North Sub-County.

### **1.3.2 Research Questions**

The study was guided by the following research questions:

- i. What is the prevalence rate of dating among adolescents in public primary schools in Rachuonyo North Sub-County?
- ii. Which dating method(s) do the adolescents in mixed public primary schools of Rachuonyo North Sub-County prefer?
- iii. Does dating impact on academic grades achieved by adolescents in public primary schools in Rachuonyo North Sub-County, and to what extent?
- iv. Who are the adolescents' preferred persons to help address academic challenges that may arise due to dating, in public primary schools in Rachuonyo North Sub-County?

### **1.4 Assumptions of the Study**

The study was carried out based on the following assumptions:

- i. Adolescents are involved in dating activities which are as a result of the identity crisis stage which occurs between 12 to 18 years during which the child now an adolescent seeks to answer the question "Who am I?"
- ii. Adolescents' have preferred dating methods which they use to achieve their dating goal without being comprehended by their supervisors or the onlookers.
- iii. Dating impacts on academic achievement and grades of primary school adolescents due to the time spent on dating activities at the expense of studies and also due to the fact that it can result to teenage pregnancy and the resultant school dropout.
- iv. Adolescents have their choice of advisor in addressing academic related challenges that may arise due to dating.

## **1.5 Scope of the Study**

The study focused on establishing the extent to which adolescents' dating impacted on academic achievement in public primary schools of Rachuonyo North Sub-County, Kenya. The study targeted class eight pupils in public mixed day primary schools since they all sit for a similar or common examination set and administered based on the KNEC rules and regulations. This common exam too, is aimed at gauging the pupils' performance in the forthcoming KCPE. Also, Class eight pupils were used because they fall in the age bracket associated with adolescence (12 to 18 years); a period during which there is reawakening of the sexual urge that had been dormant in the previous stage. Both boys and girls were used in this study.

## **1.6 Limitations of the Study**

- i. Questionnaire was used as instrument for data collection in the study. However, questionnaire suffers from ceiling and floor effect. The respondents may have given responses to show little or no dating activities. This means that the questionnaire may not have given a clear picture. Also, closed ended questionnaire were used as instruments for data collection. Closed ended questionnaire however limit responses hence the respondents were compelled to answer questions according to the researcher's choice. This may have affected the reliability of the study. To overcome the ceiling and floor effect and also mitigate the effects of the closed ended questionnaire, an interview schedule was incorporated as a backup.
- ii. The study was limited to mixed public primary schools in Rachuonyo North Sub-county. Findings of the study may not be generalized to all primary schools in Rachuonyo North Sub-County.

- iii. Dating is a topic adolescents find difficult to discuss with adults; socially desirable responses may therefore have been given at the expense of accurate information. However, this was addressed by having interview probes to the deputy heads of schools on how deep the respondents who had much deletions were involved in dating

### **1.7 Significance of the Study**

The study may benefit the Ministry of Education, Science and Technology, Teachers' Service Commission (TSC), parents and teachers by shedding more light on prevalence rate of dating in primary school adolescents and the association between dating and academic achievement. This may lead to putting in place measures to mitigate the high dating prevalence. The study also found that pupils were also involved in dating with teachers. The findings may help the TSC to be more stringent on enacting the Teachers' Code of conduct and Ethics to eradicate teacher-pupils love relationships.

The study established adolescents preferred choice of advisor. The Ministry of Education, Science and Technology, TSC, parents and teachers can therefore involve this adolescents' preferred choice of person to advise in addressing academic challenges that may arise due to dating. The findings established that adolescents preferred to be advised by their parents on matters of academic challenges arising from dating. This finding can be used to encourage parents, more so the mothers to get more involved in their daughters or sons day to day activities in order to guide them appropriately.

The study could also benefit researchers by providing relevant information and adding to the existing knowledge on adolescents' dating and academic achievement among primary school pupils. This may create gaps that will guide further research.

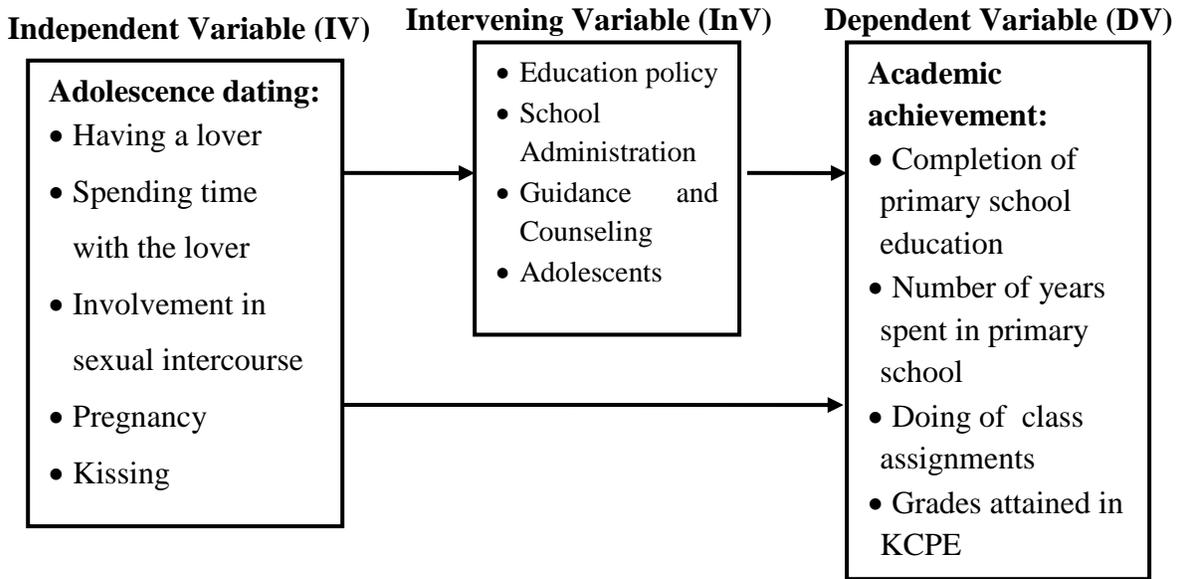
## **1.8 Conceptual Framework**

This study was based on a conceptual framework (figure 1.1) showing how dating (Independent Variable) affects academic achievement (Dependent Variable). Dating is getting involved in romantic activities by two individuals of the opposite sex. During dating adolescents engage in some mutually agreed upon sexual and related activities such as exchange of love messages, kissing, caressing and even sex. Thus indicators of dating among others include having a lover, spending time with a lover, kissing, involvement in sex and even pregnancy.

When adolescents are involved in dating, they may spend much time together at the expense of academics resulting in poor academic grades that may make some to repeat classes. The girls may also end up becoming pregnant hence dropping out of school, resulting in non-completion of primary school education. The pregnant girls that are encouraged to remain in school through the “back to school” policy will have had the primary school 8 years programme interfered with and may therefore take more years to complete primary school education. On the other hand, the boys that impregnated the girls may not be psychologically fit to study due to the guilt of having made a girl pregnant, resulting in reduced grades or even dropping out of school.

However, much will also depend on the intervening factors. If an expectant girl is allowed to continue schooling, is well encouraged by school administration and parents and supported by peers, then academic achievement may not be adversely affected as good grades may still be achieved. Also if the pupils (male or female) involved in dating are well counseled, guided and sensitized on the negative effects of dating while in school, then they may be cautious in engaging in dating thus their set academic goals may not be adversely affected.

The researcher has shown the interaction between the three variables in Figure 1.1



*Fig 1.1 Conceptual framework showing relationship between independent and dependent variable*

## 1.9 Definition of Operational Terms

**Academic Achievement:** Successful completion of primary school education

**Dating:** Getting involved in romantic activities by two individuals of the opposite sex.

**Methods of Dating:** Methods or activities by which adolescents execute their dating. This can be face to face or by exchange of love notes or short message through a phone, making a call etc.

**Lover:** A friend of the opposite sex in a romantic relationship

**Primary School Adolescents:** Girls or boys in primary schools who have reached puberty.

In this study, the age bracket for adolescents was between 12 to 18 years old.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter, the researcher reviewed literature on prevalence of dating among adolescents; dating methods among adolescents, the extent to which dating affects adolescents' academic achievement and adolescents preferred choice of person to help address academic challenges associated with dating.

#### **2.2 Prevalence Rates of Dating among Primary School Adolescents**

Adolescence is marked by a time of puberty which is triggered by the release of specific hormones. This results in hormonal changes that cause differential changes in both genders, giving rise to sexual dimorphism. As a result of hormonal changes during puberty, both males and females experience an increased sex drive and may find that they feel sexually aroused around some people (Cobb, 2006). This increased sex drive may lead to dating relationships between males and females.

A study by Connolly, Wendy and Adele (2005), found that 45% of young adolescents in America participated in some dating activities, whereas in Latin America and the Caribbean, the average age at first sexual encounter is earlier for males than it is for females. Connolly *et al's* (2005) study targeted young adolescents whether in or out of school.

Peggy, Monica and Wendy (2006) studied 957 boys in America aged averagely 15 years. They found that 49% of the boys interviewed were dating. In another study on Latino college students,

Peggy *et al* (2006) established that compared to young men ( $n = 69$ ), young women ( $n = 97$ ) had more limitations placed on them by parents as adolescents and began dating later (Peggy, *et al* 2006). Peggy *et al's* (2006) study first targeted boys only irrespective of whether they were in school or not. The second study targeted college students who were more mature. Both studies were also based in an urban cultural setting in developed countries. However, the current study targeted primary school adolescents and was also done in a rural cultural setting in a developing country.

In his study that involved 158 African American adolescent school girls aged between 12 and 19, Bachanas, Morris, Gess, Causay, Sirl & Ries (2007) established that teens had high rates of dating and sexual behavior activities including early sexual debuts at age 14 against the nation's average of 16 years. The study further found that 78% of adolescent school girls had engaged in sex, a dating activity; at least once in the preceding three months. Bachanas *et al* (2007) study revealed existence of dating among adolescents aged 12 to 19 years. However, his study targeted only girls and was done on African American girls in an urban setting of a developed country.

A report by National Survey of Family Growth: NSFG, (2008) indicated that teen birth rate in USA in 2009 was at 28.8% and in 2010; the percentage of teenaged females who were sexually experienced was at 43%. The NSFG (2008) report alludes to prevalence of dating among adolescents which was the interest of the current study, by indicating the birth rates and sexual experience which many a times are an outcome of dating. The NSFG (2008) report however generally targeted girls.

Child Trends (2014) established that dating in adolescence was common in America, however students in the eighth, tenth, and twelfth grades in 2012 were less likely to date than they were in 1991, where the proportion of youth who did not date, more than doubled, from 14 percent in 1991 to 36 percent in 2012. In the same period, the proportion of tenth-graders who never dated increased from 28 to 41 percent, and the proportion of eighth-graders increased from 48 to 58 percent. Child Trend study was done for primary school pupils (eighth-graders), and reported a prevalence of dating of 42%. However, Child Trends (2014) study aimed at comparing the prevalence of dating among youths in the previous 1991, and the 2012.

A study by UNFPA (2003) done in Nicaragua, Poland, Brazil, Haiti, Latvia, Gabon, Ethiopia, Malawi and Kenya indicated that more than ¼ of young men aged 15-19 interviewed said they started dating and had sex before age 15. Though aimed at discovering the first age of dating and having sex by the young men, the UNFPA study alluded to a prevalence rate of dating among adolescents. However, unlike the current study that targeted both girls and boys in primary school, the UNFPA study generally targeted young men at the age of 15-19 years old whether in or out of school.

In another study done to establish the prevalence rate of dating activities among adolescent school girls in South Africa, Buga, Amoko & Ncayiyana, (2005) reported that, 74.6% of the 1072 study population had been involved in dating activities, were already sexually experienced and had been pregnant at least once. Both Buga *et al's* study and the current study aimed at establishing the prevalence rate of dating, however unlike the current study which targeted

primary school pupils both girls and boys, Buga *et al's* study targeted school girls whether in primary or secondary school.

Most adolescent pregnancies and marriages precede dating. A study conducted in Kenya by Erulkar & Ayuka (2007) revealed that about 25% percent of Kenyan adolescent girls are married before age 18 and 5 % are married during early adolescence, that is, before age 15. The study also indicated that girls in rural areas were significantly more likely than those living in urban areas to start dating and be married during adolescence. Erulkar & Ayuka (2007) study alluded to a high prevalence rate of dating among adolescents in rural settings like the setting for the current study as compared to an urban setting. However the study targeted girls generally unlike this study which targeted both girls and boys in primary school.

In their study, Ikamari & Towett (2007) reported that compared to adolescents in Nairobi region an urban setting, adolescents in Nyanza and Western regions were significantly more likely to initiate dating and sexual activity early. Precisely, adolescents in Nyanza region were 1.56 times more likely than adolescents in Nairobi province to initiate dates and sexual activity early. Adolescents in North Eastern region were significantly less likely than adolescents in Nairobi province to initiate dates and sexual activity early. The current study therefore sought to establish the prevalence rate of dating among adolescents in a rural setting which Erulkar & Ayuka (2007) and, Ikamari & Towett (2007) made allusion that it could be high.

Study findings in schools in Nyanza region revealed that, 63% of youths belonging to the Luo community had engaged in dating and sex by age 15 (Tenkorang & Matica, 2008). This was in accordance with the Kenya Demographic and Health Survey (KDHS) report (2008), which

reported a high annual teen pregnancy rate of 26% (one of the dating outcome) in Nyanza region against the Kenya national rate of 23% and subsequent high primary school dropout rates of 20% for females and 15% for boys reported in Rachuonyo North Sub-County. The current study sought to establish prevalence rates of dating among primary school adolescents.

While Connolly *et al's* (2005) study targeted young adolescents whether in or out of school, the current study targeted primary school pupils; class eight pupils. Peggy *et al's* (2006) first study targeted boys only irrespective of whether they were in school or not and the second study targeted college students who were more mature and the studies were also based in an urban cultural setting in developed countries. The current, study on the other hand targeted both girls and boys in class eight and was based in an African rural setting, in a developing country. While Bachanas *et al* (2007) study revealed existence of dating among adolescents aged 12 to 19 years, the study targeted only girls and was done on African American girls in an urban setting of a developed country. The current study on the other hand targeted the same age bracket (12-19 years) but boys and girls in primary schools of a rural setting that lacks most facilities and infrastructure an urban setting could be providing to its inhabitants. Also, NSFG (2008) study indicated existence of dating but also generally targeted girls, unlike the current study which targeted both girls and boys but in primary school.

Like the current study, Child Trend study was also done on primary school pupils (eighth-graders) however, Child Trends (2014) study aimed at comparing the prevalence of dating among youths in the previous 1991, and the 2012. The current study aimed at establishing the dating prevalence index. Though aimed at discovering the first age of dating and having sex by

the young men, the UNFPA study alluded to a prevalence rate of dating among adolescents. Unlike the current study which targeted both male and females in primary schools, UNFPA study generally targeted young men at the age of 15-19 years old whether

TenKorang & Matica (2008) and KDHS (2008) studies alluded to a high prevalence rate of dating in Nyanza region. The current study therefore sought to establish the prevalence rate of dating among adolescents in primary schools in Rachuonyo Sub-county Nyanza Region, in an effort to ascertain TenKorang & Matica, (2008) and the KDHS (2008) findings

### **2.3 Primary School Adolescents' Preferred choice of Dating Methods**

Dating is a form of human courtship that consists of social activities done by two persons with the aim of each assessing the other's suitability as a partner in an intimate relationship or as a spouse. It is an important way for young men and women to get to know each other. Many people begin dating as a group (group dating) but later, they may decide to go for a one to one date, "going together" or "going steady" (Cobb, 2006). During adolescence, young boys and girls start having relationships with peers. Such relationships are likely to be friendships and may involve physical attractions (Cobb, 2006), in which they employ different methods to court. While dating among teenagers has been common in the U.S. since the 1920s, each generation has had its own style of dating and popular dating activities. O'Sullivan, Cheng, Harris and Brooks-Gunn (2007) established that in USA teens may pair off within the group, or may go out to dates as two individuals in a relationship. In line with O'Sullivan *et al's* (2007) report, the current study sought to establish the methods of dating used by adolescents in primary schools, in a rural setting with less internet facilities and other communication infrastructure among others. The

current study also was carried out in an African cultural setting with different traditional ethics and values to the O'Sullivan, *et al's* study setting.

O'Sullivan, *et al* (2007) further established that popular dating methods included “hanging out” at school or the mall, and visiting each other’s unlike in the current study which targeted dating methods used by adolescents in primary school.

In their findings in a USA study, Fortunado, Young, Boyd & Fons (2010) found that though only 28% of urban secondary students had engaged in any form of “hook-up” in 2009 as a method of dating, the practice was associated with drug use, truancy, and school suspensions and not dating. However, even when looking at “hook-ups” involving sexual intercourse, the research showed that 62% of hook-ups were between friends, and another 23 percent were between acquaintances, rather than strangers. The Fortunado *et al* (2010) study aimed at finding out whether the students had involved themselves in “hook- ups” within dating or not and targeted urban secondary school students. The current study sought to establish dating methods among adolescents and targeted primary school pupils in a rural setting.

In many cultural traditions such as those in South Asia and the Middle East dating may be arranged by a third party, who could have been a family member, acquaintance, or professional matchmaker (Webb, DeBruyne & DeBruyne, 2006). However, this may not be the case currently in many societies. This is because today children are exposed to a more complicated world at a young age. The mass media (radio, television and movies) and the more recent technologies like the internet which may have exposed the adolescents to values that may not have been shared by

their parents. In view of this, the present study was out to establish the dating methods currently used by primary school adolescents, in a rural setting.

Webb *et al* (2006) established that in the African continent, some of the common methods of dating used included: Online / internet dating which use specifically targeted websites to meet new people, Speed dating where a group of people get together for several hours in public; one is given a set amount of time to sit and talk to a particular person before moving on to the next, Mobile dating/cell phone dating where text messages to and from a mobile phone carrier which are used to show interest in others on the system; and virtual dating which is combination of video game playing and dating, where users create avatars and spend time in virtual worlds in an attempt to meet other avatars with the purpose of meeting for potential dates (which is similar to online dating). Others include blind date, where the people involved have not met each other previously and Singles event where a group of singles are brought together to take part in various events for the purposes of meeting new people. Events can include such things as parties, workshops and games (Webb *et al*. 2006). In their findings, Web *et al* (2006) determine the dating methods used by all irrespective of stage and whether in school or not. This study however targeted adolescents in primary schools and established their most preferred dating method. Moreover, Web *et al* (2006) established dating methods are basically used in an urban setting where modern technology like internet is in use. On the other hand, the current study was out to establish the dating methods used by young adolescents in a rural setting of Rachuonyo North Sub – County where modern technology is not well established to enable some of the dating methods enlisted by Web *et al*, (2006).

## **2.4 Extent to which Dating Impacts on Academic Achievement of Adolescents in primary schools**

Parent and peer influences on academic achievement are well documented, but little research has examined links to dating involvement during the adolescent period (Kopfler, 2009). On a daily basis, students are faced with a conflict of interest: to study or not to study. Many times these decisions are affected by outside factors that are beyond the control of the student (i.e. work, sports, and involvement in organizations). One other factor that is believed to be a major influence is the existence of a significant other. While involved in a relationship during college, one might be forced to choose either studying for school or spending time with the significant other, leaving the student with increased amounts of stress. A student who is involved in an exclusive relationship differs from the student involved in a casual dating relationship. Thus many factors contribute to a student's struggling grades (Kopfler, 2009) and dating is one of them. Umar, Yakubu & Bada, (2010) argues that poor performance mostly correlates with children repeating class due to not having met the minimum grades required to move upwards and that there are a number of possible reasons that students get poor grades. Some are external factors, such as the subject matter is too difficult, the teacher is hard to understand, and problems at home. Other reasons have to do with student attitudes, such as didn't do homework and goofed off in class. Finally, there are reasons related to personal issues, such as test anxiety and problems concentrating which could be caused by a number of issues, one of them being dating aftermaths (Kafui 2005). In view of this, the researcher sought to establish whether dating impacted on academic achievement of primary school adolescents.

According to Renmera (2012), romantic relationships are important stepping stones in the developing stage of a young person's life and depending on the maturity of the people in the relationship, it can be either a bad or good experience. In a romantic relationship, the student spends time with their potential lifelong partner, but on the other, they are busy trying to fulfill other responsibilities, like maintaining grades, studying, and coping with everyday stress (Renmera, 2012). The current study was out to determine the extent to which dating impacted on academic achievement that Renmera (2012) alluded to that academic grades were negatively impacted on by dating..

Child Trends (2014) indicates that teenagers in some dating relationships report higher levels of self-esteem and self-confidence, and are more likely to perceive themselves as popular, and to do well in school. However, teenagers in dating relationships frequently have lower levels of academic achievement and motivation, higher levels of depression, and higher levels of drug and alcohol use. McCarthy & Casey (2008), argue that these associations depend in large part, on characteristics of the relationship, including its timing and duration, the quality of partner interactions, the cognitive and emotional status of the participants, and whether the relationship includes sexual activity. In any case, adolescents' are inexperienced in dating and their grades are likely to be affected negatively (McCarthy & Casey (2008).

According to Crissey (2004), dating relationships were particularly harmful to girls' academic well-being in USA. In the study, girls experienced declining grades and college aspirations following relationship formation, while boys experienced negative consequences only in traditionally feminine subjects. Crissey (2004) also noted that school romantic climate also

contributed to academics, because it conditioned the effect of forming a relationship. Further, forming a relationship in schools where romance was more valued magnified the negative effects for girls' overall grades, while lessening the effects for boys' English and foreign language outcomes (Crissey, 2004).

Crissey's study concurred with Gilgan's, as cited in Giordano *et al* (2009) who emphasized that girls have a stronger relational orientation and tend to center much time and energy on their romantic endeavors. As a result, girls suffered more negative effects. This implied that young women's excessive focus on dating often limits or derails academic pursuits. Giordano *et al.* (2009) on the other hand centrally to Crissey (2004) and Giordano *et al* (2009) reported that on average, girls outperformed boys in school, and were more likely to complete homework assignments and generally had higher levels of attachment to school. Thus, it was possible that boys would be more likely to be influenced by their female romantic partners, rather than the reverse. In view of conflicts in Crissey (2004) and Giordano *et al's* (2009) findings, the current study sought to establish the extent to which dating impacted on academic achievement and whether one gender suffered the effects than the other. Also, unlike the Crissey (2004), and Giordano *et al* (2009) studies that reported findings on college students, the current study targeted primary school adolescents.

In a study by Kopfler, (2009) to find out if there was an association between academic performance and involvement in dating amongst undergraduate college students, it was discovered that there were no significant associations between the two variables. A correlation was found between motivation and higher stress levels amongst the participants involved in

dating. Students involved in dating were motivated more to perform academically and faced higher stress level in facing deadlines. Kopfler's (2009) study used few participants (75) who were conveniently sampled from university students and also used a convenient sample. The current study on other had targeted primary school adolescents, using a larger sample size (355) that was randomly selected. Also, Kopfler (2009) study focused undergraduate college students whereas the current study was out to establish the extent of impact of dating on academic achievement, specifically on primary school pupils whom according to Furman (2005), adults typically dismiss their involvement in dating.

In another study, Quatman, Sampson, Robinson and Watson (2003) examined the relation between dating frequency and academic achievement among high school students in California. The results showed a relation between dating more frequently and lower academic performance. In collaboration with Quatman *et al's* (2003) findings is Farlex's (2010) study in which he established the relationship between dating status and academic achievement among college students in Nigeria. The findings were that there was a negative relationship between romantic relationships and academic performance. The study further indicated that a unit increase in romantic relationships among students led to decrease in the academic performance and concluded that romantic relationships could be having a psychological barrier to an effective learning process. Quatman *et al's* (2003) and Farlex's (2010) studies compare favourably with the current study in that they sought to establish the impact of dating on academic achievement however, unlike the Quatman *et al's* (2003) and Farlex's (2010) studies that targeted college students, the current study targeted primary school adolescents, whom Furman (2005) reported that, adults typically dismiss their involvement in dating.

A study by Kenya's Center for the Study of Adolescence, (2009) indicated one of the highest school dropout rates for girls, in primary and secondary school in Nyanza region, which was also replicated in Rachuonyo North Sub-County (males' at 15% and females at 20%). On the other hand reports from the RNSC education office indicated that no candidate in the Sub-County had been in the top 100 in the country since 2010 and that 5 schools in the Sub-County were ranked in the bottom 5 schools in Homabay County in K.C.P.E results of 2011 (RDSP, 2005-2010 & Rachuonyo DEO, 2011). A number of reasons were given for the below average performance which concurred with Umar, Yakubu & Bada, (2010) findings. However, with an adolescent pregnancy rate of 20% (an aftermath of dating), there was concern that dating could have been one of the causes of attainment of the low grades by pupils. The researcher therefore sought to establish the correlation between adolescents' dating and academic achievement in public primary schools.

### **2.5 Primary school Adolescents' choice of Person to Help Address Academic challenges that may arise due to Dating**

Erikson's adolescent conflict is characterized by identity versus confusion (Chapman, 2010). He defines adolescence as a period of moratorium, or a time when young people can integrate their skills, their knowledge of themselves and the perceptions of their contemporaries (Chapman 2010). It is during this stage that the adolescent tries to answer the question of who he or she is and how he or she fits into society. It is during this struggle for identity that the adolescent's relationships with family and friends shift. It is also a time when peers replace parents as authorities (Fernald & Fernald, 2005).

The peer group serves as the social institution that eases the transition from childhood to adulthood. Peers present a forum where adolescents can discover which personality characteristics and behaviors that are accepted and admired. Thus in matters of dating therefore, peers can be important sources of advice (Fernald & Fernald, 2005). Chapman (2010) and Fernald & Fernald (2005) like Erickson recommended peer counseling to adolescents but did not consider the aspect of the kind of the challenge the adolescents would be undergoing and their own preferred individual to attend to the kind of challenge. It is in this view that the current study sought to establish the primary school adolescents' preferred individual to attend to their academic related challenges that may arise due to dating. Harder (2009) agrees with Chapman (2010) and Erikson (1968) findings that the task of the adolescents is to discover who they are as individuals separate from their families of origin and as members of a wider society. That the adolescents also develop strong devotion to friends; peers and therefore he showed concern that adolescents do not have much experience and needed a well experienced individual to help them overcome the challenges that may arise. This study therefore was out to establish the adolescents' choice of person to help them address the academic challenges that may arise due to dating.

Cobb (2006) on the other hand established that during adolescence time, teens look outside the home for answers and advice, however while in most African cultures, challenges facing adolescents are not openly discussed with parents, values of peers and parents more often complement each other than they do conflict. Kendra (2010) findings also agree with Cobb (2006) that the developmental bonding with peers does not negate the influence of parents and

adults and that while many adolescents have conflicts with their parents; there are many similarities between parents and adolescents.

Wright (2009) noted that adolescents may be perceived as a social problem by general society and governments and that there are many avenues available to help troubled adolescents, but like Cobb (2006) and Kendra (2010) he agrees that the best help to adolescents is still the help provided by parents in this case, in a stable family setting. Cobb (2006) and Kendra (2010) agreed on one thing; that despite bonding with and seeking help from their peers, adolescents still are attached to their parents and more often the two have similar characteristics. This leaves a question of who then is best suited to help adolescents overcome their challenges more so academic challenges that may arise due to dating; peers or parents. It in this view the current study sought to establish adolescents' preferred individual to help them in academic challenges that may arise due to dating.

According to Wright (2009), the local pastor or religious elders in the congregation could also help guide troubled adolescents and show them the error of their ways based on the Bible. They help the adolescent focus on God and get renewed hope to lead a regulated life. The last resort for reforming troubled adolescents according to Wright (2009) is to send them to residential schools where troubled adolescents learn discipline and are given help by specially trained professionals. They live with other troubled adolescents who help each other to lead more positive and focused lives. Group therapy for troubled youth popularly used by Alcoholics Anonymous was posted by Wright (2009) as one of the ways to help troubled adolescents. The troubled adolescent gets an opportunity to talk to others with similar problems and the

atmosphere is less intimidating for the adolescent to confront problems. Wright (2009) thus also agrees with Chapman (2010) that it is easier for young people to overcome their problems with the help of others who have the same issues; the peers.

According to Wagner, Cohen & Brook (2005), a good relationship with parents can provide a powerful buffer against the stresses of life. Adolescents, who see their parents as warm and loving, experience fewer emotional or behavioural challenges, even in dating. For most adolescents however, closeness with parents temporarily decreases and the intensity of conflict increase with the onset of puberty. Consequently, the peer group becomes the most important socializing force in the lives of adolescents, regulating the pace as well as the particulars of the socialization process (Wagner, Cohen & Brook, 2005).

According to Cobb (2006), the peer group assumes special importance in adolescence for a number of reasons, viz: Adolescents are moving toward greater autonomy and independence, and peers provide much needed emotional and social support, adolescents also learn many social skills with peers that they would not learn from parents or teachers through rewarding each other with potent reinforcers such as acceptance, popularity and status. As result, most adolescents have friends with values similar to theirs. Notably, adolescents seek different types of advice from parents and friends. When adolescents seek advice from parents, it is advice concerning long term life decisions but when they seek advice from friends it is about daily matters. With age, adolescents become more comfortable in making their own decisions. In this view, the current study sought to establish the adolescents' choice of person in helping them overcome academic challenges that may arise due to dating.

According to a study by Mass General Hospital (2010), adolescents would want physicians to give them information and to ask personal questions about HIV and HIV-related risk behaviors. They also preferred that the physicians initiated the discussion, and not them. The study findings also indicate that many teens were unwilling to share sensitive information with a clinician if this information would be shared with parents. However, the shared information in Mass General Hospital (2010) findings was not about academic challenges arising due to dating. The report also indicated that some parents found it difficult to give counsel to their teens, and others felt quite comfortable with it. Mass General Hospital (2010) therefore does not stand out clearly on whom the adolescents should seek help from when academic challenges arise due to dating, the individual that the current study was out to establish.

Schools offer counseling services for their students. Coaches, counselors and teachers may also provide counseling services that may be quite informal or formal in nature. Some schools have peer-counseling services where other students are available to discuss topics on emerging issues (Mass General Hospital for Children, 2010). In Zambia, peer counseling was found to be effective in reducing the number of pregnancies in schools. Peer counseling assisted adolescents to be more assertive and also made them to open up and attend Voluntary Counseling and Testing (Gary & Holly, 2005). These findings revealed that counseling could help adolescents navigate over the challenges they faced due to dating, however unlike the current study that was out to establish the individual adolescents would prefer to help them navigate over academic related challenges that arise due to dating, Gary & Holly (2005) study was not specific with the kind of challenge.

UNESCO (1998: IV) states that “many African Ministries of Education had realized the growing number of social problems that affect African adolescents, particularly girls. The ministers resolved to introduce school guidance and counseling services in their countries to solve these problems. A study by Ajila, Adeyemo and Owojori (2008), found a significant relationship between activities of the school counselor and the practice of precautionary measures in dating activities in Nigerian schools. The study concluded that school counselors were indispensable in prevention of HIV/AIDS among secondary school students. It further concluded that counselors played a crucial role in contributing to the students’ self- understanding and growth, more so in the adolescence years (Ajila *et al*, 2008)

Biswalo and Shayo (2011) argue that guidance and counseling in the educational system should come in to help boys and girls alike to develop their capacities to the full. This includes intellectual, social, physical, and moral capacities. They further argued that school guidance and counseling services in Tanzania had helped students to overcome learning difficulties and other school related problems as well as challenges adolescents faced that arose from dating. Ajila *et al*, (2008) and Biswalo & Shayo (2011) agreed on the importance of guidance and counseling in an education system but unlike the current study, they do not give the adolescents’ preferred person to help them in the academic related challenges that arise due to dating

A report by KESI (2011) indicated that the social fabric has been broken down, family values keep changing and the modern parent in Kenya has very little time for the children. The burden of the youth has thus been shifted to schools. In another report, it was indicated that in Kenya, the Ministry of Education Science and Technology (MOEST) has HIV/AIDS prevention and sex

education that focuses on upper primary and secondary schools, but no specific time is allocated for sex education learning, leaving teachers and school heads to fit in the subject at their own discretion, yet many a times they don't allocate time for the subject (Center for Study of Adolescence, 2009). Such a situation leaves the adolescents more so in primary schools and the same school administrators in a quagmire on where the adolescents should seek help from. In this view the current study was out to establish the individual that could be engaged to help adolescents overcome academic related challenges that arose due to dating.

In Nyanza, a number of programs exist that try to help the youth. These include Magnet Theater Drama Troupes, Radio sports aired by local-language stations, church and civic leaders, VCT and other reproductive health service centers. These programs exist also in Rachuonyo North Sub-County, but they were not sufficient in addressing academic related challenges arising from dating as observed from the reducing primary school completion rate alongside the low scores attained in KCPE. This study therefore sought to establish the individual adolescent boys as well as adolescent girls preferred to help them address academic related challenges arising due to dating, in primary schools.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses research methodology based on the following sub headings: research design, Area of study, study population, sample size and sampling techniques, research instruments, reliability and validity of research instruments, data collection procedures and methods of data analysis.

#### **3.2 Research Design**

The researcher used descriptive survey and correlational research designs. Frankael and Wallen (1993) describe descriptive survey as that method that involves asking a large group of people questions about a particular issue. Information is obtained from a sample rather than an entire population at one point in time. This may range from one day to a few weeks. In this study, the researcher used descriptive survey design because it gave the opportunity to study the situation as it was on the ground. It also allowed the use of a large number of respondents and was relevant for the four objectives in the current study.

Descriptive survey was thus used in establishing the prevalence rates of dating among adolescents, determining the choice of dating methods by adolescents, determining the extent to which dating impacted on the grades achieved by adolescents and in establishing the adolescents preferred person to help in addressing academic challenges that may arise due to dating.

On the other hand, correlational research design is a quantitative method of research in which a relationship or co-variation is determined between two or more quantitative variables from the

same group of subjects (Waters, 2010). The design was used for the purpose of establishing the relationship between adolescent dating and academic achievement.

### **3.3 Area of Study**

The study was conducted in public primary schools in Rachuonyo North Sub-County, in Nyanza region. This Sub-County is in Homa Bay County and its principle town is Kendu Bay. The Sub-County lies on the latitude of 0° 23' 40'' South and Longitude of 34.8° 45' 28'' East (Touchmap, 2010) and is in the Southern West region of Kenya. It is bordered by Nyando Sub-County to the North East, Rachuonyo South Sub-County to the South East, Homa Bay Sub-County to the South and Lake Victoria to the North and West. Administratively the Sub-County is divided into two divisions; West Karachuonyo (186.6 km<sup>2</sup>) and East Karachuonyo (251.6 km<sup>2</sup>) and It has one parliamentary constituency; Karachuonyo. Its nearest city is Kisumu (Rachuonyo Sub-County Strategic Plan, 2013-2017).

Topographically, the Sub-County's major geomorphology is uplands with different relief, soils and land use. It has one major river, "Awach" which is the source of water to many households and also supports economic activities like sand harvesting and agriculture. Lake Victoria is found in the Northern part of Rachuonyo North Sub-County and is a great source of fishing activity and sand harvesting along the shores. The Sub-County has one of the highest levels of HIV/AIDS infections in the country (30%) (Rachuonyo Sub-County Strategic Plan 2013-2017). Other economic activities in the Sub County include livestock keeping and honey harvesting. Crop production is practiced on small scale, due to the poor soils and low and unreliable rainfall. Intensive crop production may be found along the lake shore and it involves mainly vegetable production.

The Sub-County is classified as one of the poorest Sub-Counties in the country with 77 percent of its total population living below the poverty line. In addition, 67 percent of the population is food deficient. The poverty situation is spread over the Sub-County and varies from division to division and across socio economic groups. High unemployment rate, high rate of school dropout; 29% for girls, high number of orphans among the children and youth, high rate of child labour, drug abuse and high rate of HIV/AIDs prevalence (which alludes to high dating activities), are the major concerns affecting youth and children (Rachuonyo Sub-County Strategic Plan, 2005-2010).

The Sub-County has 165 primary schools (160 public and 5 private), 36 secondary schools and one technical training Institute (Rachuonyo North Sub-County monthly briefs, May 2010). The enrolment rate in primary schools for males is at 94 percent and females at 105% (due to repetition). The primary school dropout rate attributed to dating and related activities is 15% for males and 20% for females. (Rachuonyo Sub-County Strategic Plan, 2005-2010).

Out of the five sub-counties (Rachuonyo North and South, Homa Bay, Ndhiwa and Mbita), in Homa Bay County, K.C.P.E grades for Rachuonyo North sub-county (RNSC) continued to be below average despite the County ranking relatively well nationally in KCPE (position 18 and 14 out of 47 counties in 2012 and 2013 respectively). In the 2010 KCPE, unlike for the other four sub-counties in RNSC only 21 girls out of 1630 and 41 boys out of 2167 scored between 350 and 390 marks, whereas 996 girls out of 1630 scored below 250 out of the maximum score of 500 marks. Coupled with the poor KCPE results in RNSC was a high primary school dropout rate (20% for girls and 15% for boys) attributed to dating related activities. The dropout rate in

RNSC was comparatively higher than the average for the other four sub-counties (12% for males and 16% for females). Reports from HCEO further indicated speculations that the low KCPE grades in RNSC could be attributed to increased adolescents' dating in the sub-county. The purpose of this study therefore was to establish the correlation between adolescents' dating and academic achievement in public primary schools in RNSC.

### **3.4 Study Population**

The study population comprised of 4611 class eight pupils (2398 boys and 2213 girls) and 160 deputy head teachers all from public primary schools in Rachuonyo North Sub-County.

### **3.5 Sample Size and Sampling Techniques**

Simple random and stratified random sampling techniques were used in this study. Simple random sampling technique is a procedure in which all the members of the accessible population have an equal and independent chance of being selected as a member of the sample, it requires minimum advance knowledge of the population, and therefore it best suits situations where not much information is available about the population (Mugenda & Mugenda 2003).

In this study simple random sampling technique was used to select a third of the public primary mixed schools, which also gave  $\frac{1}{3}$  of the deputy head teachers' thus drawing 53 deputy head teachers from the public mixed day primary schools

To determine the sample size for pupils, Krejcie and Morgan's formula (shown below) as stated in Kathuri and Pals (1993) was used;

$$S = \frac{\chi^2 NP(1-P)}{d^2(N-1) + \chi^2 P(1-P)} \quad \text{In which,}$$

S = required sample size, N = the given population, P = Population proportion that for table construction has been assumed to be 0.50, d = the degree of accuracy as reflected by the amount of error that can be tolerated in the fluctuation of a sample proportion p about the proportion P and  $\chi^2$  = table value of chi square for one degree of freedom relative to the desired level of confidence.

Therefore from a population of 4611, the final sample size was 355 pupils as derived below:

$$S = \frac{3.84 \times 4611 \times 0.50(1 - 0.50)}{0.05^2(4611 - 1) + 3.84 \times 0.50(1 - 0.50)}$$

$$S = \frac{4426.56}{11.525 + 0.96}$$

$$S = \frac{4426.56}{11.525 + 0.96}$$

$$S = 354.6$$

$$S = 355$$

Using stratified random sampling technique, the researcher formed two strata for purposes of gender distribution. This gave 185 male pupils (52%) and 170 female pupils (48%). The study population and sample size is provided in table 3.1. Seven pupils were sampled from 37 public mixed day primary schools and 6 pupils from 16 public mixed day primary schools to give a sample size of 355.

**Table 3.1: Study Population and Sample Size**

S.NO.	Category	Population(N)	Sample Size(n)	Sample Size(n) per gender		%
				Males	Females	
1	Class eight Pupils	4611	355	185	170	6.9
2	Head teachers	160	53	14	39	33.3

**Source:** Rachuonyo North Sub-County (Monthly Briefs, May, 2011).

### **3.6 Research Instruments**

Instruments that were used to collect data were questionnaire, interview schedule and document analysis guide. A questionnaire is a research tool through which respondents are asked to respond to similar questions in a predetermined order Umar, Yakubu & Bada (2010). A questionnaire may be open-ended, which allows the respondents more freedom of response or closed ended, which facilitates consistency of response across respondents. In this study both closed and open ended questionnaires were used to gather information from pupils. An in-depth interview on the other hand is a personal discussion about interviewees' feelings concerning an issue. It is a qualitative research method that uses structured questions to uncover information on a topic of interest and allows interviewees to express opinions and ideas in their own words. It also provides in-depth data which is not possible to get using a questionnaire (Mugenda & Mugenda, 2003). In-depth interviews were used to gather information from deputy head teachers.

#### **3.6.1 Pupils' Questionnaire**

The questionnaire had five sections; A, B, C D and E. The questionnaire items in sections A, C and E were closed ended questions which were designed in a five-point Likert scale format. Values were assigned so as to rate the opinions or feelings on the five points Likert scale as follows; Strongly Agree =5; Agree =4; Undecided =3; Disagree =2; Strongly Disagree=1. A value above three from each item in the Likert scale was taken to represent a positive response while a value below three depicted a negative response. A value of three represented neutral response or lack of commitment by the respondents (Appendix A). Section D was closed ended and the respondents were required to choose what related to them, from the list that was given,

whereas section B was open ended to allow the respondents list the dating methods they were currently employing.

### **3.6.2 Deputy Head teachers' Interview Schedules**

This consisted of structured questions that were administered to deputy head teachers. It was used to seek information from deputy heads on prevalence rate of dating among adolescents in primary schools, methods of dating used by primary school adolescents, relationship between adolescents' dating and academic achievement in primary schools and adolescents' choice of person to help address academic challenges associated with dating (appendix B).

### **3.6.3 Pupils' Exam Results Records Analysis Guide**

Academic progress records of the respondents (obtained from the schools' results analysis), whether they had dates or not and the number of times they met in a week (extracted from the questionnaire), was summarized on a record summary guide (appendix D). This was used to correlate academic achievement and dating frequency.

## **3.7 Reliability of Research Instruments**

Reliability refers to the degree of consistency between two measures of the same kind. For an instrument to be said to be reliable, it must measure consistently, an individual should obtain approximately the same results on another administration of the instrument (Carole & Almut, 2008).

In order to establish the consistency of the data collected in this study, a pilot study was carried out on 40 class eight pupils (obtained from 10% of the mixed public primary schools) and 16 deputy head teachers, using a test-retest method. During the pilot study, the data collection

instruments were administered to the 40 pupils and the 16 deputy head teachers appropriately, and the same data collection instruments were again administered to the same respondents after a period of two weeks. The responses from the pilot study were discussed with supervisors to enable the researcher establish whether the themes surrounding dating and academic achievement among adolescents in mixed public primary schools in the research objectives were well captured by the instruments. Reliability coefficient index for the data collection instruments was calculated and the values for the sections A, B, C, D, E of the questionnaire were; 0.76, 0.78, 0.76, 0.74, & 0.75 averaging to index of 0.76. Nunnally (1978) and George & Mallery, (2003) gave a commonly accepted rule of thumb for describing consistency as follows: a coefficient  $\geq 0.9$  as excellent,  $< 0.9$  to  $\geq 0.8$  as good,  $< 0.8$  to  $\geq 0.7$  acceptable,  $< 0.7$  to  $\geq 0.6$  as questionable,  $< 0.6$  to  $\geq 0.5$  as poor and  $< 0.5$  as unacceptable. Therefore the reliability coefficient indices for the current study which were above 0.70 were at an acceptable level.

Reliability of the interview schedule was ensured by making the questions more comprehensive to areas of the study objectives that needed probing to eliminate the floor and ceiling effect of the questionnaire. The schools used for piloting were not used in the actual study.

### **3.8 Validity of Research Instruments**

Validity refers to the extent to which the test measures what it is supposed to measure. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2003). Face validity of the instruments was ascertained by experts in the subject area from the Department of Educational Psychology, Maseno University. Their comments were used to improve the research instruments.

### **3.9 Data Collection Procedures**

The researcher sought a permit to collect data from the National Council for Science and Technology in the Ministry of Education, Science and Technology through the School of Graduate Studies (SGS), Maseno University. The researcher then notified the County Director of Education, Homa Bay and the Sub-County Education Officer; Rachuonyo North Sub-County who also asked parents through the school heads, to allow her to carry out the study using their children as respondents. The researcher visited the sampled schools and briefed the school heads about the research and also agreed on the dates for data collection. The researcher finally visited the schools again to collect data by administering questionnaire to respondents as well as conducting in-depth interviews.

Prior to administration of the instruments, the researcher gave an introduction about herself and the study to the study population in each primary school. The respondents were assured of utmost confidentiality of the information that was to be obtained during the study. After the interaction, respondents were separated from the rest of the pupils and questionnaire was administered. The researcher also interviewed the deputy head teachers and class teachers and recorded their responses. Finally, the researcher collected back the research instruments, thanked the respondents for their cooperation and left.

### **3.10 Methods of Data Analysis**

Data collected was sorted, coded, edited, classified and tabulated. Quantitative data collected for objectives I, 2 and 4 was analyzed using descriptive statistics such as frequency counts, percentages and means. On the other hand data collected for objective 3 was analyzed using

descriptive statistics such as frequency counts, percentages and means as well as Pearson's  $r$  which was used to determine the relationship between adolescents' dating frequency and academic grades achieved. The Statistical Package for the Social Sciences (SPSS) was used as an aid in data analysis. Qualitative data was transcribed, organized and categorized thematically and reported in text form.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.1 Introduction

In this chapter, the results of the study are presented and discussed based on the objectives set for the study, beginning with the prevalence rates of dating among adolescents; adolescents' preferred choice of dating method; extent to which dating impacted on academic achievement of adolescents and find out adolescents' choice of person to help address academic challenges that may arise due to dating, in Rachuonyo North Sub-County.

#### 4.2 Respondents' Demographic Information

The researcher asked the respondents to provide information about their gender, which is presented in table 4.1.

**Table 4.1: Respondents' gender**

n = 355		
Gender	Frequency	Percentage
Male	185	52
Female	170	48

According to table 4.1, male pupils were 185(52%) while female pupils were 170 (48%). It therefore meant that male pupils were more compared to female pupils. The gender stratification was used by the researcher to separately observe behavior of the two genders in dating.

### 4.3 Prevalence rates of Dating among Primary School Adolescents

In regards to objective 1, the researcher sought information from the respondents about their involvement in dating activities. Respondents were asked whether they had lovers, whether they spent time with their lovers, whether their lovers bought them gifts, whether their lovers were fellow pupils and whether their lovers were teachers. This was done by use of a questionnaire with yes or no where “yes”, had a score of 2 points and “no” had a score of 1. Results are presented in tables 4.2 and 4.3

**Table 4.2: Pupils’ responses on whether they had lovers**

**n = 355**

<b>I have a lover</b>	<b>Frequency</b>			<b>Percentage</b>		
	Male	Female	Total	Male	Female	Total
Yes	107	91	<b>198</b>	30.2	25.6	<b>55.8</b>
No	78	79	<b>157</b>	21.9	22.3	<b>44.2</b>

**Key:** *f* = frequency

From table 4.2, 198(55.8%) of the pupils indicated that they had lovers, while 157(44.2%) indicated that they did not have lovers. This shows that pupils who had lovers were more compared to those who did not have.

This findings agree with TRU (2006) findings which indicated that half of all teens in America reported to have been in a dating relationship and also Holt *et al* (2006) findings that by mid to late adolescence, most teens in Western countries report some dating activities. The findings further concur with Tenkorang & Matica (2008) findings which indicated that about half of the

number of adolescents in Nyanza region had engaged in dating activities. This similarity could mean that adolescent dating in primary schools is an established trend that needs to be addressed.

Unlike the Connolly, Wendy and Adele (2005) study which found that 45% of young adolescents in America had lovers, and the NSFG (2008) study which indicated that 1 (14.3%) in 7 American adolescents had a lover by the time they turned 15, the current study established that 198(55.8%) of the adolescents (a value higher than the previous study's) had lovers. The current high rate could be attributed to increased exposure to media facilities such as mobile phones, digital television and internet whose usage and accessibility has increased over the years (Assefa & Wirtu, 2011). A number of these media facilities show pornographic materials which could be influencing the young adolescents to get involved. Furthermore, the current high rate could also be attributed to the life style of the people in the study geographical area (Rachuonyo North Sub-County); which encourages romantic activities (Oroko, 2010).

The current study's findings also indicated that more males than females had lovers. This could mean that more males were engaged in dating than females. However on a day to day observation one would say that more females are involved in dating than males, contrary to the study findings. This could be because the dating aftermaths are more evident on females than on males. The current study's finding is also in agreement with Peggy *et al* (2006) who established that compared to young men ( $n = 69$ ), young women ( $n = 97$ ) had more limitations placed on them by parents as adolescents and began dating later (Peggy, *et al*, 2006) and Child Trends (2012), which found that male eighth-graders were more likely to date frequently than were their

female counterparts. Meaning more males than females in early adolescence were involved in dating than females.

#### 4.3.1 Primary school adolescents' kind of lovers

The researcher sought to establish whether the lovers to the primary school pupils were fellow pupils or their teachers. The results are shown in table 4.3

**Table 4.3 Pupils' responses on whether their lovers were pupils or teachers**

**n = 355**

Questionnaire item	Yes			No		
	Male	Female	Total	Male	Female	Total
	<i>f</i>	<i>f</i>	<i>f</i> (%)	<i>f</i>	<i>f</i>	<i>f</i> (%)
My lover is a pupil	52	51	<b>103(29.0)</b>	133	119	<b>252(71.0)</b>
My lover is a teacher	2	23	<b>25(7.0)</b>	183	147	<b>330(93.0)</b>

**Key:** *f* = frequency

From table 4.3, one hundred and three (29.0%) pupils agreed that their lovers were fellow pupils. This finding is in agreement with Holt, Rinehart & Winston (2006) findings which indicated that adolescents may feel sexually aroused around their peers. His/her close friendships are often from the peers of the opposite sex and dating becomes increasingly central to the adolescent's social world.

On whether their lovers were teachers, 41 (11.5%) of pupils agreed that their lovers were teachers, out of which 39(11.0%) were females. This shows that more female pupils had teachers as their lovers than male pupils where only 2(0.5%) indicated teachers to be their lovers. This is against the teachers' code of Ethics which requires that teachers shall act as parents to their

students or pupils and are liable to disciplinary measures if involved (Teachers Service Commission Act 2012 third schedule section 34;a). This was also emphasized during the deputy head teachers' interview schedules. 53 (100%) agreed that some female pupils had teachers as lovers, and one reported;

Both girls and boys are involved in dating activities; the sad part is that some teachers are involved in love affairs with the young and very vulnerable adolescent girls. Such girls become very difficult to deal with.

The involvement of female pupils in dating activities with male teachers is also corroborated by the Mwaura, (2010) report which indicated involvement of female pupils with male teachers in dating activities, and the Oroko (2015) report which indicated that 126 teachers had were banned from teaching over sex offences. About involvement of male pupils with female teachers in dating activities, 53(100%) deputy head teachers reported it was rare and would only happen with male pupils who were on average older than their classmates. This is in agreement with the current findings where only 2(0.5%) male pupils agreed they had teacher lovers and the Oroko (2015) report which indicated that out of the 126 teachers who were banned from teaching, only 2 (1.6%) were female teachers. The two male pupils who agreed that teachers were their lovers could be more aged than the rest of the pupil respondents as was reported by one of the deputy head teachers.

#### **4.3.2 Primary school pupils' involvement in dating activities**

The researcher sought to establish whether the primary school pupils spent time with their lovers and whether their lovers bought them gifts. The results are shown in table 4.4

**Table 4.4: Pupils' Responses on whether they spent time with their lover**

**n = 355**

<b>Questionnaire item</b>	<b>Yes</b>			<b>No</b>		
	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
	<i>f</i>	<i>f</i>	<i>f</i> (%)	<i>f</i>	<i>f</i>	<i>f</i> (%)
I spend time with my lover	107	91	<b>198(55.8)</b>	78	79	<b>157(44.2)</b>
My lover buys me gifts	23	83	<b>106(29.9)</b>	162	87	<b>249(70.1)</b>

**Key:** *f* = frequency

On whether the pupils spent time with their lovers, 198 (55.8%) pupils agreed that they did spend time with their lovers. This shows that pupils who spent time with their lovers were more than those who did not spend time with their lovers. This is in agreement with Furman (2005) who found that young people in America spent a great deal of time thinking about, talking about and being in romantic relationships; since spending time together gave room for talking. However, unlike in the current study, Furman (2005) did not inform of the number of adolescents that were spending time with their lovers.

In spending time with their lovers, the young adolescents engaged in a number of activities that may include sexual intercourse. This could explain the 20% primary school dropout rate for girls due to pregnancy and dating related issues (RNSC Education Office 2011). As the adolescents meet, they may be engaging in sexual activity that could result to adolescent pregnancy; which may inadvertently lead to dropping out of school.

On whether the pupils were bought gifts by their lovers, 106 (29.9%) pupils agreed that their lovers bought them gifts out of which 83(23.4%) were females. Thus more female than male

pupils were getting gifts from their lovers. The finding is in agreement with Oroko (2015) where mostly males lure females into relationships by buying them gifts. The gifts tend to be binding, and therefore the girl involved may be forced to pay back for the gifts by sticking to the relationship.

#### **4.3.3 Pupils' Perceptions on Prevalence rates of dating**

The researcher also sought the perceptions of the pupils on adolescent dating to further establish the prevalence rate. Likert's 5 point scale was used, where values were assigned so as to rate the opinions or feelings on the five points Likert scale as follows; Strongly Agree = 5; Agree = 4; Undecided = 3; Disagree = 2; Strongly Disagree = 1. A value above three from each item in the Likert scale was taken to represent a positive response while a value below three depicted a negative response. A value of three represented a neutral response or lack of commitment by the respondents. The results are shown in table 4.5.

**Table 4.5: Pupils Perceptions on Prevalence Rate of Dating among Adolescents in Public Primary School**

*n* = 355

Item	Views ( <i>n</i> = 355)				
	SA <i>f</i> (%)	A <i>f</i> (%)	UD <i>f</i> (%)	D <i>f</i> (%)	SD <i>f</i> (%)
i. Some female pupils have lovers	<b>129</b> (36.3))	<b>145</b> (40.8)	<b>17</b> (4.8)	<b>41</b> (11.5)	<b>23</b> (6.5)
ii Some male pupils have lovers	<b>130</b> (36.6)	<b>144</b> (40.6)	<b>17</b> (4.8)	<b>43</b> (12.1)	<b>21</b> (5.9)
iii Some female pupils in my school love letters from their lovers receive	<b>116</b> (32.7)	<b>129</b> (36.3)	<b>41</b> (11.5)	<b>44</b> (12.4)	<b>25</b> (7.0)
iv Some male pupils in my school receive love letters from their Lovers	<b>127</b> (35.7)	<b>131</b> (36.9)	<b>38</b> (10.7)	<b>32</b> (9.1)	<b>27</b> (7.6)

**Key:** SA: Strongly Agree; A: Agree; U: Undecided; D: Disagree; SD: Strongly Disagree

According to table 4.5, when asked whether some male and female pupils in their schools had lovers, 274(77.2%) agreed, 17(4.8%) were undecided while 64(18.0%) of the pupils disagreed. This suggests that most pupils were aware that some of them had lovers. This corresponds with the results in table 4.2 which indicated a high number of pupils (55.8%) who agreed that they had lovers.

More information that could existence of dating in the primary school adolescents was obtained from the deputy head teachers, where 53 (100%) of the respondents reported that dating existed in primary schools, more so in upper primary classes. According to the deputy head teachers, an

average of 3 dating cases for male pupils and 4 dating cases for female pupils had been dealt with in their offices in a span of four months. In one school, a deputy teacher thus reported;

There were 5 girls in class 7 who were expected to proceed to class eight, however, four girls fell prey of dating activities and have never reported back for class eight. Some of their male class mates are responsible for their pregnancies; whereas other pregnancies are caused by boys from other schools or non-pupils

The deputy head teachers also indicated that some pupils were so reserved that it would be difficult to imagine that they were involved in dating activities. This was true for girls, who would surprise people when they became victims of teenage pregnancy.

During the interviews, 53 (100%) of the Deputy Head teachers agreed that both male and female pupils were equally involved in dating, only that females suffered the negative consequences more.

#### **4.4 Primary School Adolescents' Preferred Choice of Dating Methods**

Class eight pupils were asked to list five preferred dating methods, ranking them according to how they often used them. From the responds, the pupils gave varied dating methods which were grouped into five as follows: meeting, writing letters, making calls, exchanging reading material and face book. The methods were then ranked based on how many pupils wrote them as their number one frequently used method. The results are in table 4.6.

**Table 4.6: Adolescents preferred Choice of Dating methods**

**n = 355**

<b>Dating method</b>	<b>Males</b>	<b>females</b>	<b>Total</b>
	<i>f</i>	<i>f</i>	<i>f (%)</i>
Meeting face to face	46	38	84 (23.7)
Write letters	18	28	46(13.0)
Making calls	23	14	37 (10.4)
Exchange reading materials	14	8	22 (6.2)
On face book	6	3	9 (2.5)
Those who indicated none	78	79	157(44.2)
<b>TOTAL</b>	<b>185</b>	<b>170</b>	<b>355(100)</b>

Table 4.6 shows that 84(23.7%) of the pupils indicated meeting as the first frequently used method, 46(13.0%) of the pupils indicated writing letters as the first frequently used method. While 37(10.4%) indicated making phone calls as the first frequently used method, 22(6.2%) indicated exchange of reading materials as the frequently used method. Finally 9(2.5%) of the pupils indicated face book as the number one frequently used method. 157(44.2%) did not indicate any dating method. This could be because they were not involved in dating.

These findings indicate that pupils' preferred methods for dating in descending order were: meeting, writing of love letters, making calls, use of reading materials to convey messages and finally use of face book.

These study findings agree with Webb, DeBruyne & DeBruyne (2006) on some of the dating methods used like meetings, online and phone calls; however the respondents brought in other

methods like writing of love letters, and use of exchange of study materials as a means to dating which were not mentioned by DeBruyne & DeBruyne (2006).

From the findings, meeting was the most preferred dating method for both female and male pupils probably because the method gives them opportunity to talk face to face and have direct interaction as they may wish. The meeting with their lovers by the female pupils could be a good indication of the rise of pregnancy among female pupils (20%) as was reported by Kenya Centre for the Study of Adolescence (2009), because as they meet, opportunities for sex arise. The choice of meeting as a preferred method by adolescents also agree with O'Sullivan, Cheng, Harris and Gunn (2007) who found that popular dating styles for adolescents in the USA included "hanging out" at school or visiting each other's homes, all which are aimed at meeting.

The deputy head teachers' interview schedule further confirmed that the pupils involved in dating activities preferred meeting as a dating method. One of the deputy head teacher said that;

Young boys and girls like meeting and they would do all sorts of tricks to ensure they meet. They can plan to meet while on their way to fetch water, to the market and during funerals. Funerals are usually very festive and during the nights, the young adolescents meet and engage in various romantic activities. If they don't get opportunities to meet easily, they may use exchange of study materials to disguise their meeting. The parents who may think that their children are studious will allow them to meet, yet they end up engaging in dating activities and not studies.

The findings also revealed that books or reading materials were mainly used as a tool to convey messages and also facilitate meeting. This could be because the method is more disguised and could be used to achieve the objective of meeting without being apprehended. The young learners purport to be exchanging learning materials, and in the process they exchange love notes without their supervisors noticing. In the process of exchanging learning materials, the lovers

also have a chance to share concerning their relationship disguising under discussing some homework from school or consulting on some challenging academic assignment. One deputy head teacher also added;

Some female pupils have male teachers as their lovers and such pupils will always be seen consulting the male teacher in question. They would use the books to convey messages to each other and even plan for meeting places.

The use of phones was the third most preferred method. The rise in the use could be attributed to availability of cheap phones, and the fall in call charges (Kenya School Report, 2014), enabling the young adolescents to own and use the phones. However, the use of face book which is mainly a function of the phones was indicated as number one method by only 5(1.4%). This could be because of either the pupils having phones that can't access internet or lack of knowledge on how to operate a face book account. The low number of adolescents using face book is in agreement with Kenya School Report (2014) which found that although people of various ages used mobile technology to access internet, mobile internet users were typically young people aged 19 to 30.

The findings thus revealed that apart from the methods of dating identified internationally (Webb *et al*, 2000), there are other dating styles used among young adolescents, and these include; writing of love letters and use of learning materials to convey messages.

#### **4.5 Extent to which Dating Impacts on Academic Achievement of Primary School Adolescents**

The fourth objective was to determine the extent to which dating impacted on academic achievement of adolescents in public primary schools of Rachuonyo North Sub-County. Pupils

were asked to state the number of times they met their lovers in a week ranging from once, twice to thrice, and severally. Their responses are summarized in table 4.7.

**Table 4.7: Pupils responses on the number of times they met with their lovers within a week**

<b>n=355</b>				
SNO	Number of times the pupils met with their lovers in a week	<b>Males</b> <b>n = 185</b>	<b>Females</b> <b>n = 170</b>	<b>TOTAL</b> <b>n = 355</b>
1.	Never met	78(22.0)	79(22.3)	157(44.2)
2.	Once in a week	50 (14.1%)	42 (11.8%)	92 (25.9%)
3.	Twice in a week	33 (9.3%)	26 (7.3%)	59 (16.6%)
4.	Thrice in a week	21 (5.9%)	19 (5.4%)	40 (11.3%)
5.	Severally in a week	3 (0.8%)	4 (1.1%)	7 (2.0%)
	<b>TOTAL</b>	<b>185(52.1%)</b>	<b>170(47.9%)</b>	<b>355(100%)</b>

From table 4.7, 157(44.2%) pupils indicated that they never met their lovers while 93(26.2%) indicated that they met once in a week with their lovers. Whereas 50(16.5%) of pupils stated that they met twice in a week with their lovers, 40 (11.2%) of the pupils stated that they met thrice in a week with their lovers. Only 7(1.9%) pupils stated that they met severally in a week with their lovers.

The researcher also obtained academic mean scores for a sub- county exam for the respondents as at end of second term 2013. The scores were grouped into three based on the schools' grading at the time of the exam, as follows; above average (for a score above 55%); Average (for a score

of 45% to 54%) and below average (for a score below 45%).The score results against the number of times the respondents met with their lovers are shown below in table 4.8.

**Table 4.8: Adolescents Frequency on Meeting their Lovers versus their Sub-County Evaluation Exam Results**

**n=355**

				Academic mean scores for Sub-County Evaluation exam of Second term 2013		
Number of times they met in a week		Gender	<i>f</i> (%)	AA: ≥55%	A: 45%-54%	BA:<45%
1.	Never met	Males	<i>f</i> (%)	43(10.7)	26 (7.3)	9 (2.5)
		Females	<i>f</i> (%)	40(11.3)	27(7.6)	12 (3.4)
2.	Once in a week	Males	<i>f</i> (%)	28(7.9)	18(5.1)	4(1.1)
		Females	<i>f</i> (%)	23(6.5)	16(4.5)	3(0.8)
3.	Twice in a week	Males	<i>f</i> (%)	7 (2.0)	10 (2.8)	16 (4.5)
		Females	<i>f</i> (%)	6 (1.7)	5 (1.4)	15 (4.2)
4.	Thrice in a week	Males	<i>f</i> (%)	3 (0.8)	7(2.0)	11(3.1)
		Females	<i>f</i> (%)	1 (0.3)	7 (2.0)	11(3.1)
5.	Severally in a week	Males	<i>f</i> (%)	1 (0.3)	1 (0.3)	1(0.3)
		Females	<i>f</i> (%)	0(0.0)	1 (0.3)	3 (0.8)
			<i>f</i> (%)	<b>43(12.1)</b>	<b>81(22.8)</b>	<b>231(65.1)</b>

**KEY:** AA: Above Average, A: Average, BA: Below Average

From table 4.8, out of 157(44.2%) respondents who indicated they never met their lovers 83(23.4%) scored above average, 53 (14.9%) scored averagely and 21(5.9%) scored below average. Meanwhile, out of the 92(25.9%) pupils who indicated they met once in a week with their lovers, 51(14.4%) scored above average, 34 (9.6%) scored averagely and 7 (1.9%) scored below

average. Out of the 59(16.6%) pupils who indicated they met twice in a week with their lovers, 13(3.7 %) scored above average, 15(4.2%) scored averagely and 31(8.7%) scored below average. Out of the 40 (11.3%) pupils who indicated they met thrice in a week with their lovers, 4(1.1%) scored above average, 14(4.0 %) scored averagely and 22(6.2%) scored below average. Finally out of the 7 (2.0%) pupils who indicated they met severally in a week with their lovers, 1(0.3%) scored above average, 2(0.6 %) scored averagely and 4(1.1%) scored below average.

A correlation between academic mean scores of the respondents based on the sub-county exam results gave the results in table 4.9.

**Table 4.9: Correlation Matrix Between Academic Mean Scores of sub-county Evaluation Exams and the Number of Times the Pupils met their Lovers in a week**

**n = 355**

		Exam mean scores	Number of times in a week the adolescents meet their lovers
Exam mean scores	Pearson Correlation	1	-.304**
	Sig. (2-tailed)		.000
	N	355	355
Number of times in a week the adolescents meet their lovers	Pearson Correlation	-.304**	1
	Sig. (2-tailed)	.000	
	N	355	355

\*\* . Correlation is significant at the 0.01 level (2-tailed)

According to table 4.9, the correlation was negative and significant,  $r = - 0.30$ ,  $p <0 .01$ . The correlation shows that an increase in the numbers of times the pupils met their lovers, resulted in

a decrease in the grades scored. This shows that the number of times the lovers meet had some negative impact on the pupils' academic mean scores. Therefore the frequency of dating by the primary school adolescents has a negative impact on the scores attained. However, from the correlation, only 9.2% of the low scores can be explained by the variables. This may imply that some of the low scores in academics may be due to other factors that were beyond the scope of this study. However, this finding is in agreement with Quatman *et al*, (2003) and Kopfler, (2009) who found that frequency of dating negatively affected students' grades attained. Also, in agreement with the study's finding is Farlex, (2010) who established that there was a negative relationship between dating status and academic grades achievement among college students in Nigeria

A correlation for the two genders separately gave the results in table 4.10 and 4.11

**Table 4.10: Correlation Between the Number of Times in a Week the Female Pupils met their Lovers, and their Academic mean scores**

**n = 170**

		Exam mean scores	Number of times in a week the adolescents meet their lovers
Exam mean scores	Pearson Correlation	1	-.341**
	Sig. (2-tailed)		.000
	N	170	170
Number of times in a week the adolescents meet their lovers	Pearson Correlation	-.341**	1
	Sig. (2-tailed)	.000	
	N	170	170

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 4.11: Correlation Between the Number of Times in a Week the Male Pupils met their Lovers, and their mean scores**

**n = 185**

		Exam mean scores	Number of times in a week the adolescents meet their lovers
Exam mean scores	Pearson Correlation	1	-.273**
	Sig. (2-tailed)		.000
	N	185	185
Number of times in a week the adolescents meet their lovers	Pearson Correlation	-.273**	1
	Sig. (2-tailed)	.000	
	N	185	185

\*\* . Correlation is significant at the 0.01 level (2-tailed)

From tables 4.10 and 4.11, the correlations are negative and significant. For females  $r = -0.34$ , and for males,  $r = -0.27$ . This shows that for both the male and female pupils, the more times the lovers met in a week, the less was their mean scores. However  $r^2$  for females is 0.12 and for males is 0.07. The percentage that can be explained by the variables is 12.0% for females and 7.0% for males.

This shows that females experience more negative effects on academic grades due to dating than male pupils. This study finding is in agreement with Crissey (2004) findings which indicated that girls have a stronger relational orientation and tended to center much time and energy on their romantic endeavors and as a result, girls suffered more negative effects in academics due to

dating. However the findings do not agree with Giordano *et al.* (2009) who found that even in dating relationships on average, girls outperformed boys in school and that it was possible that boys would be more likely to be influenced by their female romantic partners, rather than the reverse.

For the same item, the study adopted the approach of seeking the respondent's perceptions to determine the impact of dating on academic achievement. The findings are shown in table 4.12.

**Table 4.12: Pupils' Perception on Adolescence Dating and Academic**

n=355

Item	Views						
	SA	A	TOTAL	UD	D	SD	TOTAL
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)
i. Some female pupils get below average grades because of having lovers	158 (44.5)	116 (32.7)	<b>274</b> <b>(77.2)</b>	<b>21</b> <b>(5.9)</b>	36 (10.1)	24 (6.8)	<b>60</b> <b>(16.9)</b>
ii. Some male pupils get below average grades because of having lovers	119 (33.5)	123 (34.6)	<b>242</b> <b>(67.5)</b>	<b>27</b> <b>(7.6)</b>	57 (16.1)	29 (8.2)	<b>86</b> <b>(24.2)</b>
iii. I know some female pupils who left school to marry	154 (43.4)	143 (40.2)	<b>297</b> <b>(83.7)</b>	<b>15</b> <b>(4.2)</b>	22 (6.2)	21 (5.9)	<b>43</b> <b>(12.1)</b>
iv. I know some male pupils who left school to marry	113 (31.8)	124 (34.9)	<b>237</b> <b>(66.7)</b>	31 (8.7)	56 (15.8)	31 (8.0)	<b>87</b> <b>(24.5)</b>
v. Some male pupils are not able to do assignments due to having lovers	82 (23.1)	157 (44.2)	<b>239</b> <b>(67.3)</b>	<b>42</b> <b>(11.8)</b>	42 (11.8)	32 (9.0)	<b>74</b> <b>(20.8)</b>
vi. Some female pupils are not able to do assignments due to having lovers	82 (23.1)	153 (43.1)	<b>235</b> <b>(66.2)</b>	<b>40</b> <b>(11.3)</b>	48 (13.5)	32 (9.0)	<b>80</b> <b>(22.5)</b>
vii. Some male pupils repeat classes because of having lovers	140 (39.4)	164 (46.2)	<b>204</b> <b>(85.6)</b>	<b>17</b> <b>(4.8)</b>	20 (5.6)	14 (3.9)	<b>34</b> <b>(9.6)</b>
viii. Some female pupils repeated class 7 because of having lovers	145 (40.8)	162 (45.7)	<b>307</b> <b>(86.5)</b>	<b>23</b> <b>(6.5)</b>	14 (3.9)	11 (3.1)	<b>25 (7.0)</b>

From table 4.12, while 274(77.2%) of the respondents agreed that some female pupils got poor grades due to having lovers, 5.9% (n = 21) were undecided and only 60(16.9%) disagreed. For males, 242(67.5%) of the respondents agreed that some male pupils got poor grades due to having lovers, 7.6% (n = 27) were undecided and 86(24.2%) disagreed. These figures imply scoring of low grades by some pupils as a result of involvement in dating activities as indicated by an average of 72.3% pupils who agreed that male or female pupils get below average grades due to having lovers. This is in agreement with the correlations in tables 4.9, 4.10 and 4.11 which indicate a decrease in grades attained due to dating, and which also show that female pupils are more affected in their grades than the male pupils.

An in-depth interview with the deputy head teachers, 53 (100%) agreed with finding where they indicated that many pupils were getting below average grades due to being involved in dating activities. According to the respondents, this was evidenced by the low grades of the pupils they dealt with in the offices due to involvement in dating. One of the deputy head teachers thus said;

Some of these pupils initially score better grades, with time their scores start dwindling. If you try to dig into the cause of the declining scores, you might find that nothing has changed except that the pupil has an 'important person' in his/her life who was not there initially; a lover. They start spending a lot of time together, especially at night in local discos and funerals. Such pupils will also be seen dozing in class and one may wrongly suspect a family problem.

Whereas 297(83.7%) of the respondents agreed that some female pupils left school and got married 15(4.2%) were undecided and 43(12.1%) disagreed. On the other hand, 237(66.7%) of the respondents agreed that male pupils left school to marry, 8.7% (n = 31) were undecided and 87(24.5%) disagreed. This indicates that indeed there were pupils who had left school for

marriage as shown by a high percentage of respondents in agreement with the question item; 83.7% and 66.7% for female and male pupils respectively. The findings also show that more female pupils could be victims of dropping out of school for marriage as indicated by 83.7% of the respondents versus 66.7% for male pupils.

Similarly during the in-depth interviews, 53(100%) of the deputy head teachers indicated that some pupils dropped out of school for marriage, more so the females. Some of the female pupils became pregnant due to involvement in sexual activities during their dating. Whenever they realized they were pregnant, they would leave school to live with the persons responsible for the pregnancy or even just stay at home. This finding agrees with Poulin, (2007) and Kabiru and Ezeh, (2007) findings which indicated that dating was incompatible with schooling to the extent that it was distractive to studies or lead to a cascade of events such as sexual activity, pregnancy, or marriage which in turn jeopardizes prospects of secondary school completion. One of the deputy heads of the schools thus reported;

Whenever we realize any change of behavior in a girl whether socially, academically or physically, such a girl is usually called for probing. In most cases it turns out that such girls are pregnant. We are nowadays used to handling several pregnancy cases especially around the May to August term. This is so because most girls mess up during the long December holidays and by second term those who are pregnant begin to show. Such girls may not have the grace to continue in school, they leave even if encouraged to continue, and they enter marriages that may not be sustained for long.

Concerning marriage by the male pupils, the findings from the in-depth interview indicated that most of those who left school for marriage were the elderly ones, who after realizing they are responsible for some pregnancy, they would leave school.

On whether some male pupils were not able to do their school assignments due to having lovers, 239(66.3%) of the respondents agreed, 11.8% (n = 42) were undecided and 74(20.8%) disagreed. Concerning female pupils, 235(66.2%) of the respondents agreed that some female pupils were not able to do their assignments due to having lovers, 11.5% (n = 40) were undecided and 80(22.5%) disagreed. While 204(85.6%) of the respondents agreed that some male pupils were repeating class seven due to having lovers, 17(4.8%) were undecided and 34(9.6%) disagreed. For female pupils, 307(86.5%) of the respondents agreed that some female pupils were repeating class seven due to having lovers, 23(6.5%) were undecided and 25(7.0%) disagreed.

The findings indicate that some pupils were not attending to assignments as shown by a high number of respondents who agreed with the question item; 67.3% for males and 66.2% for females. This would eventually result to poor exam scores and repetition of classes as indicated by high number of respondents; 85.6% for male pupils and 86.4% for female pupils. During the in-depth interviews with the deputy head teachers, 53(100%) of them confirmed this as they indicated that many of the pupils involved in dating activities could start absenting themselves from school, had poor concentration in class and could fail to attend to homework. This would result to poor scores, warranting repetition of classes. A head teacher during an in-depth interview said;

Dating negatively affects the pupils academics, as their concentration in class becomes poor, they will not do their homework and those involved in dating activities with teachers become very undisciplined, because the teachers involved will tend to cover up for them or even award them high scores in the areas they teach to show that they are high scorers. A number of such pupils end up repeating classes and when they are fed up with repetition, they drop out of school. Those who proceed to class eight without changing, score very lowly in the KCPE.

The findings concur with Crissey (2004), who found that dating relationships did influence education in U.S.A, and that the relationships are particularly harmful to girls' academic well-being because the girls often experienced declining grades and college aspirations following relationship formation. Also in agreement with the results is Gilgan's finding, as cited in Giordano *et al.* (2009) who emphasized that girls have a stronger relational orientation and tend to center much time and energy on their romantic endeavors. As a result, girls suffered more negative effects. This implied that young women's excessive focus on dating often limited or derailed academic pursuits. The findings in table 4.10 are also in agreement with Farlex (2010) who reported that there was a negative relationship between dating and academic performance.

#### **4.6 Primary school Adolescents' Choice of Person to help Address Academic Challenges that may Arise due to Dating**

The third objective was to find out adolescents' preferred choice of person to help them address academic challenges associated with dating. The researcher sought opinions of pupils by use of questionnaire on which the respondents were given a list of persons who could help them address academic challenges associated with dating, and they were expected to indicate their first preference. The responses were as shown in Table 4.13.

**Table 4.13: Adolescents' choice of person to help Address Academic challenges that may arise due to Dating**

**n = 355**

Person		MO	NB	FA	BR	SIS	FT	UN	AN	MT	CM	HT
Females	<i>f</i>	40	23	22	11	17	15	12	10	7	8	5
Males	<i>f</i>	22	31	28	19	12	12	13	15	10	12	11
Total	<i>f</i> (%)	62 (17.5)	54 (15.2)	50 (14.1)	30 (8.5)	29 (8.2)	27 (7.6)	25 (7.0)	25 (7.0)	17 (4.8)	20 (5.6)	16 (4.5)

**KEY:** MO- Mother, NB- Neighbour parents, FA- Father, SIS- Sister, FT- Female Teacher, BR- Brother, UN- Uncle, AN-Aunty, MT- Male Teacher, CM-Class Mate, HT- Head Teacher,

In general, the total number of respondents who had mother as their first choice were 62(17.5%) neighbor 54(15.2%), father 50(14.1) sister 29(8.2%) female teacher 27(7.6%) brother 30 (8.5%) uncle and aunty 25(7.0%), male teacher 17(4.8%) class mate 20(5.6%) and lastly head teacher 16(4.5%).

It was notable that few pupils; 20 (5.6%) preferred classmate as their first choice. This could indicate that very few pupils would prefer their peers to guide them in academic challenges associated with dating. Matters concerning academic challenges are more of long term than short term. Thus on such matters, most adolescents felt their peers were not preferred. This finding therefore is in agreement with Cobb (2006), who reported that adolescents seek different types of advice from parents and peers. When adolescents seek advice from parents, it is advice concerning long term life decisions but when they seek advice from peers it is about daily matters. Therefore the findings is in agreement with Cobb, (2006) who also found out that the values of peers and parents more often complemented each other than they did conflict. Thus

parents have more influence over the larger decisions of life, and friends over the day to day particulars of living it (Cobb, 2006).

However the findings are not in agreement with Erikson (1968) who recommended peer counseling to arrest the challenges faced by adolescents since the peers become the role models. Probably Erikson did not classify the kind of challenges unlike in this study which specified the challenges that needed to be addressed.

Mother was first preference for girls and third preference for males, whereas father was preferred by few females as their first choice (n =22) though second choice for males (n =28). This was in agreement with Cobb (2006) findings that among parents, adolescents are more likely to seek and follow advice from their mothers than their fathers. The findings were however, not in agreement with that of the massive national survey by Schultz (2013), which demonstrated that during adolescence, peers replace others as a major source for discussions about important decisions. Probably, Shultz did not classify the 'important decisions' as Cobb 2004 did and therefore, the important decisions the adolescents seek from their peers could be concerning the daily matters and not long term matters. Wagner *et al* (2005) revealed that adolescents, who see their parents as warm and loving, would be able to share their life (adolescent) experiences with them. This could be the reason why adolescents in this study preferred their parents as a source of help in academic challenges associated with dating.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH**

#### **5.1 Introduction**

This chapter presents summary, conclusions, recommendations and suggestions for further research based on the objectives of the study.

#### **5.2 Summary of Findings**

Summary of the study's findings is presented based on the study objectives:

##### **5.2.1 Prevalence rates of Dating Among Public Primary School Adolescents**

Indicators considered for establishing prevalence rates of dating among primary school adolescents were whether the pupils had a lover, whether the pupils spent time with their lovers, whether they received gifts from their lovers and whether their lovers were pupils or teachers.

According to the study, up to 198(55.8%) of the pupils in public primary schools in Rachuonyo North Sub-County had lovers and were spending time with their lovers. It was also established that 106(29.9%) of the pupils were receiving gifts from their lovers, more so girls. It was further revealed that some pupils; 25(7%) involved themselves in dating activities with the teachers, more so female pupils.

### **5.2.2 Primary School Adolescents' Preferred Choice of Dating Methods**

The study revealed that most pupils 84(23.7%), preferred meeting as a method of dating followed by letter writing; 46(13%), making calls; 37(10.4%), exchange of study materials 22(6.2%), while the list used method was the use of face book; 9(2.5%).

### **5.2.3 Extent to which Dating Impacts on Academic Achievement of Primary School Adolescents**

The findings revealed that as the frequency of dating increased, the grades scored reduced. The study thus revealed that dating negatively affected academic scores of primary school pupils and that more females; 21(12%) were affected than male pupils; 13(7.0%). The study further revealed that 297(83.7%) of the pupils thought that female pupils left school for marriage, 235(66.2%) of pupils thought that some females were not able to do assignments due to involvement in dating and 307(86.7%) of the pupils thought that some female pupils repeated classes due to involving themselves in dating activities.

On the other hand, 237(66.7%) of the pupils thought some male pupils left school for marriage, 239(67.3%) thought some male pupils were not able to do assignments due to involvement in dating activities and 204(85.6%) thought some male pupils repeated classes due to involvement in dating activities.

#### **5.2.4 Primary School Adolescents' Choice of Person to help Address Academic Challenges that may Arise due to Dating**

The findings of the study indicated that in addressing academic challenges that may arise due to dating, more female pupils (23.5%) would prefer help from their mothers followed by neighbor parents, then father. On the other hand more male pupils (16.7%) would prefer neighbor parents followed by father (15.1%), then mother ((10%). Without considering gender, most primary school pupils; 62(17.5%) would prefer their mothers followed by neighbor parents; 54(15.2%) then father' 50(14.1%). The least preferred persons to help adolescents address academic challenges that could arise due to dating, were classmates; 20 (5.6%) and head teachers; 16 (4.5%).

### **5.3 Conclusions**

The following conclusions were arrived at based on the study's findings.

#### **5.3.1 Prevalence rates of Dating Among Public Primary School Adolescents**

It was concluded that primary school pupils were involved in dating activities and the prevalence rate was high at 55.5%, in the dating the pupils spent their time with their lovers an act that could be impacting negatively on the pupils' academic achievement. Further, it was also revealed that some pupils did date teachers, especially female pupils. This is an alert call to the TSC to be stringent in implementation of the Teachers' Code of Conduct so that the young adolescents' academic visions are not aborted by those they look upon as their mentors or parents (teachers).

### **5.3.2 Primary School Adolescents' Preferred Choice of Dating Methods**

Among the dating methods indicated by the primary school adolescents, it was concluded that the adolescents most often preferred face to face meeting with their lovers, and therefore spending time together at the expense of academics. This could explain the low academic achievement by pupils in RNSC. It was further concluded that primary school pupils were adopting use of phones in their dating activities.

### **5.3.3 Extent to which Dating Impacts on Academic Achievement of Primary School**

#### **Adolescents**

The researcher also concluded dating impacted negatively on academic achievement of the primary school adolescents since an increase in the number of times the young lovers met resulted in decrease in the grades scored.

### **5.3.4 Primary School Adolescents' Choice of Person to help Address Academic Challenges that may Arise due to Dating**

Among the people given as preferred choices to help address academic challenges that could arise due to dating, primary school adolescents preferred their parents more so; mothers. Their classmates, who are their peers, were least preferred.

## **5.4 Recommendations**

From the study's conclusions the following recommendations were arrived at;

1. Guidance and counseling should be enhanced during which there should be deliberate attempt to help adolescents delay dating and also to guide adolescents on dating. Also parents, guardians and teachers should give adolescents guidance on activities that

they can engage in with the opposite sex in order to avoid romantic involvements between the two sexes. TSC should also put checks to ensure teachers are not involved in dating with pupils and those involved should be disciplined based on the TSC Act, 2012.

2. Teachers, parents, guardians and other stakeholders should be on the look-out on some of the obvious activities adolescents do. These could be their masked methods of dating; done when they are watching yet disguised as constructive meeting. This would help check on dating.
3. School administration should regularly hold sensitization meetings with pupils to educate them on the dangers of involving themselves in dating while still in school. During such meetings, alumni could be used as motivational speakers for role modeling.
4. There is need for a holistic approach in guidance and counseling where not only teachers are involved, but the community as a whole. Therefore sensitization to communities on the need of guiding and counseling of adolescents is necessary. School administrations should involve parents in guiding and counseling the adolescents individually or in groups. More so, mothers should be involved in counseling or guiding of the adolescent girls while fathers should be involved more in guiding male pupils for their better academic achievement. Neighbouring parents to adolescents should take a responsibility too in adolescents' guiding and counseling as the adolescents look upon them as parents.

## **5.5 Suggestions for Further Research**

Based on the study's findings the following areas should be considered for further research;

1. The effectiveness of school counseling programmes in addressing dating issues
2. Teacher – Pupil dating relationships: their existence and extent.

## REFERENCES

- Ajila, C. A. & Owojori, A., (2008). An Assessment of the Role of School Counselors in Preventing HIV/AIDS among Secondary School Students in Osun State, Nigeria. *Bangladesh e-Journal of Sociology. Volume 6. Number 2. July 2009.*
- Bachanas, P., Morris, M., Gess, L., Causay, S., Sirl, K., Ries, K. & Sawyer, M. (2007). Predictors of Risky Sexual Behavior in African American Adolescent Girls: Implications for Prevention Intervention. *Journal of Pediatrics Psychology, 27 (6), 519-530.*
- Bell, R. F. (2012). The structure of autobiographical memory and the event history calendar: Potential improvements in the quality of retrospective reports in surveys. *Memory. 1998;6(4):383–406.*
- Binik, Y. (2005). “Sexuality and the internet; lots of hypotheses- only a little data on rape” in *Journal of Sex Research 38; 281.*
- Biswalo, M. & Shayo, A. (2011). Origin And Development Of Guidance And Counseling Practice In Tanzanian School. *Research online. Academic journals & books at Questia Online Library.* [http://EzineArticles.com/expert/Eugene\\_Shayo/896688.](http://EzineArticles.com/expert/Eugene_Shayo/896688)
- Buga, G.A., Amoko, D.H., & Ncaiyana, D.J. (2005). *Adolescents' Sexual Behavior: Knowledge and Attitude to Sexuality among School Girls in Transkei South Africa.* Retrieved on 18<sup>th</sup> June, 2011 at 12.00 noon from [http://Cat.inist.fr/?amodel=affiche\\_N &CPSid=3172685.](http://Cat.inist.fr/?amodel=affiche_N&CPSid=3172685)
- Center for Study of Adolescence. (2009). *Kenya's Center for the Study of Adolescence, (2009). Down the drain: Counting the Costs for teenage Pregnancy and school drop Out in*

- Kenya. Retrieved 19<sup>th</sup> Nov 2010 from “[http:// www. csakenya.org/pdfs/CSA%20Pregnancy-FINAL%202](http://www.csakenya.org/pdfs/CSA%20Pregnancy-FINAL%202)”.
- Chapman, A. (2010). *Review and contextual material*. Retrieved 20<sup>th</sup> Nov 2010 from “[http://www.businessballs.com/erik\\_erikson\\_psychosocial\\_theory.htm](http://www.businessballs.com/erik_erikson_psychosocial_theory.htm) EDITED.pdf”.
- Child Trends (2014). *Child Trends Databank: Dating*. Retrieved January 23, 2015, from <http://www.childtrends.org/?indicators=dating>.
- Cobb, N.J. (2006). Adolescence: Continuity, change and diversity. *University of Rochestes, New York city*.
- Connolly, J., Craig, W., Goldberg, A., & Pepler, D. (2005). Mixed-gender groups, dating, and romantic relationships in early adolescence. *Journal of Research on Adolescence*, 14(2), 185–207.
- Crissey, S. R. (2004-08-14). "The Effect of Romantic Relationships on Academic Trajectories in Adolescence" *Paper presented at the annual meeting of the American Sociological Association, Hilton San Francisco & Renaissance Parc 55 Hotel, San Francisco, CA*, Online <.PDF>. 2009-05-26 from [http://www. allacademic.com/meta/p109751\\_index.html](http://www.allacademic.com/meta/p109751_index.html).
- DeBruyne, W. & DeBruyne J. (2006). *Health: Making Life Choices*. Glencoe/McGraw-Hill. pp. 499–500.
- Ebata, A.T. (2006). *Helping young adolescents cope with stress. Human Development and Family Studies University of Illinois*. Retrieved from [http://fcs.tamu.edu/families/child\\_care/connections\\_newsletters.php](http://fcs.tamu.edu/families/child_care/connections_newsletters.php).
- Erikson, E. (1968). Identity youth and crisis. *New York. Norton*

- Erulkar, A.S. (2007). Addressing early marriage in areas of high HIV prevalence: *A program to delay marriage and support married girls in rural Nyanza, Kenya. Brief no. 19 March 2007.*
- Esere, M. (2008). Effect of Sex Education Program on, at risk Sexual Behavior of School going Adolescents in Illorin- Nigeria. *African Health Science Journal*,8(2) 120-125.
- Farlex, C. (2010). *The effect of social factors on students' academic performance in Nigerian tertiary institutions. Library Philosophy and practice.* Available online at <http://www.thefreelibrary.com>. Retrieved April 16, 2014.
- Fenald, L.P.& Fenald, P.S. (2005). Introduction to Psychology. *2<sup>nd</sup> Edition. Arya , India, Virinder Kumar.*
- Finger, W.R. (2010). *Programs for Adolescents: Encouraging Youth-friendly Clinics Network: 2000, 20, 3.* Retrieved 13<sup>th</sup> November 2010 from “[http://www.fhi.org/en/rh/pubs/network/v20\\_3/nw20-3clinyouth.htm](http://www.fhi.org/en/rh/pubs/network/v20_3/nw20-3clinyouth.htm)”.
- Fortunado, L., Young, A. M., Boyd, C. J., & Fons, C. E. (2010). Hook-up sexual experiences and problem behaviors among adolescents. *Journal of Child and Adolescent Substance Abuse, 19(3), 261-278.*
- Frankael, J. R. & Wallen, E.N. (1993). How to Design and Evaluate Educational Research in Education. 2nd edition. *New York: McGraw-Hill.*
- Friedlander, C. & Laura, C. (2009). Peer group influences on adolescent dating aggression. *Journal of research on Adolescence 14(2), 185-207.*
- Furman, W.(2005).The Emerging Field of Adolescent Romantic Relationships. *Current directions in Psychological Science 11(5), 177-180.*

- Gary, S. & Holly, B. (2005). Impact of Youth Peer Education Programs in Zambia. *Youth Research working paper no. 9*.
- George, D., & Mallery, P. (2003). SPSS for Windows step by step: A simple guide and reference. *11.0 update (4th ed.)*. Boston: Allyn & Bacon.
- Giordano, P.C., Phelps, K. D., Manning, W. & Longmore, M.A. (2009). *Adolescent romantic relationships and academic achievement*. Paper presented at the annual meeting of population Association of America .Retrieved from <http://poa2006princeto.edu/download.asp?submissionId=61166>.
- Harder, A. F. (2009). *The Developmental Stages of Erik Erikson*. Retrieved on 30th October 2010, from “<http://www.support4change.com/us/bios/Harder.html>”
- Holt, R.& Winston, H. (2006). *Health*. New York: Harcourt Brace.
- Ikamari, L.D.E. and Towett R. (2007). *Sexual initiation and contraceptive use among female adolescents in Kenya*. Retrieved on 19<sup>th</sup> Nov 2010 from “<http://www.bioline.org.br/pdf?jh07002>”.
- Kabiru C. & Ezech Alex (2007). Factors associated with sexual abstinence among adolescents in four sub-Saharan African countries. *African Journal of Reproductive Health*. 2007; *11(3):111–13*.
- Kafui E. (2005). Causes of low Academic Performance of Primary School Pupils in the Shama Sub-Metro of Shama Ahanta East Metropolitan Assembly (SAEMA) in Ghana. *Regional Conference On Education In West Africa Dakar, Senegal*.
- Kako, K.W.K. (2006). *Adolescents' dating Relationships- 02 chapter 2*. Adope PDF File. Retrieved 12<sup>th</sup> Nov. 2010 .

- Kathuri N. & Pals, D. (1993). Introduction to Educational Research. *EMC Egerton University*.
- Kendra, C. (2010): *Erikson's Stages of Psychosocial Development; Development in Young Adulthood, Middle Age, and Old Age*. Retrieved on 30<sup>th</sup> October 2010 from “[http://psychology.about.com/od/theoriesofpersonality/a/psychosocial\\_3.htm](http://psychology.about.com/od/theoriesofpersonality/a/psychosocial_3.htm)”.
- Kenya School Report (23/01/2015). *Low phone call rates lure Kenyans to post-paid tariff*. Retrieved from <http://m.news24.com/kenya/Business/News/Low-phone-call-rates-lure-Kenyans-to-post-paid-tariff-20150123>.
- Kenya Demographic and Health Survey (2008/09).
- KESI (2011): Government of Kenya publication.
- Kimberlin, C. L. & Winterstein, A. G. (2008). Validity and reliability of measurement instruments used in research. *American Journal of Health-System Pharmacy* pg 2276-2286
- Kopfler, M. E. (2009). *Effects of romantic relationships on academic performance*. Department of Psychology Loyola University. Available online at <http://clearinghouse.missouriwestern.edu/manuscripts/398.php>. Retrieved Nov.14, 2010.
- Laws of Kenya (No. 20 of 2012). Teachers Service Commission Act. National Council for Law Reporting and Authority of the Attorney-General.
- Mass General Hospital for Children (2010). *Counseling .Primary pediatric teaching site for the Harvard Medical School*. Retrieved 30<sup>th</sup> October 2010 at 9.45 am from “<http://www.massgeneral.org/children/default.aspx>”.
- McCarthy, B., & Casey, T. (2008). Love, sex, and crime: Adolescent romantic relationships and offending. *American Sociological Review*, 73, 944.

- Mugenda, O. & Mugenda, A. (2003) *Research Methods: Qualitative and Quantitative Approaches. ACTS Kenya.*
- Mwaura, N. (25th Sept 2010 ). *Kenya: rising Teenage Pregnancy Top of Agenda as contraceptive day Marked.* Daily Nation On web. Retrieved 25<sup>th</sup> Sept. 2010 from <http://allafrica.com/stories/201009270716.html>.
- National Survey of Family Growth (2008). *Teenagers in the United States: Sexual activity, contraceptive use, and childbearing.* National Center for Health Statistics. Vital Health Stat 23(30).2010. Available from: [http://www.cdc.gov/nchs/data/series/sr\\_23/sr23\\_030.pdf](http://www.cdc.gov/nchs/data/series/sr_23/sr23_030.pdf).
- Nunnaly, J. (1978). *Psychometric theory.* New York: McGraw-Hill.
- Oroko, B. (June 1<sup>st</sup> -15<sup>th</sup> 2015). Teachers banned from practice. *Education; The fortnightly newspaper on Education News.*
- O'Sullivan, C., Harris, K., and Brooks-Gunn, J. (2007). I wanna hold your hand: The progression of social, romantic and sexual events in adolescent relationships. *Perspective on Sexual and Reproductive Health, 39(2), 100-107.*
- Peggy C., Monica A. and Wendy D. (2006). Gender and the meaning of adolescent romantic relationships: a focus on boys. *American Sociological Review.*
- Poulin, M. (2007). Sex, money and premarital partnerships in southern Malawi. *Social Science & Medicine: 65:2383–2393.*
- Quatman, S. R. & Watson, C.M. (2003). Academic, motivational, and emotional correlates of adolescent dating. *Genetic, Social, and General Psychology Monographs, 127 (2), 211-234.*

- Rachuonyo North Sub-County (2010, 2011, 2012 & May 2013). Monthly briefs.
- Rachuonyo Sub-County (2005 – 2010, 2013 - 2017). Strategic plan.
- Rachuonyo Sub-County (January 2011). 2010 KCPE Results Analysis.
- Renmera (2012). *Effects of romantic relationship on the academic performance on college students. Study Mode.com*. Retrieved 02, 2012, from <http://www.studymode.com/essays/Effects-Of-Romantic-Relationship-On-The-923396.html>
- Schultz, J. & Mueller, D. (2007). Effective approaches to tutoring young readers: A preliminary look at factors affecting tutoring success. *Saint Paul, MN: Wilder Research*.
- Scott, S. (2013). *Sliding vs Deciding: Observations on Love, Sex, and Commitment*
- Teenage Research Unlimited (2006). *Teen Relationship Abuse Survey*. Retrieved from “[www.loveisnotabuse.com/pdf/](http://www.loveisnotabuse.com/pdf/)”.
- Tenkorang, A. & Matica, T. (2008). HIV Prevalence in Nyanza. *International Journal of Health*. 37 (2), 38-48.
- Touch map (2010). Retrieved 12<sup>th</sup> November 2010 from “<http://touchmap.com/latlong.html>”.
- Umar, Y. D. & Badamasi, A. (2010). *The Effect of Social Factors on Students' academic Performance in Nigerian Tertiary Institutions*. Retrieved 19<sup>th</sup> Nov 2010 from “<http://www.webpages.uidaho.edu/~mbolin/umar-shaib-aituisi-yakubu-bada.htm>”.
- UNESCO (1998). Module 2. Regional training seminar on guidance and counseling. *Zambia. Government Press*.

- UNFPA State of World population (2003). *Investing in adolescents' health and rights*. Retrieved 13<sup>th</sup> November 2010 from “<http://www.unfpa.org/swp/2003/english/ch2/page2.htm>”.
- Wagner, C. & Brook N. (2005). Parent/Adolescent relationship, moderators of the effects of stressful life events. *Journal of adolescent research*.
- Waters, J. (2010). *Correlational Research design*: Retrieved on 20<sup>th</sup> Nov 2010 at 11.02 am from “<http://www.capilanou.ca/programs/psychology/students/research/correlation.html>”
- Wirtu, S.A. (2011). Prevalence of Pre-marital Sex and Factors Influencing it among Students in a Private Tertiary Institution in Nigeria. *International Journal of Psychology and Counseling, 4 (1): 6 – 9*.
- Wright, J. (2009). *Help for Troubled Adolescents*. Retrieved from <http://ezinearticles.com/search/?q=&scat=Kids-and-Teens&expert=Jacob%20Wright>.
- Wubs, A. G. (2010). *Dating violence among school students in Tanzania and South Africa: Prevalence and socio-demographic variations*. *Scandinavian Journal of Public Health*. Retrieved from [http://sjp.sagepub.com/content/37/2\\_suppl/75.short](http://sjp.sagepub.com/content/37/2_suppl/75.short).

## APPENDIX A

### PUPILS' QUESTIONNAIRE

**This questionnaire consists of statements regarding dating of boys and girls among primary school pupils. There is no right or wrong answer. Please give your own individual feeling or opinion about the statements. The information you give will be highly treated with confidentiality.**

#### BIODATA

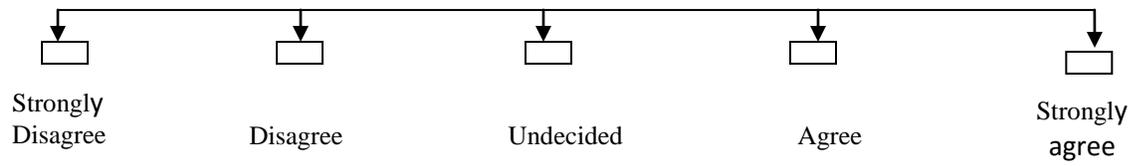
i. What is your gender? Male  Female

#### SECTION A

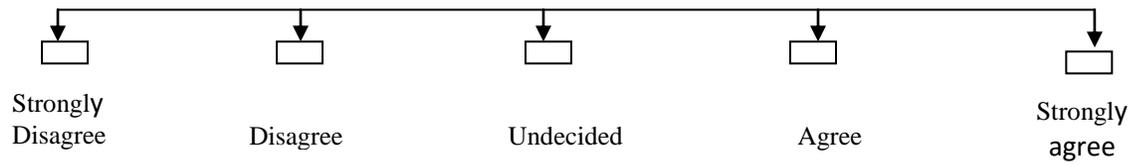
**1.0 Read each statement carefully and then put a tick (✓) mark in the box against the answer of your choice.**

- |     |                            |     |                          |    |                          |
|-----|----------------------------|-----|--------------------------|----|--------------------------|
| 1.1 | Do you have a lover        | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 1.2 | I spend time with my lover | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 1.3 | My lover buys me gifts     | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 1.4 | My lover is a pupil        | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 1.5 | My lover is a teacher      | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

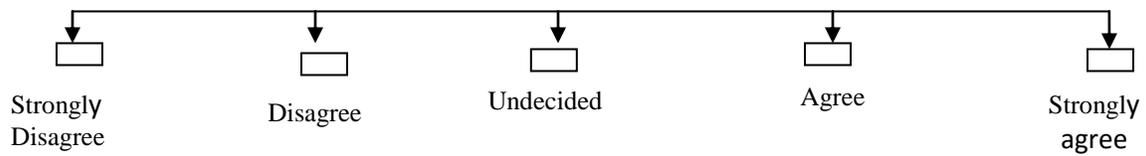
1.6 Some female pupils in my school have lovers



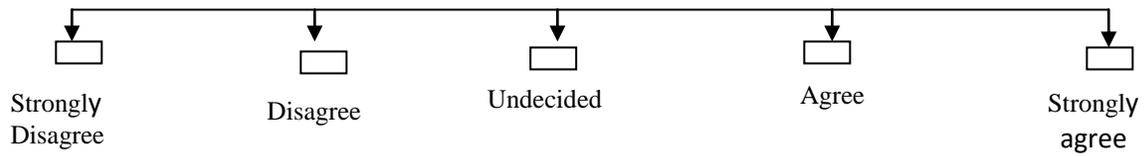
1.7 Some male pupils in my school have lovers



1.8 Some female pupils in my school receive letters from their lovers



1.9 Some male pupils in my school receive letters from their lovers.



## SECTION B

**2.0** In the table below, list five dating methods that you use in your relationship with your lover. Start with the one frequently used and the least preferred should be the last. Indicate; “None” if you don’t use any.

	DATING METHOD
1	
2	
3	
4	
5	

## SECTION C

**3.0** The following statements are about the number of times you meet your lover. Read each statement carefully and then put a tick (✓) mark against the answer of your choice.

2.1 How many times in a week do you meet your lover

- i. I don’t meet at all
- ii. Once in a week
- iii. Twice in a week
- iv. Thrice in a week
- v. Severally

**SECTION D**

**4.0 The following statements concern adolescents in love relationships and their academics. Read each statement carefully and then put a tick (✓) mark against the answer of your choice.**

4.1 Some female pupils get low grades because of having lovers

<input type="checkbox"/>				
Strongly Disagree	Disagree	Undecided	Agree	Strongly agree

4.2 Some male pupils get low grades because of having lovers

<input type="checkbox"/>				
Strongly Disagree	Disagree	Undecided	Agree	Strongly agree

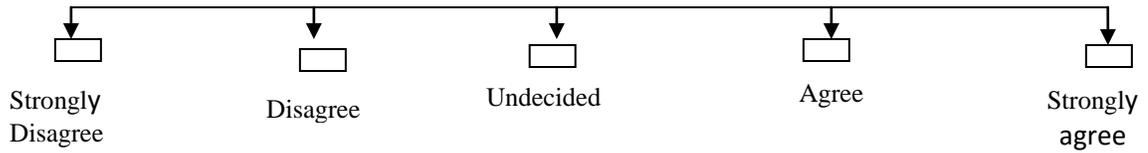
4.3 I know some female pupils who left school to marry

<input type="checkbox"/>				
Strongly Disagree	Disagree	Undecided	Agree	Strongly agree

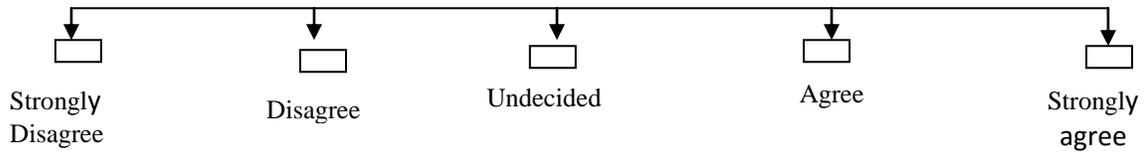
4.3 I know some male pupils who left school to marry

<input type="checkbox"/>				
Strongly Disagree	Disagree	Undecided	Agree	Strongly agree

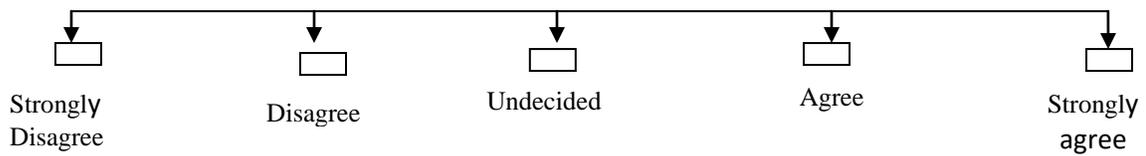
4.5 Some male pupils are not able to do assignments due to having lovers.



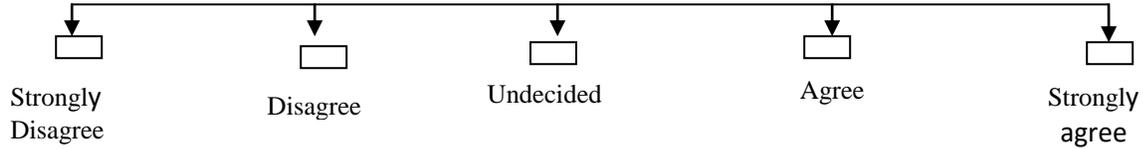
4.6 Some female pupils are not able to do assignments due to having lovers.



4.7 Some female pupils repeat classes due to having lovers.



4.8 Some male pupils repeat classes due to having lovers



## SECTION E

**5.0 The following are people to approach for guidance when dealing with academic challenges associated with dating. Please put them in rank order, starting from the one you prefer most to the least preferred.**

Aunty

Brother

Head Teacher

Sister

Class mate

Neighbouring parents

Male teacher

Uncle

Female teacher

Mother

Father

Rank	Person
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	

**THANK YOU FOR YOUR COOPERATION**

**APPENDIX B**

**DEPUTY HEAD TEACHERS' INTERVIEW SCHEDULE**

1. Have you dealt with dating cases previously or recently in your school? If yes, how many
  - i. Boys .....
  - ii. Girls .....
2. Do you have pupils who are expectant in your school? If yes how many? .....
3. Do you have class eight girls who have left school due to pregnancy in your school? If yes, how many? .....
4. Do you have class eight boys who have made girls pregnant in your school? If yes, how many? .....
5. In your opinion, list any five (5) dating methods used by:
  - i. Boys:.....
  - .....
  - ii. Girls:.....
  - .....
  - .....
6. In your opinion, how do the pupil relationships affect academic performance of girls involved?
  - i. ....
  - ii. ....
  - iii. ....
  - iv. ....
  - v. ....
7. In your opinion, how do the pupil relationships affect academic performance of boys involved?
  - i. ....
  - ii. ....
  - iii. ....
  - iv. ....

**THANK YOU FOR YOUR COOPERATION**

## APPENDIX C

### PUPILS' EXAM RESULTS RECORD ANALYSIS GUIDE

**Pupils' code**

**Number of times the pupil meets the lover**

- i. Once in a week
- ii. Twice in a week
- iii. Thrice in a week
- iv. Severally in a week

**Overall academic achievement:**

**Pupils' code**

**Number of times the pupil meets the Lover:**

- i. Once in a week
- ii. Twice in a week
- iii. Thrice in a week
- iv. Severally in a week

**Overall academic achievement:**

**Pupils' code**

**Number of times the pupil meets the Lover:**

- i. Once in a week
- ii. Twice in a week
- iii. Thrice in a week
- iv. Severally in a week

**Overall academic achievement:**

**Pupil's code**

**Number of times the pupil meets the lover**

- i. Once in a week
- ii. Twice in a week
- iii. Thrice in a week
- iv. Severally in a week

**Overall academic achievement**

**Pupils' code**

**Number of times the pupil meets the Lover:**

- i. Once in a week
- ii. Twice in a week
- iii. Thrice in a week
- iv. Severally in a week

**Overall academic achievement:**

**Pupils' code**

**Number of times the pupil meets the Lover:**

- i. Once in a week
- ii. Twice in a week
- iii. Thrice in a week
- iv. Severally in a week

**Overall academic achievement**

**Pupils' code**

**Number of times the pupil meets the Lover:**

- v. Once in a week
- vi. Twice in a week
- vii. Thrice in a week
- viii. Severally in a week

**Overall academic achievement**

APPENDIX D

Map of Rachuonyo North Sub-County

