

**EFFECT OF EARLY SEXUAL RELATIONSHIP ON STUDENTS ACADEMIC
PERFORMANCE IN SELECTED GOVERNMENT SECONDARY SCHOOLS IN
NDORWA WEST, KABALE DISTRICT**

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J20/BBUC/MEDAP/009

**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF THE
MASTER OF EDUCATION ADMINISTRATION AND PLANNING OF UGANDA CHRISTIAN
UNIVERSITY**

August, 2025

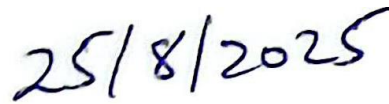


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DECLARATION

I, Agaba Sam declare that this is my original work and it has never been submitted to any institution for any academic award.

A handwritten signature in blue ink, appearing to read 'Agaba Sam', written over a horizontal dotted line.A handwritten date '25/8/2025' in blue ink.

Signature

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APPROVAL

This dissertation has been carried out under my supervision and it is ready for examination with my approval.

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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
EDHS	Demographic and Health Survey
HIV	Human Immunodeficiency Virus
SES	Socioeconomic Status
STDs	Sexually Transmitted Diseases
STIs	Sexually Transmitted Infections
USA	United States of America
WHO	World Health Organization

DEDICATION

I dedicate this dissertation to my loving wife and my children may the Almighty God bless you.

ACKNOWLEDGEMENT

I thank the Almighty God for his grace, guidance and strength that has seen me through the entire study. My immeasurable gratitude goes to my supervisor Prof. Karoro Emmanuel for his tireless efforts and guidance in making the study a success. I am also grateful to my course lecturers and others for imparting the requisite knowledge and advice which made completion of this course possible. To my friends and course mates whom I cannot mention all, I appreciate the honourable support during this noble work. Sincere thanks to government secondary schools visited in Ndorwa West, Kabale District for their co-operation in data provided that was the basis for the study. I also recognize my parents for giving me a foundation to the fountain of knowledge. My wife and children for their encouragement and support during the study.

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ABSTRACT

This study examined the effect of early sexual relationship on students' academic performance in selected government secondary schools in Ndorwa West, Kabale District. The problem statement was that despite all the available government programs that are aimed at curbing down early sexual relationship practices among the teenagers, there is still a high number of secondary school teenagers engaging in early sex including those of the selected secondary schools in Ndorwa west, Kabale District and this affects students' academic performance (Getachew, 2015). It is evident that the academic performance in Uganda National Examinations of the selected secondary schools of Ndorwa west, Kabale District was poor in (2021) and also it was revealed that some students were found pregnant in these schools during the exams time which is likely to be contributing factor to poor performance among these students (Kabale District Education department report, 2022). The objectives of the study were; to identify the demographic factors associated with early sexual practice among secondary schools students in Ndorwa west, to examine the social-economic factors influencing early sexual practice and affects academic performance among secondary schools students in Ndorwa west and to assess the environmental factors contributing to early sexual practice and affect academic performance among secondary school students in Ndorwa west. The study used a descriptive study design and a sample size of 234 respondents was used for the study. Data was collected using questionnaires and interviews and data was analysed using Microsoft excel to generate statistics in tables, graphs and pie charts. The study findings on demographic factors associated with early sexual practice among secondary schools students in Ndorwa west were; age is a crucial demographic factor linked to early sexual practice, gender differences play a role in early sexual initiation and the family environment and structure can impact the likelihood of early sexual practice. The study findings on social-economic factors influencing early sexual practice and affects academic performance among secondary schools students in Ndorwa west were; students from economically disadvantaged backgrounds may be vulnerable to engage in early sexual activity. The study findings on the environmental factors contributing to early sexual practice and affect academic performance among secondary school students in Ndorwa west were; the influence of peers and the social environment can contribute to early sexual activity and the media and online platforms, can expose students to sexual content and behaviors at a young age. The study recommended that there should be promotion of parental involvement in the education and guidance of their children regarding sexual health and parental support and open communication can play a crucial role in preventing early sexual initiation.

CHAPER ONE

INTRODUCTION

1.0 Introduction

The background of the study, problem statement, purpose, objectives, research questions, scope, significance, and conceptual framework were all covered in this chapter.

1.1 Background of the study

Historical perspective

Adolescent relationships and behavior have been impacted by the global social reform movements and the development of contemporary educational systems (Vanwesenbeeck, 2020). Adolescents have additional opportunities for social engagement and discovery for their growth, especially in the 19th and 20th centuries. Teenagers are now more aware of and talk about sexuality because of social reform movements that support women's rights, sexual education, and reproductive health.

Adolescent culture and behavior have been significantly impacted by the development of mass media and technology in the 20th and 21st century in nations including the United States, the United Kingdom, and Japan (Manago, & McKenzie, 2022). A broad spectrum of sexual content and messaging has been exposed to young people due to the widespread distribution of films, television shows, music, and, more recently, the internet and social media platforms. Teenagers' views toward relationships and sex, as well as their understanding of social norms and expectations, may be impacted by this increasing exposure to sexual imagery and storylines. Adolescent behavior, especially attitudes regarding sex and relationships, is greatly influenced by the social dynamics and peer interactions that exist in secondary schools (Giletta et al., 2021).

Peer pressure can have an impact on decisions made about dating, sexual orientation, and social standing since adolescents frequently look to their peers for approval and reinforcement. Peer networks in secondary schools offer chances for experimenting, exploring, and socializing—including with regard to sexual interactions (Chung, et al, 2021).

Young people who start dating early run the risk of developing numerous sexual and reproductive health issues and poor performance in secondary schools (Jannat, et al, 20230).

Young people who start dating at a young age are more prone to engage in dangerous sexual behaviors, like having several partners and using condoms incorrectly or inconsistently. They therefore raise the possibility of STIs, such as HIV/AIDS, unintended pregnancies, unsafe abortions, early childbirth, and psychological issues. The biggest risks to young people's health and wellbeing are these issues, according to Mensch (2006). As per the findings of the 2016 Ethiopian Demographic and Health Survey (EDHS) report, 24 and 62% of women, respectively, began having sex before becoming 15 or 18 years old. The main issue in regard to sexual and reproductive health in Ethiopia is teenage pregnancy. Unwanted pregnancies affect 54% of women under the age of 15 and 37% of young people between the ages of 20 and 24.

Theoretical perspective

Social learning theory served as the study's theory (Bandura, 1986). Albert Bandura was the one who created the social learning theory. According to the hypothesis, people pick up knowledge from one another by modeling, imitating, and observing. Because it takes into account attention, memory, and motivation, this theory has been referred to as a bridge between behaviorist and cognitive learning theories. According to the social learning theory, man is neither helplessly buffeted by outside pressures nor propelled by inner impulses. Instead, the ideal way to conceptualize psychological functioning is as a constant, reciprocal relationship between behavior and the environment that govern it. According to Bandura

(1986), this theory emphasizes the significant functions that diverse symbolic and self-regulatory processes play.

Conceptual perspective

Intimate or sexual encounters between people at a relatively young age, usually in adolescence or the early stages of adulthood, are referred to as early sexual relationships (Mekonnen, & Mittiku, 2023). The precise age range that is deemed "early" may differ according on social, legal, and cultural conventions, but it usually refers to sexual behavior that takes place prior to a person reaching a particular developmental stage or maturity level. Early sexual relationships include a variety of actions, ranging from caressing and kissing to more private pursuits like having sex (Cotter, 2021). These connections might involve people of the same sex or those of the opposite sex and can take place in the setting of casual encounters, romantic partnerships, or dating.

The degree of accomplishment and achievement that students exhibit in their academic pursuits is referred to as their "student academic performance," and it is usually evaluated using standardized tests, evaluations, and other assessments (Mandasari, 2020). This includes a variety of elements that show how well students are able to apply their knowledge, skills, and competences in relation to the curriculum, learning objectives, and educational standards that have been established by educational establishments.

Contextual perspective

A significant percentage of unsafe abortions in East Africa occur among young, adolescent girls. Girls under the age of 25 account for over 60% of unsafe abortions (Mesce & Sines, 2016). In Kenya, young girls are characterized by a period of strong exploration and new experiences, which frequently includes the onset of sexual activity, an increasing emphasis on social interactions, and a decreasing reliance on the family. Mishra and Khan (2018).

Adolescence is the typical time for sexual initiation, and starting sexual activity too soon can have unfavorable effects in a number of areas including academic performance in the school. Unwanted outcomes result from the existence of elements linked to early first sexual encounters and the development of potentially lifelong behavioral habits. Young people start having sex when still in secondary school, according to Szulińska et al (2012). Having your first sexual experience before turning 18 is known as early sexual initiation. First sexual experience at a young age is a public health concern, according to Heo et al. (2016), and it is currently widespread worldwide, particularly in poor nations like Uganda (Getachew, 2015). Although the age at which a person first engages in sexual activity varies by location and by person, early teenage sexual engagement is still a concern with detrimental effects on one's psychosocial, physical health and consequently the academic performance of a child, according to Durowade (2017).

Early sexual initiation has an impact on young people's sexual and reproductive health in Uganda, according to Bizuayehu (2015). Young people who start sexual activity at a young age are more likely to engage in high-risk sexual behavior, such as having multiple sexual partners which profound can affect their performance in schools (Heo et al., 2016), and they are also less likely to use condoms, which is associated with a higher risk of transmission of the HIV virus and other STDs, unintended pregnancy, and its complications Gomes (2020). The prevalence of early sexual beginning and its associated determinants among Ugandan youth academic performance, especially in Ndorwa West, is little understood. The Kabale District Education department report (2022) states that teenagers in the constituency are known to spend a significant amount of time using electronic devices, such as computers and televisions, either at home or in cyber cafes in towns, where they are likely to browse and watch content related to sexual activities which leads to poor performance in their academic journey. According to Kabale Diocesan Education Secretary's report, (2022), it is evident that 10 students in specific secondary schools in Ndorwa West were suspended for alleged

involvement in sexual relationships. In order to better understand this issue, it is necessary to look at how early sexual relationships affect students' academic achievement in a few government secondary schools in the Ndorwa West Kabale district.

1.2 Problem statement

Early sexual relationship is an experience of first intercourse before 18 years of age and this is a public health issue (Heo et al, 2016). Sexual and reproductive health programs were established by the Ugandan government. Youth development programs, community health centers, peer education and outreach initiatives, and media campaigns are some of the ways that young people might access these services. Despite all the available government programs that are aimed at curbing down early sexual relationship practices among the teenagers, there is still a high number of secondary school teenagers engaging in early sex including those of the selected secondary schools in Ndorwa west, Kabale District and this affects their academic performance (Getachew, 2015). Regrettably, Nabugoomu, (2020) stated that teenage pregnancy rate of 25% in Uganda is worrying. A case in point, the students of the selected secondary schools in Ndorwa west, Kabale District have been performing poorly and this could have been due to the fact that some of these students get engaged in early sexual relationship which hamper their journey of education and affects their academic performance. It is evident that the academic performance in Uganda National Examinations Board of the selected secondary schools of Ndorwa west, Kabale District was poor in (2022) and also it was revealed that some students were found pregnant in these schools during the exams time which is likely to be contributing factor to poor performance among these students (Kabale District Education department report, 2022). Therefore this situation warranted the study so that recommendations can be made to improve on students' academic performance.

1.3 Purpose of the study

The purpose of the study was to assess the effect of early sexual relationship on students academic performance in selected government secondary schools in Ndorwa west, Kabale District.

1.4 Objectives of the Study

The study was guided by the following objectives;

- i. To identify the demographic factors associated with early sexual practice among secondary schools students in Ndorwa west
- ii. To examine the social-economic factors influencing early sexual practice and affects academic performance among secondary schools students in Ndorwa west.
- iii. To assess the environmental factors contributing to early sexual practice and affect academic performance among secondary school students in Ndorwa west.

1.4.1 Research questions

The study was guided by the following research questions;

- i. How does the demographic factors associated with early sexual practice among secondary schools affects students in Ndorwa west?
- ii. In which way does the social-economic factors that influence early sexual practice affects academic performance among secondary schools students in Ndorwa west?
- iii. What are the environmental factors contributing to early sexual practice and affect academic performance among secondary school students in Ndorwa west?

1.5 Scope of the study

1.5.1 Content Scope

The study was limited to the effect of early sexual relationship on students academic performance in selected government secondary schools in Ndorwa west, Kabale District.

1.5.2 Geographical Scope

The Ndorwa West Kabale district served as the study's location. Rukungiri District to the north, Rukiga District to the northeast, Rwanda to the east and south, Rubanda District to the west, and Kanungu District to the north-west are the districts that border Kabale District.

1.5.3 Time Scope

The study's five-year timeframe was from 2017 to 2022. This period of time was sufficient for the researcher to obtain the data needed for the investigation.

1.6 Significance of the study

Policymakers may find the study useful in developing well-informed guidelines on how teachers should interact with teenagers.

Future academics that may produce further research articles on relevant themes may use the research material as a literature review.

The study will be shared with spiritual leaders to encourage them to assist in mentoring these teenagers and may be utilized to address youth in seminars and conferences.

The results of the study may provide youngsters with the knowledge they need to protect themselves from reproductive hazards and understand their sexuality.

1.7 Conceptual frame work

Independent variable

Early sexual relationship

- Age
- Sex
- Parent/ guardian interaction
- School lessons on sexual health
- Type of school
- Family structure
- Primary care giver

Dependent variable

Academic performance

- Completion rates
- Grades
- Scores
- Academic success

Moderating factors

- Instructional materials
- School status
- Teachers motivation

Source: Adapted from Nabaggala, 2017

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter included the body of work that has been written by various researchers. This took into account several different aspects in connection to the particular goals. A research gap that was identified in the literature review completed the chapter.

2.1 Theoretical framework

Social Learning Theory

Social learning theory served as the study's compass (Bandura, 1986). Albert Bandura was the one who created the social learning theory. According to the hypothesis, people pick up knowledge from one another by modeling, imitating, and observing. Because it takes into account attention, memory, and motivation, this theory has been referred to as a bridge between behaviorist and cognitive learning theories. According to the social learning theory, man is neither helplessly buffeted by outside pressures nor propelled by inner impulses. Instead, the ideal way to conceptualize psychological functioning is as a constant, reciprocal relationship between behavior and the environment that govern it. According to Bandura (2016), this theory emphasizes the significant roles that different symbolic and self-regulatory processes play.

This theory is pertinent to the research since it is predicated on the idea that observation is how individuals learn. Just by seeing a model, learners might pick up new skills and behaviors. The effects of punishment and reinforcement on behavior and learning are not direct. People's expectations on the possible outcomes of their future actions are shaped by the rewards or penalties associated with their current actions. Our conduct is influenced by mediation processes. Variables related to cognition that influence whether a behavior is

learned or not. Change is not always the result of learning. A person's conduct does not always change just because they learn something. The social learning hypothesis is useful because it enables people to detect patterns they might not have noticed otherwise, track down the causes of their problems, and eventually stop engaging in harmful habits and behaviors.

2.2 Demographic factors associated with early sexual practice among secondary schools

Secondary school students' inclination for early sexual practice is largely shaped by their demographics. Early sexual initiation is the term for having sex while you are young, usually before you are old enough to give permission or before you are emotionally and physically ready for it (Rimande-Joel & Ekenedo, 2019). To effectively address this issue and encourage healthy sexual practices among secondary school students, it is imperative to comprehend the demographic aspects linked to early sexual practice. It was not made clear, though, how important it is to comprehend the demographic characteristics linked to early sexual behavior.

Age: An important demographic characteristic associated with early sexual activity is age. During the phase of physical and emotional growth known as adolescence, some adolescents choose to investigate their sexuality (Ajayi & Okeke, 2019). Younger children may be more likely to engage in early sexual behavior than their peers, particularly if they start secondary school earlier or reach puberty earlier and it was not made clear, though, if this applied to every student.

A study on risky sexual and health behaviors among adolescents in Botswana revealed that 29% of those aged 10 to 14, 46% of those aged 15 to 19, and 25% of those aged 20 to 24 had engaged in their first sexual experience. 14 was the median age at which a person had their sexual debut (Ntswarang et al., 2012). It has also been discovered that sex influences early

sexual habits. In Ibadan, Nigeria, a study conducted by Oluwantoyin et al. (2014) found that male adolescents were more likely than female adolescents to engage in early sex practices. Conversely, a previous study conducted in Ethiopia found that teenage girls were twice as likely as teenage boys to engage in early sex (Gebregiorgis, 2010).

Gender: Early sexual initiation is influenced by differences in gender. Studies indicate that men are more likely than women to start having sex when they are younger (Gazendam et al., 2019). This discrepancy could be attributed to societal standards and expectations regarding masculinity and male sexuality. It is crucial to remember that early sexual experience can have an impact on both genders, thus efforts should be made to address the unique requirements and difficulties that both male and female students confront.

Socioeconomic Status (SES): According to Valencia et al. (2019), socioeconomic considerations may have an impact on secondary school students' early sexual initiation. Students from poorer socioeconomic backgrounds are more likely to engage in early sexual engagement because they confront more hurdles and vulnerabilities. This link may be influenced by elements like poverty, peer pressure, exposure to dangerous situations, parental supervision or involvement lacking, limited access to comprehensive sex education, and so on.

Family Structure: Early sexual practice may be influenced by the dynamics and makeup of the family. According to Assink et al. (2019), students from single-parent homes, those whose parents are absent, or those with unstable family dynamics may be more likely to start dating young. Students' decisions about their sexual behavior can be influenced by a number of factors, including the lack of parental direction, poor communication about sexual health, and the need for emotional support or connection.

Teens' early initiation of sexual activity is significantly influenced by their parents' low level of education. Similar to adults, teenagers may be more likely to participate in early sexual activity because of their inclination to focus on the short-term rather than the long-term effects of their actions and their belief that they are invulnerable. Teens must not only adjust to their own maturational changes, but also to the perplexing inconsistencies in adult perspectives and the absence of a well-defined moral code of conduct (Garbarino, 2012). Teens require the best instruction available to help them manage their sexual development and steer clear of the most common pitfalls. Teenagers who have uneducated parents are more likely than those who have literate parents to engage in early sexual activity (Dessalegn, 2016). According to Davis (2015), a youth's behavioral and educational outcomes are significantly predicted by the educational attainment of their parents. It has been seen that young people become aware of the hazards involved in sexual activity and adopt preventative measures when it comes to their sexual interactions (Eccles, Templeton and Barber, 2013).

Peer influence: According to Keyzers, Lee, and Dworkin (2020), peer interactions and peer pressure have a significant impact on students' sexual behavior. Adolescents are more likely to engage in dangerous behaviors, such as early sexual beginning, since they frequently look to their peers for approval and affirmation. Students may be more likely to participate in risky activities or early sexual activity if they hang out with peers who do so.

Odema (2011) claims that teenagers frequently form groups with people who share similar interests and utilize these groups as a model for acceptable behavior. Teens who identify as religious have a tendency to be selective about their companions and to favor friendships with like-minded individuals. This reinforces socialites and helps young people make good decisions despite harmful peer pressure (Gregory, 2014). Attendance is a common indicator of religious involvement; those who attend regularly are thought to have a lower likelihood of having had sex and initiating sexual relations later in life. Research indicates that a significant

contributing element to the anti-social learning of religious values, such as those surrounding early sexual encounters, is the absence of religion in the household (Gregory, 2014).

Background in Culture and Religion: Early sexual behavior and attitudes regarding sexuality can be shaped by cultural and religious practices and beliefs (Armstrong et al., 2021). While students from more permissive backgrounds may have distinct cultural attitudes towards sexuality, which may have an impact on their chances of early sexual practice, students from conservative cultural or religious backgrounds may encounter stronger norms and expectations surrounding premarital sex.

Regarding religion, a study conducted in the United States by Richards (2010) found that youths' early sexual behavior is influenced by their class, amount of interest in religious activities, and place of residence. The study also showed that early sexual activity is more common among teenagers who accept religion, see it as a non-essential part of their lives, and regularly attend religious seminars. Furthermore, secondary teens who have a strong religious affiliation are less likely to start having sex when they are younger. Numerous research' findings appear to corroborate the theory that teenagers who follow more religion are more likely to put off having their first sexual experience (Holder, 2019). The literature is replete with similar assertions that youth from low-religious homes and those with minimal religious convictions are more prone to engage in early sexual practice at higher rates (Fehring, 2010). (Sheeran, 2020) asserts that religion teachings play a significant influence in forming an individual's conduct, including attitudes, values, and the ability to make appropriate decisions regarding sexual practice, such as avoiding adultery.

Additionally, a study on the connection between early teenage sexual activity and lack of religious devotion was carried out in Asia and revealed a correlation between the two. For many people, moral guidance comes from religious ideals, and church teachings are likely to influence how people create their attitudes, values, and decisions. However, the degree to

which religion affects a person's views and behavior varies depending on the unique doctrines and policies of the churches as well as the degree to which a person integrates with and is committed to their own religious organizations (Odimegwu, 2017). He goes on to say that religious organizations are vehemently opposed to having sex before marriage. Religious gathering attendees are more likely to hear messages opposing premarital sex. He says that young people who are involved in religious institutions are more likely to make acquaintances with peers who hold restricted views on premarital sex.

Regarding tribe, no particular tribe has been identified as having a higher prevalence of early sex than any other; however, different ethnicities and races have been linked to different localities in terms of low income, low educational attainment, and families headed by mothers who also gave birth during their adolescence (Dryfoos, 2016).

There is a connection between class and early sexual habits. Growing years of education were shown to be associated with predictors of sexual behavior among 12 to 19-year-olds in a descriptive study conducted in Ethiopia. It was discovered that early sex was more common among better class individuals than among uneducated individuals (Guiellal et al., 2014).

Some teenagers believe that having a child is a planned and purposeful decision rather than an unintentional and unwelcome pregnancy, according to Moore and Rosenthal (2010).

Social factors including having friends who are also young mothers, having a stable relationship that may or may not involve marriage, and having a mother who had her first kid earlier than typical all have an impact on these teenagers' decision to become mothers.

Some Ugandan secondary schools are extremely receptive to teen parents, according to Nolan (2011). For them, it is acceptable if an adolescent mother is prepared to pursue her education alongside her child after giving birth. A youngster in central Uganda who, by the time she is eighteen, has a few children is only carrying on her mother and grandmother's legacy. Teens

who engage in early sexual behavior are encouraged, looked after, and have friends who are also starting families at the same time as them. Adolescents who become pregnant while attending school receive excellent care and education on how to raise their offspring. There are individuals nearby who will take care of the infant and allow them to take a rest. The aforementioned all encourage teenagers to engage in early sexual activity.

Moore (2020) said that teenagers' conscious or unconscious desire to experiment with what ladies and boys, respectively, keep in their dresses and pants can occasionally lead to early sexual practice. These investigations also shown that the psychoanalytic model provides the best psychological justifications for the early sexual experiences of youths. The two most often mentioned causes are teenage relationships and ego strength. Early sexual acting out is thought to be caused by low ego strength or low self-worth. Early sexual practice is more common among very dependent girls who have a strong need for affection and those who are under social or psychological stress.

2.3 Social-economic factors influencing early sexual practice and affects academic performance among secondary schools.

Secondary school students' early sexual behavior can be significantly influenced by social-economic issues, which can then have an impact on their academic achievement. This association is related to a number of things including poverty and little resources: Students from low-income families may be more likely to start sexual relationships at a young age (Windle et al., 2020). Insufficient availability of fundamental necessities such as extracurricular activities, healthcare, and education can lead to a deficiency in productive activities, hence increasing the likelihood of engaging in dangerous behaviors.

Lack of Comprehensive Sex Education: Misinformation and a lack of understanding about sexual health and responsible conduct can result from inadequate or nonexistent comprehensive sex education programs in schools, especially in low-income communities

(Leung et al, 2019). Students may be more inclined to participate in early sexual behavior without realizing the possible repercussions if they don't receive the right direction and knowledge.

Parental Involvement and Supervision: Students' participation in early sexual practice may be impacted by the degree of parental involvement and supervision (Dini, 2021). Early sexual initiation is more likely to occur in homes where parents are not present or have limited time because of work or other obligations. This is because students may not receive the proper guidance and support regarding relationships and sexual health.

Peer pressure and social norms: According to Filad et al. (2019), students' sexual activities can be greatly influenced by their social environment, especially by their peer group. Some students may turn to early sexual engagement in order to fit in or advance their social position due to peer pressure, the need for acceptability, and adherence to societal norms. In the eyes of young people, the impact of peers who participate in dangerous behaviors can surpass the possible drawbacks.

Beliefs in Culture and Religion: According to Kogan and Weibmann (2020), attitudes and values surrounding sexuality are influenced by cultural and religious variables. Students may have limited awareness and understanding of sex issues as a result of communities that prevent open discourse about the topic due to rigid religious teachings or conservative ideas. On the other hand, cultural norms that normalize early marriage or minimize the value of education may also be a factor in secondary school students engaging in early sexual activity.

The family's financial situation has an impact on the teen's early sexual behavior. Teens at this age require financial support for basic necessities like clothing, cosmetics, entertainment, and other necessities because they are dealing with varied demands in their daily lives. They therefore require the help of their parents, guardians, or close family members. Teens have

been turning to trustworthy individuals for support in the absence of parental guidance, which has led to them participating in early sexual behaviors in exchange for presents or help. It has been seen repeatedly that girls are more likely to engage in early sexual activity when they lack the necessities (Ahikire, 2011). Chen et al. (2013) found that school teenagers who are growing up in less fortunate social, familial, and economic contexts are more prone than their more financially stable peers to start sexual behavior at a young age.

Low socioeconomic level is one of the reasons of early sexual practice, according to a study by Ketenbury (2021) on factors influencing early sexual practice among secondary students in Kinondoni. Adolescents who engage in early sexual activity are often the most marginalized and socially shunned among teenagers. Teens who have problems in their lives, such as a dysfunctional family, strained relationships, low self-esteem, and dissatisfaction at school, are also more likely to engage in early sexual activity. These are a few of the factors that lead to school abandonment. Due to the current state of global socioeconomic conditions, people who are poor are frequently exposed to higher rates of live sexual activity. This is because many families live in small homes with a clear lack of privacy for the parents (Joubert, 2009). When they hit puberty, teenagers who grew up in such circumstances could easily start having sex at an early age.

Adolescents who experienced poverty as children and had little hope for an education are more likely to engage in early sexual activity, according to data from the developed world. Additional research indicates that early sexual activity is more common among youth living in poverty. Early sexual practice rates among teenagers appear to be significantly influenced by their socioeconomic level. Teenagers who find no reason to refrain from engaging in early sexual activity may be part of a lost generation that is beginning to fade. For some underprivileged teenagers, especially girls whose self-esteem tends to decline with age, their

sexuality may be their only source of value. High rates of teenage early sexual practice have been linked to a lack of opportunity and hope for the future (Gender, 2014).

The higher incidence of teenage early sexual activity is associated with the family's economic standing. Compared to economically wealthy nations like Switzerland and Japan, economically impoverished nations like Niger and Bangladesh have a significantly higher rate of teenage sexual activity initiation (2020). Women of lower socioeconomic position are more likely to have been pressured into engaging in early sexual practice, as well as to exchange sex for cash or products. Additionally, females are more likely than boys to engage in early sexual activity due to low socioeconomic level, which increases their risk of doing so. Even after accounting for orphan hood and other variables, there is still an increased chance of engaging in risky sexual behavior. Poorer youths also have less access to media sources that highlight the risks associated with early sexual activity, particularly for girls.

Teenage sexual and reproductive health issues are typically viewed in families and schools as private, concealed matters that should not be discussed in public or even at home with close family members. Because teens' bodies are changing and they need to be taught about sexual and reproductive health, parents search for a relative or other chosen community member to act as a spokesperson and teach their adolescent child on all topics related to sexual and reproductive health, including the social norms around it. Due to this predicament, teenagers have occasionally been given inaccurate or insufficient information on sex, which has ultimately led them to experiment with sex at a young age in an attempt to explore the unknown. Teenagers typically get false information from untrustworthy sources such peer groups, school buddies, magazines, and radio (Tumbo, 2012).

According to a (2013) study by Ruto conducted in Uganda, parents do not provide teenage children with information about sex because it is not viewed as culturally acceptable. As a result, teenagers turn to their peers, who give them incorrect and inappropriate advice to

begin sexual activity before marriage. According to recent research, teens start having sexual relations as soon as they reach puberty. Adolescence presents a range of issues, including the onset of menstruation for girls and wet dreams for boys. The prevalence of teenage early sexual activity is much higher in rural locations when compared to schools or families in urban areas. Due to a lack of knowledge about sex, these teenagers start having sex at a young age, which can cause mental instability, depression, and poor academic performance (Makiwane, 2010). The adolescent gets scared of what can happen, such their boyfriend leaving them or not getting enough. It is also reasonable to believe that early sexual activity among teenagers and depressions are strongly correlated. Low self-esteem, motivation, and poor decision-making are all linked to depression. Early sexual activity among teenagers is a sign of passivity and a lack of concern for their own circumstances. Because they are forceful, some teenagers start having sex at a young age (Mlambo, 2019).

However, some parents hold themselves accountable for the transgressions of their teenagers. They believe that something is lacking in their parenting style, which has allowed their girls to experience a decline in self-worth. Overall, a variety of circumstances can contribute to teenage early sexual experience (Mlambo, 2010). Teens engage in early sex for a variety of reasons.

Some youngsters just engage in sexual activity as a temporary solution to their innate desires. However, teenage sexuality is frequently motivated by emotional demands unrelated to sex. These emotional demands include the urge to be loved, to feel less alone, to be accepted, to validate one's gender identity, to raise one's self-esteem, to express rage, or simply to get away from boredom. Sexuality turns into a vehicle for expressing and meeting nonsexual needs (Rice, 2019).

While in school, most teenagers spend a lot of time staring in the mirror or closely examining their bodies. It doesn't stop there; they also start to become more interested in other people's

bodies. Their fascination with the fundamentals of human reproduction grows. They gradually start to show an increased desire in having sex with other people. Curiosity, a need for closeness, love, affection, and acceptance from another person, as well as a want for sexual stimulation and release, all play a role in this (Rice, 2010).

Because of this, research on teens' early sexual practices has become increasingly important in the field of adolescent development. Over time, this research has moved from identifying levels and trends to looking at the conditions and circumstances that encourage the occurrence of early sexual practices. Laguna (2011). According to a study conducted by the Center for Adolescence and the National Coordinating Agency for Population and Development (NCAPD), teenagers from poorer families were found to have started dating two years earlier than their wealthier counterparts (NCAPD, 2012).

In Uganda, more teenagers are starting to engage in sexual activity at a young age, according to Rice (2010). Since the middle of the 20th century, there has been a noticeable improvement in how society views teenage early sexual activity. Teens who were detected paying for sex at a young age in the past were considered outcasts, expelled from their schools, avoided by their peers, and frequently sent from their home town or village to live with relatives. Some people these days urge teenagers to become pregnant in order to give birth, raise their children, and continue their education. Some schools offer day care services for the children of their teenage students. Teenage pregnant women make appearances on afternoon discussion shows on TV, defending their lifestyle choices and pleading with viewers not to pass judgment. Critics argue that by showing tolerance for the moms of these teenagers, one is endorsing careless early sexual behavior (Jaffe, 2014).

In Uganda, the prevalence of teenage pregnancy at an early age is on the rise and is starting to pose serious problems. This occurs despite the fact that churches and mosques are springing up all over the place to encourage moral values in youth, as well as teen initiatives like

straight talk, youth clubs at health facilities, and school counselors. For example, since 1986, youth in Uganda have engaged in early sexual practice. Despite all of the aforementioned initiatives, teenagers have not taken advantage of the free teen talk shows that are offered. An increase in the number of teenage moms who are pregnant is indicative of this (Kansumba, 2012).

According to Panday (2011), teenagers who engage in risky behaviors like drug and alcohol use also frequently engage in other risky behaviors including early sexual practice. The psychoactive effects of alcohol and drugs increase sexual arousal and desire, reduce inhibition and anxiety, impair decision-making capacity, judgment, and sense of responsibility, and generally empower people to test early sexual practice, according to a related study by Morejele et al. (2006), which was cited by Panday et al. (2011). Research has shown that under the effect of drugs and alcohol, there is an increase in early sexual practice. These effects are exacerbated by a high unemployment rate, peer pressure to consume alcohol in excess, easy access to drugs and alcohol, and casual sexual relations.

In Zambia, teenage early sexual practice is a major issue that is caused by a variety of circumstances. Albert (2012) asserts that youths are influenced by society norms to engage in early sexual activity. Some girls believe that they will only be accepted as girls after they have demonstrated their sexual attractiveness, and some parents encourage their teenagers to engage in sexual activity so they can have something to use at home. According to Rosenthal (2011), some teenagers view having a guy and girl companion as a planned and purposeful choice rather as an accidental and unwelcome early sexual experience. The decision of these youngsters to engage in early sexual activity is frequently impacted by social variables, such as having a boy or girl buddy when they are young.

According to a Tumbo (2012) study conducted in Uganda, sex education provided to boys and girls during initiation by Kojja (uncle) and Senga (aunt) in Central Buganda may have

contributed to the rise in the rate of teenage early sexual practice since these young people received instruction on how to prepare for sexual activity. They practice in order to become proficient, and as a result, the majority of them begin having sex while they are teenagers. Gyan (2013) found that teenage early sexual practice has a significant negative impact on educational attainment in his study on the prevalence of early sexual practice in Kenya. It was clear that peer pressure, low parenting, and poverty are the main reasons of teenage early sexual practice when it comes to the contributing elements.

2.4 Environmental factors contributing to early sexual practice and affect academic performance among secondary school teenagers

Secondary school students' early sexual behavior might be influenced by environmental circumstances, which can also have an impact on their academic success. Early sexual behavior and academic achievement may be influenced by a number of environmental influences, such as peer effect: According to Norton et al. (2019), one important environmental component that can lead to early sexual engagement is the effect of peers and the social environment. Peers who encourage early sexual beginning or participate in dangerous sexual practices may have an impact on students. The desire to fit in or be accepted, as well as peer pressure, might influence students' decisions about having sex.

Exposure to media and the internet: Students may be exposed to sexual content and behaviors at an early age through media, including music, movies, television shows, and online platforms (Zikarge, 2019). Students who have easy access to the internet are exposed to explicit content and may receive erroneous or lacking information on relationships and sexual health. Such experiences may encourage young people to experiment and be curious about sexuality.

Community views and Norms: Students' conduct and views toward sexuality might be influenced by the cultural and societal norms that are common in the community (Silvestrini, 2020). Communities with more conservative views might not encourage honest conversations about sex, which would restrict access to appropriate information and thorough sex education. Conversely, societies that embrace liberal behavior may mainstream early sexual beginning, which lowers the perceived risks and negative effects of it.

Family dynamics and parental support: According to Hammer et al. (2021) students' attitudes, values, and behaviors around sex and relationships are greatly influenced by their family environment. Students who receive appropriate knowledge and assistance regarding sexual health might benefit from supportive and transparent communication within their families. On the other hand, pupils who come from homes where there is little communication, parental absence, or lack of understanding may turn to other sources for information and approval, which could result in early sexual practice.

Accessibility and Availability of Sexual Health Services: Students' decisions and actions may be influenced by the community's provision of sexual health services, including contraception (Ndayishimiye et al., 2020). Inadequate availability of private, youth-oriented health care may lead to a reduced usage of contraception and raise the risk of STIs and unwanted births.

Numerous different psychosocial theories have supported the idea that environmental influences could affect sexual activity. Numerous academics have employed theories to explain teenage sexual practice, including the theory of planned action, the theory of social learning, and the theory of problem behavior (Rotter, 2011). The majority of reports on early sexual practice related message content aimed at changing psychological, physiologic, and behavioral function of the teenagers in China's secondary schools, despite the wide range of

theoretical mechanisms by which environmental factors might influence teens' early sexual attitudes and behaviors (Chaves et al., 2012).

Education style also has an impact; in certain secondary schools, the prevalence of teenage early sexual activity is significantly influenced by lax policies and a permissive teaching style. For instance, in certain sub-Saharan African nations, early sexual activity is frequently viewed as advantageous since it attests to a girl's fertility and a boy's usefulness Morgan (2011). A 2010 editorial on the problems with teenage early sexual practice in our society also notes that lax attitudes and inadequate roles at school can contribute to teenage early sexual practice. Adolescent girls who practice sexual activity at a young age are considered fertile and the teen boy's reproductive health is confirmed. Again, as a result of the passage of time, teens now perceive having sex before the age of twenty as normal, and as a result, they engage in it without receiving thorough education about it. They eventually become victims of the consequences of early sexual practice, such as STDs and pregnancy, since they lack information. Some mothers wish for their daughters to fall pregnant in order to have a child at home once more.

Teenagers' increased engagement in sexual activities and loss of conventional values are believed to be partly caused by busier parents and schools (Ikamari, 2017). Traditional ideals that traditionally governed adolescent sexual behavior have been violated, as have traditional structures designed to initiate and prepare youth for adulthood (Gueye et al., 2011). Over time, a lot of development partners have concentrated their efforts on teen initiatives aimed at lowering the prevalence of early sexual activity. By bringing sexual activity up to the age of 18, when young people are better able to make decisions about their sexuality, the majority of abstinence programs seek to stop the spread of HIV infection among teenagers. Because of their low infection rates and lack of established sexual practice habits, children between the ages of 5 and 14 have been referred to as a window of hope (Kelly, 2020).

Morgan (2010) states that youths in the African continent who experience abuse, marital violence, and family struggle throughout their early years are more likely to engage in early sexual behavior at school than those who do not. Research has also shown that adolescents who were raised in homes where the mother was a battered woman or who witnessed physical abuse firsthand had a higher likelihood of engaging in early sexually active behaviors than adolescents who did not.

Teens who reside in neighborhoods with high rates of poverty, low educational attainment, and rapid residential turnover are more likely to become pregnant as teenagers, claims Saif (2019). Adolescents who have adolescent sisters or mothers are also at a higher risk of getting pregnant while still in their teen years. Girls who don't have father figures in their homes as children typically start having sex at a young age.

According to a study by Nyirenda (2012), the Luweero district's lack of boarding schools has led to a rise in the prevalence of early sexual activity. Other research reports mention similar outcomes. Miller (2011), for instance, notes a clear link between minors' early sexual practice and insufficient parental supervision. Thus, the discussion points to a negative correlation between early teen sexual practice and inadequate parental supervision. Numerous research reports have consistently demonstrated this relationship. For instance, Springer's (2014) study on parental monitoring and early sex behavior among Nigerian public secondary school students found that students who had less parental supervision were more likely to participate in risky sexual behaviors at an early age.

Singh (2012) claims that teenage early sexual practice is a widespread issue that impacts all of Chad's secondary schools and communities. Although this is not a novel occurrence, it is peculiar that teenage early sexual practice remains a significant issue in African continent even in the age of sexual literacy. People read about the rising number of young early sexual practices in the media all the time. According to a recent research in the African magazine

2014, the increasing prevalence of teenage early sexual practice is attributed to today's teens exercising their democratic right to privacy. Negotiated unofficial time is another issue that is said to have some influence on early sexual practice, in addition to professors watching teens in class. One of the articles of teachers monitoring's highlights the fact that this aspect appears to operate as a deterrent to sexual behavior (Teachers Monitoring, 2012).

This is corroborated by other researchers who claim that youths who negotiate unattended time may engage in more early sexual activity (Trapl, 2013). It is imperative to acknowledge that biological variables have a role in the early sexual practices of teenagers. Miller (2011) cites early pubertal development, high androgen levels in boys and girls, and the age at which teens menarche as examples of these.

According to a study by Swan (2012), a lot of students in secondary school seek to their friends—especially those of the opposite sex—for validation and support of the physical changes they are going through. Swan (2012) continues by stating that early sexual activity among many teenagers serves as a tool for them to confront their parents when they seem to be getting in the way of their independence. There are occasions when young people test their adult duties and engage in sexual activity. Poor parental surveillance and parent-teen connection are important indicators of a teen's early sexual activity, according to a Ghanaian study on secondary school students (Brodie, 2021). Early sexual practice is thought to be more likely when there is less connection to and oversight from parents and teachers (Brodie, 2021).

Teens in secondary schools have reportedly started having early sexual encounters due to outside pressure from their village, claims Saif (2019). Nowadays, a large number of youngsters live in demanding circumstances with plenty of sexual harassment, little extracurricular activities, and frequent discrimination. All of these factors have an effect on how secondary school-age students view the future, which in turn affects how they make sexual decisions early in life.

2.5 Research gap

This literature review states that several studies conducted by various researchers in various locations have looked into various aspects that contribute to teenage early sex behavior in secondary schools. This study does, however, show that teens in secondary schools still lack adequate awareness about difficulties related to early sex behaviors given their varied environments and socioeconomic statuses. As a result, the purpose of the study is to assess the effect of early sexual relationship on students' academic performance in selected government secondary schools. In order to provide sufficient knowledge on the study using the Ndorwa West Kabale district as a case study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section discusses the research design, study population, target population, sample size, sampling techniques, data collection methods, data collection instruments, data quality control, research procedures, data analysis, ethical considerations, limitations of the study and how they were handled.

3.1 Research Design

A study technique called descriptive research outlines the features of the population or phenomenon being examined (Creswell, 2015). In this study, the researcher used a descriptive survey design, which involves collecting data from a sample of respondents using questionnaires, interviews, or observations to describe attitudes, opinions, behaviors, or characteristics. This design was appropriate because it enabled the researcher to obtain comprehensive information about the study. Furthermore, a mixed-method approach (qualitative and quantitative) was adopted to strengthen the findings, since quantitative data provided measurable patterns while qualitative insights offered deeper explanations of the problem under investigation.

3.2 Study population

A population of 2,570 people from the four secondary schools in Ndorwa West that were chosen for the study was taken into consideration. These were St. Barnabas secondary school Karujanga, Rukore High School, Kamuganguzi Janan Luwum memorial senior secondary school and Buranga Secondary School.

3.3 Target Population

In order to gather a study sample, the researcher employed both probability and non-probability sampling techniques on the 600 respondents who were considered for the study at the aforementioned schools.

3.4 Sample Size

A sample, according to Kothari (2014), is a small group that a researcher has chosen from a larger group. He therefore views the area of the universe under study as a sample. Based on Krejcie and Morgan's 1970 study and a proportionate stratified allocation, a sample size of 234 respondents was obtained for the student, teacher, and parent groups.

Table 3.4: Sample Size Distribution

Population Category	Target population	Sample size	Sampling techniques
Teachers	24	9	Purposive sampling
Parents	208	81	Purposive sampling
Students	368	144	Simple random sampling
Total	600	234	

Source: (Kabale district Education department, 2022)

3.5 Sampling techniques

Simple random sample as well as selective sampling methods were employed in this investigation.

3.5.1 Purposive sampling

According to Kotler (2013), a purposive sample is a non-probability sample that is chosen depending on the goals of the study and the characteristics of the population. Head teachers and parents were chosen through purposeful selection due to their background in interacting with students.

3.5.2 Simple random sampling

The researcher used simple random sampling to target the students in order to generate a representative sample, in keeping with their intention to apply both qualitative and quantitative approaches. A researcher can choose a given sample of respondents using simple random sampling, which is a probability sampling technique that helps them choose a subset of a statistical population where each member has an equal chance of being chosen (Palmer, 2011). To minimize sampling bias, respondents were chosen at random from among the student body using simple random sampling.

3.6 Data Collection Methods

Research methods, according to Kotheri (2014), entail certain data collection techniques such the use of questionnaires, document reviews, structured interviews, and observation. According to Bryman (2016), research procedures involve gathering data in order to make decisions regarding the study problem. Since of this, the researcher utilized two ways to collect data: questionnaires and interviews. The researcher chose to use these approaches since they were practical for gathering data.

3.6.1 Interview

According to Smith (2012), an interview is a face-to-face discussion between the interviewer and the respondents that aims to fully grasp each respondent's viewpoint on the topic under investigation. In the face-to-face interview approach, the researcher was able to relate to the

respondents' sharing and had the chance to ask follow-up questions of any of them based on clues that surfaced during the sharing process. This approach obtained input from parents and teachers who have experience in dealing with students, reducing bias and maintaining consistency in the qualitative data collected.

3.6.2. Questionnaire

According to Kothari (2014), a questionnaire is a structured list of questions created to achieve the study's goals. The subject response is provided with preset, organized questions. In order to fill in the blanks in the questionnaires that were provided, the researcher employed a questionnaire survey that was composed of printed and typed pages with questions on it. The researcher intended to use questionnaires to quickly gather a large amount of easily analyzed data. Respondents were given a questionnaire survey that included both closed- and open-ended items. Nonetheless, the researcher allowed participants ample opportunity to react. Given the size of the population, this approach was appropriate.

3.7 Data Collection Instruments

The most widely used tools for gathering data in educational research are interview guides and self-administered surveys.

3.7.1 Structured questionnaires

To collect information from the respondents, the researcher employed structured questionnaires. Students were given standardized questionnaires that included both closed- and open-ended questions. The questionnaires were employed as instruments because they gathered data from a wide range of sources and subjects and could be quickly and simply explained in writing.

3.7.2 Interview guide

Face-to-face interactions were held during interviews by the researcher with teachers and students, utilizing an interview guide. In this way, the interview guide gave the researcher control over the type of questions to ask and allowed him to obtain historical knowledge.

3.8 Data quality control

According to Kombo and Tromp (2016), validity is the extent to which the test's sample of items accurately reflects the subject matter that it is intended to assess. Validity is a measure of the quality of your research. The supervisor was given the research instruments by the researcher to rate the items that were legitimate for data collection. Data was gathered using every item that the supervisor deemed to be legitimate. The degree to which an evaluation tool yields steady and consistent outcomes is known as its reliability. Riordan (2012). The questionnaire, which was the most important tool to utilize, was pre-tested by the researcher on a sample of respondents from other secondary schools in the Ndorwa West Kabale district who did not take part in the study. Ten secondary school students and staff members from Ndorwa West completed the pre-test, giving the researcher dependable instruments for the investigation.

3.9 Research Procedures

The process of selecting a subset of the population to take part in a study is known as sampling (Ogula, 2015). In order to undertake a study, the researcher asked the head of department Bishop Barham University's postgraduate research for an introductory letter. Respondents who were contacted for data collection were given a copy of this letter; questionnaires were given to the chosen respondents, and interviews were conducted while events that were crucial for understanding and analyzing the data were documented.

3.10 Data analysis

Questionnaires were collected at the study site, and then they were sifted to determine if the answers were accurate. Only accurately completed questionnaires were taken into account for analysis. Sorting, examining, cleaning, and coding data in preparation for analysis are all part of data analysis (Babbie, 2011). After being gathered, data must be processed and examined before being presented. The researcher coded and used Microsoft Excel to create tables, graphs, and pie charts in order to examine the quantitative data that was gathered. Statistic charts, which include bar graphs, tables, and figures, were therefore used in the study. Words were used to examine qualitative data. All of the interviews' information was gathered, written down on paper in accordance with the predetermined goals, and then verbally evaluated and examined. This indicates that in order to identify similarities and contrasts, the data was expressed using codes and descriptions rather than just numbers and figures.

3.11 Ethical Considerations

Ensuring the welfare and rights of research participants is a primary goal of adhering to ethical standards. Durrheim and Blanche (2011). By promising that the information they provided would be kept private, not shared with outside parties, and used only for academic purposes, the researcher was able to obtain the agreement of the study population's responders.

3.12 Limitations of the study and how they were handled

There was not enough time available for study. Actually, the researcher needed a lot of time to design the study tools, collect data, and produce the proposal. To finish on time, the researcher made a lot of effort, foregone some of the activities, and focused solely on the research.

One issue the researcher ran into was the time it took to return the completed questionnaires. This resulted from the fact that the majority of responders, including teachers, were

preoccupied with lesson planning and school-related tasks. However, the information was provided to the researcher in a timely manner and the respondents were informed of the study's goal.

Due to inadequate funding, the researcher had to improvise on costs such as transport, lunch, stationery, and secretarial services, which caused stress. Nonetheless, the researcher ensured that the allocated funds were not surpassed throughout the investigation.

Furthermore, a few students declined to provide the answers in the manner in which their teachers had instructed them since, in general, they preferred to keep their teachers' good will. Nonetheless, the researcher made a concerted effort to persuade the students to participate in the study by outlining its objectives and asking them for the necessary data.

Rigidity of those who refused to react to the questions posed. This resulted from the respondents' perspectives on the subject. The responders were informed by the researcher about the aim of the study and that the data was exclusively utilized for academic reasons to obtain pertinent information.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Introduction

The data presentation and interpretation of findings in this chapter are based on the study's objectives, which include: to identify the demographic factors associated with early sexual practice among secondary schools students in Ndorwa west, to examine the social-economic factors influencing early sexual practice and affects academic performance among secondary schools students in Ndorwa west and to assess the environmental factors contributing to early sexual practice and affect academic performance among secondary school students in Ndorwa west.

4.1 Response rate

The data analysis and report writing for this study were conducted using the answers to the questionnaires and interviews. The students of the chosen secondary schools in Ndorwa West were given 144 questionnaires by the researcher. Of these, 92 respondents returned the questionnaires completely, accounting for 64% of the overall response rate, while 52 respondents did not return the questionnaires, yielding a 36% response rate. Morton et al. (2012) state that reporting ought to strive for a minimum of 50% survey response rate. Consequently, the study's satisfactory response rate was 64%, suggesting that the survey's results were representative of the participants.

4.1.1 Demographic characteristics of respondents

This section displays the respondents' age, gender, and educational level who were involved in the study. Table 1 shows this in the section below.

Table 1; Gender of the respondents

The researcher considered the respondents' gender in order to get data from both male and female respondents.

Gender	Frequency(f)	Percentage (%)
Male	44	48
Female	48	52
Total	92	100

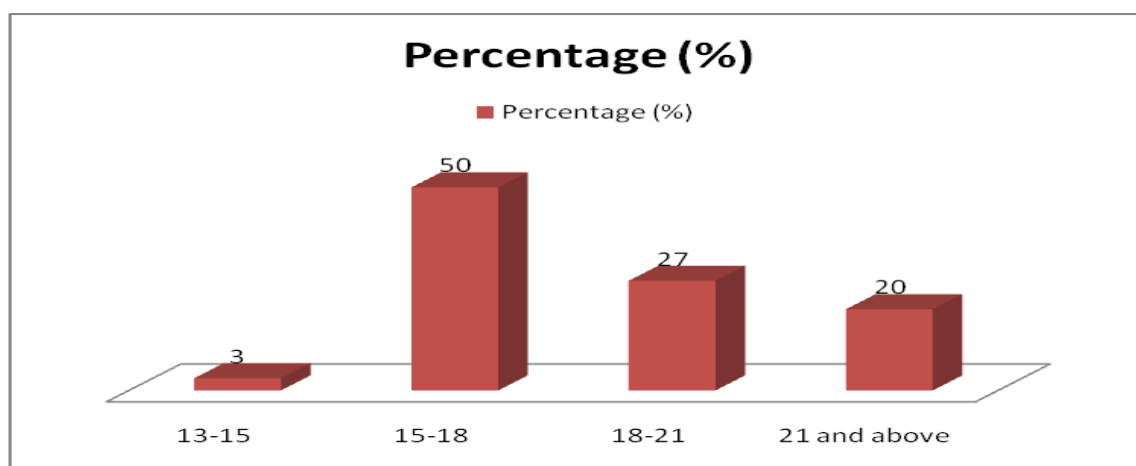
Source: Primary Data, 2023

According to the study's findings on respondents' genders, 52% (48) of the respondents were female, while 48% (44) were male. The researcher received information from both sexes.

Figure 1; Age of the respondents

In order to get information from the respondents based on their range of ages, the researcher took into account the respondents' age.

Figure 1: Age of the respondents



Source: Primary Data, 2023

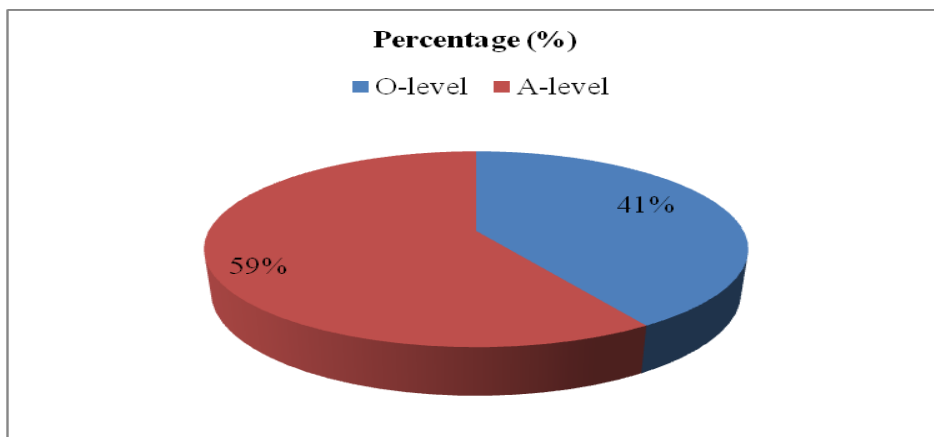
According to the study's findings about respondents' ages, 50% of respondents were between the ages of 15 and 18, 3% (3) had between the ages of 13 and 15, 27% (25) had between the ages of 18 and 21, and 20% (40) had ages of 21 and above. In order to get precise

information about the respondents' varied years of existence and their understanding of the study, the researcher took into account their age.

Figure 2; Education level of the respondents

In order to gather data based on the respondents' knowledge levels, the education level was recorded.

Figure 2: Education level of the respondents



Source: Primary Data, 2023

The study's conclusions about the educational backgrounds of the respondents revealed that 41% had an O-level and 59%, an A-level. The researcher considered the respondents' educational backgrounds in order to collect precise data on their educational backgrounds. The results imply that the respondents' educational backgrounds contributed to their ability to comprehend the questionnaire and give truthful responses.

4.2 Demographic factors associated with early sexual practice among secondary schools students in Ndorwa west

In Table 2 below, where %= percentage and F= frequency, SA=Strongly Agree A=Agree N=Not sure D=Disagree SD=Strongly Disagreed, the researcher took into account the respondents' demographic factors associated with early sexual practice among secondary schools students in Ndorwa west and the results were presented below.

Table 2: Demographic factors associated with early sexual practice among secondary schools students in Ndorwa west

Demographic factors associated with early sexual practice among secondary schools students	SA		A		N		D		SD		Total	
	%	F	%	F	%	F	%	F	%	F	%	F
Age is a crucial demographic factor linked to early sexual practice	25	23	37	34	16	15	12	11	10	9	100	92
Gender differences play a role in early sexual initiation	38	35	32	29	23	21	7	7	-	-	100	92
Socioeconomic factors can influence early sexual initiation among secondary school students	41	38	30	27	18	17	8	7	3	3	100	92
The family environment and structure can impact the likelihood of early sexual practice	38	35	19	17	26	24	17	16	-	-	100	92
Peer relationships and peer pressure can strongly influence students' sexual behaviors	29	27	41	38	30	27	-	-	-	-	100	92
Cultural and religious beliefs and practices can shape attitudes towards sexuality and influence sexual behavior	41	38	26	24	18	16	15	14	-	-	100	92

Source: Primary Data, 2023

The study findings on demographic factors associated with early sexual practice among secondary schools students in Ndorwa west, it was discovered that 25% of respondents strongly agreed with the statement that age is an important demographic factor linked to early sexual practice; 37% agreed with the statement; 16% disagreed; 12% disagreed strongly; and 10% strongly disagreed. According to the findings, the majority of respondents agreed that age is a significant demographic component associated with early sexual activity.

According to the field findings, 38% of respondents strongly agreed with the assertion that

gender differences have a role in early sexual initiation, 32% agreed, 23% were not sure, and 7% disagreed. The findings show that the majority of respondents agreed with the assertion that early sexual initiation is influenced by gender differences.

The results of the survey on the claim that early sexual initiation among secondary school students can be influenced by socioeconomic factors showed that 41% of respondents highly agreed with the statement, 30% agreed, 18% were not sure, 8% disagreed, and 3% strongly disagreed. The findings imply that early sexual initiation among secondary school students can be influenced by socioeconomic factors.

According to the field data, 38% of respondents strongly agreed with the assertion that the structure and environment of the family can influence the likelihood of early sexual practice, 19% agreed, 26% were not sure, and 17% disagreed. The findings indicate that the structure and environment of the family can influence the likelihood of early sexual practice.

According to the study's findings, 29% of respondents strongly agreed with the statement that peer interactions and peer pressure can have a significant impact on students' sexual activities, 41% agreed, and 30% of respondents were unsure. According to the findings, the majority of respondents agreed that peer interactions and peer pressure have a significant impact on students' sexual conduct.

The study's conclusions regarding the claim that cultural and religious practices and beliefs can influence sexual behavior and attitudes toward sexuality showed that 41% of respondents strongly agreed with the statement, 26% agreed, 18% were unsure, and 15% disagreed. The findings imply that views toward sexuality and sexual activity can be influenced by cultural and religious practices and beliefs.

4.3 Social-economic factors influencing early sexual practice and affects academic performance among secondary schools students in Ndorwa west

The researcher considered the social-economic factors influencing early sexual practice and affects academic performance among secondary schools students in Ndorwa west and the results were presented in table 3 below.

Table 3: Social-economic factors influencing early sexual practice and affects academic performance among secondary schools students in Ndorwa west

Social-economic factors influencing early sexual practice and affects academic performance among secondary schools students in Ndorwa west	Strongly agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	%	F	%	F	%	F	%	F	%	F	%	F
Students from economically disadvantaged backgrounds may be vulnerable to engage in early sexual activity	33	30	26	24	36	33	5	5	-	-	100	92
Lack of comprehensive sex education programs in schools can contribute to lack of information on sexual health	16	15	21	19	30	28	19	17	14	13	100	92
The level of parental involvement and supervision can influence students' engagement in early sex	41	38	26	24	18	17	15	14	-	-	100	92
Students' social environment, particularly their peer group, can influence their sexual behaviors	23	21	18	17	35	32	17	16	7	6	100	92
Cultural and religious factors play a role in shaping attitudes and values related to sexuality	45	41	28	26	27	25	-	-	-	-	100	92

Source: Primary Data, 2023

The researcher investigated the social-economic factors influencing early sexual practice and affects academic performance among students and the findings showed that 33% of respondents strongly agreed with the assertion that students from economically disadvantaged backgrounds may be more likely to engage in early sexual activity, 26% disagreed, 36% were unsure, and 5% were not sure. According to the findings, the majority of respondents thought that students from low-income families could be more likely to start sexual relationships while they are younger.

According to the study's findings, 16% of respondents strongly agreed with the statement that lack of comprehensive sex education programs in schools can contribute to lack of information on sexual health. Of those surveyed, 21% agreed, 30% were not sure, 19% disagreed, and 14% strongly disagreed. The majority of respondents agreed, according to the results, that lack of comprehensive sex education programs in schools can contribute to lack of information on sexual health.

The study's conclusions on the claim that a student's involvement in early sex can be influenced by the degree of parental supervision and involvement showed that 41% of respondents strongly agreed with the statement, 26% agreed, 18% were not sure, and 15% disagreed. The findings indicate that students' involvement in early sex might be influenced by the degree of parental control and involvement.

According to the field data, 23% of respondents highly agreed with the assertion that students' social environment, especially their peer group, can impact their sexual activities, 18% agreed, 35% were unsure, 17% disagreed, and 7% strongly disagreed. According to the findings, the majority of respondents felt that students' sexual activities can be influenced by their social environment, especially by their peer group.

According to the study's findings, 45% of respondents strongly agreed with the statement that cultural and religious factors influence attitudes and values related to sexuality, 28% agreed, 27% were not sure. The findings show that the majority of respondents agreed that attitudes and values around sexuality are shaped by cultural and religious factors.

4.4 Environmental factors contributing to early sexual practice and affect academic performance among secondary school students in Ndorwa west

The researcher considered the environmental factors contributing to early sexual practice and affect academic performance among secondary school students as presented in table 4 below.

Table 4: Environmental factors contributing to early sexual practice and affect academic performance among secondary school students in Ndorwa west

Environmental factors contributing to early sexual practice	Strongly agree		Agree		Not sure		Disagree		Strongly disagree		Total	
	%	F	%	F	%	F	%	F	%	F	%	F
The influence of peers and the social environment can contribute to early sexual activity	31	29	38	35	30	27	1	1	-	-	100	92
The media and online platforms, can expose students to sexual content and behaviors at a young age	11	10	21	19	35	32	20	19	13	12	100	92
The cultural and societal norms prevalent in the community can influence students' behavior	28	26	36	33	15	14	15	14	6	5	100	92
The family environment plays a crucial role in shaping students' attitudes and behaviors related to sex and relationships	38	35	33	31	10	9	19	17	-	-	100	92
The accessibility and availability of sexual health services,	21	19	35	32	16	15	28	26	-	-	100	92

including contraceptives, in the community can impact students' choices and behaviors

Source: Primary Data, 2023

The researcher investigated the environmental factors contributing to early sexual practice and affect academic performance among secondary school students in Ndorwa west and the results showed that 31% of respondents strongly agreed with the statement that peer pressure and the social environment can contribute to early sexual activity, 38% disagreed, 30% were not sure, and 1% disagreed. The results conclude that most respondents agreed with the statement of the influence of peers and the social environment can contribute to early sexual activity.

According to the study's findings, 11% strongly agreed, 21% agreed, 35% were not sure, 20% disagreed, and 13% strongly disagreed that the media and online platforms can expose students to sexual content and behaviors at a young age. According to the findings, the majority of respondents felt that young students can be exposed to sexual content and behaviors through the media and internet platforms.

From the study findings on the statement that the cultural and societal norms prevalent in the community can influence students' behavior, the results from the findings, those that strongly agreed were 28%, 36% agreed, 15% were not sure, 15% disagreed and 6% strongly disagreed with the statement. The findings show that the majority of respondents thought that community standards, both cultural and societal, can have an impact on students' conduct.

The study findings on the statement that the family environment plays a crucial role in shaping students' attitudes and behaviors related to sex and relationships, the responses revealed that 38% strongly agreed, 33% agreed, 10% were not sure, 19% disagreed with the

statement. The findings indicate that students' attitudes and behaviors around sex and relationships are greatly influenced by their familial environment.

The study finding on the statement that the accessibility and availability of sexual health services, including contraceptives, in the community can impact students' choices and behaviors and the responses revealed that 21% of the respondents strongly agreed with the statement, 35% agreed, 16% were not sure, 28% disagreed with the statement. The findings indicate that students' decisions and actions may be influenced by the community's accessibility to sexual health services, including contraceptives.

From the interviews the researcher held with the respondents on the demographic factors associated with early sexual practice among secondary schools students in Ndorwa west, it was revealed that age was a demographic factor since younger students may be more susceptible to engaging in early sexual activity and the gender of the students since there may be differences in the prevalence of early sexual activity between males and females, these were associated with early sexual practice among secondary schools students.

The respondents mentioned that the socioeconomic status as this influenced early sexual relationships among students in secondary since students from lower socioeconomic status backgrounds face barriers to educational attainment, leading to fewer opportunities for future success and potentially influencing them to prioritize immediate gratification, including engaging in early sexual activity.

The respondents revealed that resources were also a factor which affected sexual behavior since especially limited financial resources can lead to a range of stressors and challenges for families where in low-income households, parents had to work multiple jobs or long hours to make ends meet, leaving little time for parental supervision and guidance. This lack of parental presence and supervision created opportunities for adolescents to engage in risky

behaviors, including early sexual activity, as children had more unsupervised time and freedom.

The respondents mentioned that the educational attainment also affected sexual practices among students since students' level of education and awareness about sexual health plays a role and also the family structure since the type of family structure is associated with variations in sexual behavior.

From the interviews, the respondents revealed that parental involvement was a factor among the demographic factors associated with early sexual practice among secondary schools students in Ndorwa west since the level of parental guidance and communication about sexual health topics influenced students' decisions and access to healthcare services since the availability of sexual health services and education affected students' choices.

From the interviews the researcher held with the respondents on the social-economic factors influencing early sexual practice and affects academic performance among secondary schools students in Ndorwa west, it was revealed that one of the respondents mentioned that *“poverty and limited resources was big factor since economic challenges can limit our children access to quality education, including comprehensive sexual education programs and affects their academic performance in secondary schools”* and other respondents mentioned that parental education and occupation was mentioned because parents with limited education can have challenges in providing adequate guidance and information to their children about sexual health and still the nature of parental occupations can impact the time and attention parents can dedicate to their children, potentially influencing their behavior, family structure was mentioned because single-parent households can face additional challenges in terms of supervision and support for adolescents and also extended family support structures can act as protective factors against risky behaviors.

From the study findings on interviews the researcher held with the respondents on the environmental factors contributing to early sexual practice and affect academic performance among secondary school students in Ndorwa west, it was revealed that one of the respondents mentioned that *“urbanization has made our children engage in sexual practices because urban areas lead to better access to sexual health information and services compared to rural areas, influencing students' awareness and choices in sexual practices”*.

The other respondents mentioned community norms and values since the cultural norms and values prevalent in Ndorwa west shape attitudes towards sex, relationships, and acceptable behavior for adolescents, peer influence and social networks was mentioned because the influence of peers within the local community or neighborhood impacted students' decisions regarding sexual activity.

From the interviews the researcher held with the respondents, it was revealed that one of the respondents mentioned that *“media and technology exposure have led to sexual practices among our children in Ndorwa West because with the widespread availability of the internet and digital media, our children easily access explicit content online, including pornography. Exposure to sexually explicit material at a young age which can shape unrealistic perceptions of sex and relationships, leading to curiosity and experimentation among adolescents”*.

From the interviews the respondents mentioned that the school environment plays a significant role in shaping adolescents' behavior and academic performance and the factors such as the quality of sexual education programs, availability of supportive resources for example school counselors, school policies on sexual health and behavior, and the overall school climate can influence students' attitudes towards sex and their ability to focus on academic tasks. This was because schools that provide comprehensive sexual education,

promote positive peer relationships, and offer support services for students contribute to healthier outcomes for adolescents.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter contains the discussion of findings in the order according to the objectives of the study.

5.1 Demographic factors associated with early sexual practice among secondary schools students in Ndorwa west

The study findings on demographic factors associated with early sexual practice among secondary schools students in Ndorwa west, it was revealed that respondents with 25% strongly agreed with the statement that age is a crucial demographic factor linked to early sexual practice, 37% of the respondents agreed with the statement as in line with Ajayi, & Okeke, (2019) who claimed that younger children may be more likely to engage in early sexual behavior if they start secondary school earlier or go through puberty earlier than their peers, 16% were not sure, 12% disagreed and 10% strongly disagreed with the statement that age is a crucial demographic factor linked to early sexual practice. The findings show that the majority of respondents agreed with the assertion that early sexual practice is strongly correlated with age as a demographic component.

The field findings on gender differences play a role in early sexual initiation revealed that 38% of the respondents strongly agreed with the statement, 32% agreed as in line with Gazendam et al, (2019) who stated that early sexual initiation is influenced by gender differences; research indicates that men initiate sexual activity at a younger age than women, and social norms and expectations related to masculinity and male sexuality may be a factor in this discrepancy., 23% were not sure and 7% disagreed. The results conclude that most respondents agreed with the statement that gender differences play a role in early sexual initiation.

The study findings on the statement that socioeconomic factors can influence early sexual initiation among secondary school students revealed that 83% of the respondents strongly agreed, 30% agreed as in line with Valencia et al, (2019) who stated that Students from lower socioeconomic backgrounds may be more vulnerable to additional challenges that raise their chance of having an early sexual experience. These vulnerabilities include things like poverty, parental involvement or supervision lacking, exposure to risky environments, and peer pressure, 18% were not sure, 8% disagreed and 3% strongly disagreed with the statement. The results conclude that socioeconomic factors can influence early sexual initiation among secondary school students.

The field findings on the statement that the family environment and structure can impact the likelihood of early sexual practice, the respondents 38% strongly agreed with the statement, 19% agreed as Assink, et al, (2019) argued that the students' decisions about their sexual conduct might be influenced by a lack of parental direction, a lack of information about sexual health, and the need for emotional support or connection, 26% were not sure and 17% disagreed with the statement. The results conclude that the family environment and structure can impact the likelihood of early sexual practice.

From the study findings, the results on the statement that peer relationships and peer pressure can strongly influence students' sexual behaviors, the results revealed that 29% of the respondents strongly agreed with the statement, 41% agreed as in line with Keyzers, Lee, & Dworkin, (2020) who stated that teenagers frequently look to their friends for approval and validation, which increases their risk of participating in dangerous activities, such as initiating sexual relationships too early and 30% of the respondents were not sure. The results conclude that most respondents agreed with the statement that peer relationships and peer pressure can strongly influence students' sexual behaviors.

The findings from the study on the statement that cultural and religious beliefs and practices can shape attitudes towards sexuality and influence sexual behavior, it was revealed that 41% of the respondents strongly agreed with the statement, 26% agreed as in line with Armstrong et al, (2021) who stated that while some students from more permissive backgrounds may have distinct cultural attitudes towards sexuality, which may have an impact on their chances of early sexual practice, students from conservative cultural or religious backgrounds may encounter stronger norms and expectations surrounding premarital sex, 18% were not sure and 15% disagreed with the statement. The results conclude that cultural and religious beliefs and practices can shape attitudes towards sexuality and influence sexual behavior.

5.2 Social-economic factors influencing early sexual practice and affects academic performance among secondary schools students in Ndorwa west

The researcher investigated the social-economic factors influencing early sexual practice and affects academic performance among secondary schools students in Ndorwa west and the results revealed that the responses were obtained on the statement that students from economically disadvantaged backgrounds may be vulnerable to engage in early sexual activity were 33% strongly agreed with the statement, 26% agreed as Japan Gendre, (2010) stated that the higher incidence of teenage early sexual activity is associated with the family's economic standing, 36% were not sure and 5% disagreed. The results conclude that most of the respondents agreed that students from economically disadvantaged backgrounds may be vulnerable to engage in early sexual activity.

The study findings on the statement of lack of comprehensive sex education programs in schools can contribute to lack of information on sexual health, the responses stated that 16% of the respondents strongly agreed with the statement, 21% agreed as in line with Leung et al, (2019) who stated that students may be more inclined to participate in early sexual activity without realizing the potential implications if they don't receive the right direction and

knowledge, 30% were not sure, 19% disagreed and 14% strongly disagreed with the statement. The results conclude that most of the respondents agreed that lack of comprehensive sex education programs in schools can contribute to lack of information on sexual health.

The findings from the study on the statement that the level of parental involvement and supervision can influence students' engagement in early sex, it was revealed that 41% of the respondents strongly agreed with the statement, 26% agreed as in line with Dini, (2021) who stated that students' involvement in early sexual practice may be impacted by the degree of parental control and involvement, 18% were not sure and 15% disagreed with the statement. The results conclude that the level of parental involvement and supervision can influence students' engagement in early sex.

From the field findings on the statement that students' social environment, particularly their peer group, can influence their sexual behaviors, 23% of the respondents strongly agreed with the statement, 18% agreed as in line with Filade et al, (2019) who stated that some students may participate in early sexual activity in order to fit in or obtain social status due to peer pressure, the need for approval, and compliance to social norms, 35% were not sure, 17% disagreed and 7% strongly disagreed with the statement. The results conclude that most of the respondents agreed that students' social environment, particularly their peer group, can influence their sexual behaviors.

The study findings on the statement that cultural and religious factors play a role in shaping attitudes and values related to sexuality, the respondents that strongly agreed were 24%, those that agreed were 44% as in line with Kogan, & Weibmann, (2020) who stated that communities with strong religious principles or conservative views may forbid candid conversations about sex, which would reduce students' awareness and comprehension of the issue, those that were not sure were 45%, 28% disagreed and 27% strongly disagreed with the

statement. The results conclude that most of the respondents agreed that cultural and religious factors play a role in shaping attitudes and values related to sexuality.

5.3 Environmental factors contributing to early sexual practice and affect academic performance among secondary school students in Ndorwa west

The researcher investigated the environmental factors contributing to early sexual practice and affect academic performance among secondary school students in Ndorwa west and the results revealed that the respondents that strongly agreed on the statement that the influence of peers and the social environment can contribute to early sexual activity were 31% strongly agreed, 38% agreed as in line with Norton, et al, (2019) who stated that peer pressure, the need to fit in or be accepted, and peers who participate in dangerous sexual behaviors or encourage early sexual initiation can all have an impact on students' decisions about what constitutes appropriate sexual conduct, 30% were not sure and 1% disagreed with the statement. The results conclude that most respondents agreed with the statement of the influence of peers and the social environment can contribute to early sexual activity.

The study findings on the statement that the media and online platforms, can expose students to sexual content and behaviors at a young age, it was revealed that 11% strongly agreed, 21% agreed as in line with Zikarge, (2019) who stated that students who have easy access to the internet are exposed to explicit content and may receive erroneous or lacking information on relationships and sexual health, 35% were not sure, 20% disagreed and (25)13% strongly disagreed with the statement. The results conclude that most respondents agreed that the media and online platforms, can expose students to sexual content and behaviors at a young age.

From the study findings on the statement that the cultural and societal norms prevalent in the community can influence students' behavior, the results from the findings, those that strongly agreed were 28%, 36% agreed as in line with Silvestrini, (2020) who stated that communities

with more conservative views might not encourage honest conversations about sex, which would restrict access to appropriate information and thorough sex education, 15% were not sure, 15% disagreed and 6% strongly disagreed with the statement. The results conclude that most of the respondents agreed that the cultural and societal norms prevalent in the community can influence students' behavior.

The study findings on the statement that the family environment plays a crucial role in shaping students' attitudes and behaviors related to sex and relationships, the responses revealed that 38% strongly agreed, 33% agreed as in line with Hammer et al, (2021) who stated that encouraging and transparent dialogue on sexual health within families can provide students with proper knowledge and direction, 10% were not sure, 19% disagreed with the statement. The results conclude that the family environment plays a crucial role in shaping students' attitudes and behaviors related to sex and relationships.

The study finding on the statement that the accessibility and availability of sexual health services, including contraceptives, in the community can impact students' choices and behaviors and the responses revealed that 21% of the respondents strongly agreed with the statement, 35% agreed as in line with Ndayishimiye et al, (2020) who stated that lack of use of contraception and an increased risk of unwanted pregnancies and STDs could arise from restricted access to private, youth-friendly health facilities, 16% were not sure, 28% disagreed with the statement. The results conclude that the accessibility and availability of sexual health services, including contraceptives, in the community can impact students' choices and behaviors.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter contains summary of findings according to the study objectives.

6.1 Summary of findings

6.1.1 Demographic factors associated with early sexual practice among secondary schools students in Ndorwa west

The study findings on demographic factors associated with early sexual practice among secondary schools students in Ndorwa west were; age is a crucial demographic factor linked to early sexual practice, gender differences play a role in early sexual initiation, socioeconomic factors can influence early sexual initiation among secondary school students, the family environment and structure can impact the likelihood of early sexual practice, peer relationships and peer pressure can strongly influence students' sexual behaviors and cultural and religious beliefs and practices can shape attitudes towards sexuality and influence sexual behavior.

6.1.2 Social-economic factors influencing early sexual practice and affects academic performance among secondary schools students in Ndorwa west

The study findings on social-economic factors influencing early sexual practice and affects academic performance among secondary schools students in Ndorwa west were; students from economically disadvantaged backgrounds may be vulnerable to engage in early sexual activity, lack of comprehensive sex education programs in schools can contribute to lack of information on sexual health, the level of parental involvement and supervision can influence students' engagement in early sex, students' social environment, particularly their peer group,

can influence their sexual behaviors and cultural and religious factors play a role in shaping attitudes and values related to sexuality.

6.1.3 Environmental factors contributing to early sexual practice and affect academic performance among secondary school students in Ndorwa west

The study findings on the environmental factors contributing to early sexual practice and affect academic performance among secondary school students in Ndorwa west were; the influence of peers and the social environment can contribute to early sexual activity, the media and online platforms, can expose students to sexual content and behaviors at a young age, the cultural and societal norms prevalent in the community can influence students' behavior, the family environment plays a crucial role in shaping students' attitudes and behaviors related to sex and relationships and the accessibility and availability of sexual health services, including contraceptives, in the community can impact students' choices and behaviors.

6.2 Conclusion

From the study findings, the following conclusions were made:

6.2.1 Demographic factors associated with early sexual practice among secondary schools students in Ndorwa west

The demographic factors associated with early sexual practice among secondary schools students in Ndorwa west were; age, gender, socioeconomic factors, family environment and structure, peer relationships and peer pressure and cultural and religious beliefs and practices.

6.2.2 Social-economic factors influencing early sexual practice and affects academic performance among secondary schools students in Ndorwa west

The social-economic factors influencing early sexual practice and affects academic performance among secondary schools students in Ndorwa west were; students from

economically disadvantaged backgrounds, lack of comprehensive sex education programs, level of parental involvement and supervision of children, students' social environment and cultural and religious factors.

6.2.3 Environmental factors contributing to early sexual practice and affect academic performance among secondary school students in Ndorwa west

The environmental factors contributing to early sexual practice and affect academic performance among secondary school students in Ndorwa west were; the influence of peers and the social environment, the media and online platforms, the cultural and societal norms prevalent in the community, the family environment and the accessibility and availability of sexual health services.

6.3 Recommendations

In respect of the above conclusions, the following recommendations were made:

6.3.1 Demographic factors associated with early sexual practice among secondary schools students

There should be involvement of the local community in discussions and awareness campaigns and this could include workshops, seminars, and meetings to address concerns, share information, and promote a collective effort in tackling early sexual practices.

There should be promotion of parental involvement in the education and guidance of their children regarding sexual health and parental support and open communication can play a crucial role in preventing early sexual initiation.

6.3.2 Social-economic factors influencing early sexual practice and affects academic performance among secondary schools students in Ndorwa west

There should be parent encouragements through workshops on effective communication about ensuring that there is an open and non-judgmental space for discussion with their children.

There should be development of initiatives to alleviate economic challenges faced by families such as scholarship programs and extracurricular activities since economic stability can positively impact students focus on academics and reduce the likelihood of engaging in risky behaviors.

6.3.3 Environmental factors contributing to early sexual practice and affect academic performance among secondary school students in Ndorwa west

School administrators should foster a safe and supportive school environment where students can feel secure expressing themselves and ensuring that students are free from harassment and have conducive atmosphere for learning and personal development.

Schools should provide and create access to safe and well-monitored recreational spaces for students because the availability of such places can contribute to physical and mental well-being potentially reducing students' engagement in risky behaviors.

6.4 Areas of further study

Future research could focus on;

- i. Influence of socio-cultural factors on early sexual practices and psychological development of teens.

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APPENDIX I: QUESTIONNAIRE

I am Agaba Sam, a student of Uganda Christian University offering Degree of Master of Education in Administration and Planning. I am carrying out my research on ‘the effect of early sexual relationship on students’ academic performance in selected government secondary schools in Ndorwa west, Kabale District’. Kindly I request you to provide the necessary information having chosen you to be among other respondents to enable me complete my research successfully. This questionnaire is for academic purposes only and will be kept confidential.

SECTION A: DEMOGRAPHIC DATA OF RESPONDENTS

Your are kindly requested to tick your most appropriate option

1. Gender

- (a).Male
- (b). Female

2. Age

- (a) 13-15
- (b). 15-18
- (c) 18-21
- (d) 21 and above

3. Education level

- (a) O-Level
- (b). A-Level

SECTION B: Demographic factors associated with early sexual practice among secondary schools students in Ndorwa west

4. Please respond to the following statements on the scale provided Tick appropriately using SA- Strongly agree, A- Agree, N- Not sure, D- Disagree and SD- Strongly disagree

	Demographic factors associated with early sexual practice among secondary schools students in Ndorwa west	SA	A	N	D	SD
1	Age is a crucial demographic factor linked to early sexual practice					
2	Gender differences play a role in early sexual initiation					
3	Socioeconomic factors can influence early sexual initiation among secondary school students					
4	The family environment and structure can impact the likelihood of early sexual practice					
5	Peer relationships and peer pressure can strongly influence students' sexual behaviors					
6	Cultural and religious beliefs and practices can shape attitudes towards sexuality and influence sexual behavior					

In your own views, do you think that there are other demographic factors associated with early sexual practice among secondary schools students in Ndorwa west?

a) Yes

b) No

If yes mention them?

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SECTION C: Social-economic factors influencing early sexual practice and affects academic performance among secondary schools students in Ndorwa west

5. Please respond to the following statements on the scale provided Tick appropriately using SA- Strongly agree, A- Agree, N- Not sure, D- Disagree and SD- Strongly disagree the boxes that most closely fit your opinion

(Please respond to the following statements by ticking where applicable to you)

	Social-economic factors influencing early sexual practice and affects academic performance among secondary schools students in Ndorwa west	SA	A	N	D	SD
1	Students from economically disadvantaged backgrounds may be vulnerable to engage in early sexual activity					
2	Lack of comprehensive sex education programs in schools can contribute to lack of information on sexual health					
3	The level of parental involvement and supervision can influence students' engagement in early sex					
4	Students' social environment, particularly their peer group, can influence their sexual behaviors					
5	Cultural and religious factors play a role in shaping attitudes and values related to sexuality					

In your views do you think there are other social-economic factors influencing early sexual practice and affects academic performance among secondary schools students in Ndorwa west? If yes mention them.

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SECTION D: Environmental factors contributing to early sexual practice and affect academic performance among secondary school students in Ndorwa west

5. Please respond to the following statements on the scale provided Tick appropriately using SA- Strongly agree, A- Agree, N- Not sure, D- Disagree and SD- Strongly disagree the boxes that most closely fit your opinion

(Please respond to the following statements by ticking where applicable to you)

	Environmental factors contributing to early sexual practice and affect academic performance among secondary school students in Ndorwa west	SA	A	N	D	SD
1	The influence of peers and the social environment can contribute to early sexual activity					
2	The media and online platforms, can expose students to sexual content and behaviors at a young age					
3	The cultural and societal norms prevalent in the community can influence students' behavior					
4	The family environment plays a crucial role in shaping students' attitudes and behaviors related to sex and relationships					
5	The accessibility and availability of sexual health services, including contraceptives, in the community can impact students' choices and behaviors					

In your views do you think there are other environmental factors contributing to early sexual practice and affect academic performance among secondary school students in Ndorwa west?

If yes mention them.

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Thank you for your cooperation

APPENDIX II: INTERVIEW GUIDE

1. What are the demographic factors associated with early sexual practice among secondary schools students in Ndorwa west?
2. What are the social-economic factors influencing early sexual practice and affects academic performance among secondary schools students in Ndorwa west?
3. What are the environmental factors contributing to early sexual practice and affect academic performance among secondary school students in Ndorwa west?

Appendix III: Sample Size Determination Using Krejcie and Morgan Table.

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note;” N” is population size and “S” is sample size.

Source: Krejcie and Morgan, 1970.