

NAIROBI EVANGELICAL GRADUATE  
SCHOOL OF THEOLOGY

*Factors Influencing Teenagers to Engage in Premarital Sex*

BY  
JUDITH MBITHE MUSYOKI

*A Thesis Submitted to the Graduate School in Partial  
Fulfillment of the Requirements for the Degree of  
Master of Arts in Christian Education*

THE  
HQ  
27  
.M58  
2007

JULY 2007

NAIROBI EVANGELICAL GRADUATE  
SCHOOL OF THEOLOGY


FACTORS INFLUENCING TEENAGERS TO ENGAGE IN PREMARITAL  
SEX

BY  
JUDITH MBITHE MUSYOKI

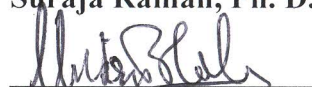
A Thesis submitted to the Graduate School in partial  
fulfillment of the requirements for the degree of  
Master of Arts in Christian Education

Approved:

Supervisor:

  
Suraja Raman, Ph. D.

Second Reader:

  
Victor B. Cole, Ph. D.

External Reader:

  
Mary Getui, Ph. D.

July, 2007

Student's Declaration

**FACTORS INFLUENCING TEENAGERS TO ENGAGE IN PREMARITAL  
SEX**

I declare that this is my original work and has not been  
submitted to any other College or University for academic credit.

The views presented herein are not necessarily those of Nairobi Evangelical  
Graduate School of Theology or the Examiners.

(Signed) \_\_\_\_\_  
Judith Mbithe Musyoki

July, 2007

## ABSTRACT

This study investigated the factors influencing teenagers to engage in premarital sex at AIC Huruma. The data of this study was collected through open-ended questions interview method with fifteen informants. The responses were later recorded and analyzed.

The outcome of this study shows that youth perceived that sex was for the married couples. However, they practiced premarital sex due to some of the factors that influenced them as seen in the study. The study indicates that the major influencing factor in the premarital sex is peer pressure among others. The data analysis in this research was that youth's interest on premarital sex is influenced by peer pressure, lack of sex education, physical body changes, television, and low economic standards whether the youth are Christian or not Christian. Therefore, the theory that emerged from the data is that the youth consciously understood premarital sex depending on the level of interest of the factors that influenced them.

The study revealed that the youth practiced sex at one point in life and so they need a lot of guidance, direction and counseling which ideally is supposed to be determined by the church. There should be a proper policy on youth curriculum.

Recommendations to this study were made to show that the church has a great responsibility on the lives of teenagers. There is need to have intensive teachings and training of the youth on different issues of life. The church, counselors, and teachers should design a holistic curriculum for the youth particularly in the area of their unique needs.

To

My dear and loving husband Stanlas Ndambuki, children, Gilda Musyoki, Claudia Domitila, Lindsay Mwendu, niece Nora Kaveso, all friends and the church for their prayers and continued encouragement

## ACKNOWLEDGEMENTS

Research work is important because of the new ideas that arise from the study. On the other hand research work has a lot of difficulties. My expression of thanks goes straight to God the Almighty for the strength, ability, and power to do this research work. Deeply in my heart, I do express a lot of gratitude for studying at NEGST. NEGST provided scholarship that really made my studies possible. Thanks also to the Wayfarer's family and Africa Inland International, who contributed toward my fees at NEGST. God's faithfulness continued to advance day by day through the prayers of many, encouragements, and sponsorships.

I thank my advisors; Dr. Suraja Raman (First reader) and Dr. Victor Cole (Second reader) for taking their time to correct my thesis, guide me through the process of thesis writing and commitment. Thanks also to Mrs. Ward for accepting to edit the first manuscript. I also acknowledge church members at AIC Huruma for their support and prayers. Special thanks to the youth who contributed to this research by providing information; they were the key informants of this research work. I also extend my gratitude to Hassane Dan Karami for taking his time to format the research work.

Finally, I thank God for my husband Stanlas Ndambuki and children for being patient and for their prayers, love, and all the support that I received from them during my two years of study at NEGST.

## ILLUSTRATIONS

FIGURE.....	PAGE
1. Informants engaged in sex.....	35
2. Summary of the study findings.....	45
3. The factors mostly responsible for youth in premarital sex.....	46
4. Key factors that were used to develop a theory .....	47

## TABLE OF CONTENTS

ABSTRACT.....	iv
ACKNOWLEDGEMENTS .....	vi
ILLUSTRATIONS.....	vii
CHAPTER ONE .....	1
INTRODUCTION .....	1
Statement of the Problem .....	3
Purpose of the Study.....	4
Significance of the Study.....	4
Research Questions.....	5
Definitions of Terms.....	5
Delimitations .....	5
Limitations.....	6
CHAPTER TWO .....	7
LITERATURE REVIEW .....	7
Introduction .....	7
<i>Understanding Sex</i> .....	7
<i>A Definition and Characteristics of a Teenager</i> .....	8
<i>Teenage and Pre-marital Sex</i> .....	10
Necessary Factors Influencing a Teenager to engage in Premarital Sex.....	11
<i>Lack of Sex Education Due to Poor Parental Relationships</i> .....	11
<i>Mass Media</i> .....	13
<i>Internal Pressure</i> .....	15



<i>Music</i> .....	15
<i>Powerful Peer Pressure</i> .....	15
<i>Delayed Marriages</i> .....	16
<i>Initiation</i> .....	17
<i>Break Down of Traditional Systems that Regulated Sexuality</i> .....	17
<i>Low Economic Standards</i> .....	18
<i>Physical Body Changes</i> .....	18
Effects of Premarital Sex.....	19
Methodological Literature Review.....	20
<b>CHAPTER THREE</b> .....	<b>23</b>
<b>RESEARCH DESIGN AND METHODOLOGY</b> .....	<b>23</b>
Introduction .....	23
Entry .....	24
Research Design .....	24
Description of the Population and Sampling.....	25
The Role of Grounded Theory, Literature Review, and the Researcher .....	26
Instrument Design.....	26
Data Collection .....	27
Data Analysis.....	28
Validation, Reliability, and Verification .....	29
<b>CHAPTER FOUR</b> .....	<b>31</b>
<b>FINDINGS AND INTERPRETATION OF DATA</b> .....	<b>31</b>
Purpose .....	31
Data Collection and Analysis .....	31
<i>Open Coding</i> .....	32
<i>Axial Coding</i> .....	32
<i>Selective Coding</i> .....	33

Research Questions.....	33
Approach .....	34
The Study Findings.....	34
<i>Peer Pressure</i> .....	35
<i>Lack of Sex Education from Parents</i> .....	36
<i>Lust</i> .....	36
<i>Curiosity to Know the Results</i> .....	37
<i>Low Economic Standards</i> .....	37
<i>Immodesty in Dress</i> .....	38
<i>Mass Media</i> .....	38
<i>Ignorance</i> .....	39
<i>Separation of Parents</i> .....	40
<i>Lack of Proper Guidance</i> .....	40
<i>Physical Body Changes</i> .....	41
<i>Parents Perception on Peer Pressure and Economy</i> .....	41
Theory Development .....	48
<b>CHAPTER FIVE .....</b>	<b>49</b>
<b>CONCLUSION AND RECOMMENDATION .....</b>	<b>49</b>
Conclusions .....	49
Implications .....	50
<i>Need for Strong Curriculum Design</i> .....	50
<i>Need for Parents to have Greater Involvement in Bringing up their Children</i> .	51
<i>The Necessity of Developing Mentorship</i> .....	51
<i>Need for Intensive Teaching Sessions</i> .....	52
Recommendations for Further Study.....	53

<b>REFERENCE LIST</b> .....	<b>55</b>
<b>APPENDICES</b> .....	<b>60</b>
<b>APPENDIX A: Interview Guide for the Teenagers</b> .....	<b>60</b>
<b>APPENDIX B: Letter of Introduction</b> .....	<b>61</b>
<b>APPENDIX C: Timeline and Budget</b> .....	<b>62</b>
<b>APPENDIX D: Curriculum Vitae</b> .....	<b>63</b>

## **CHAPTER ONE**

### **INTRODUCTION**

The youth population in Africa today presents a great challenge because of its overwhelming rapid increase. Statistics show that more than 60 percent of the population is under the age of 21 (O'Donovan 2006, 199). In the African community and the Church at large, premarital sex among teenagers is prevalent. O' Donovan (2006, 75, 199) says that youth of all ages in the West also wrestle with the prevalence of premarital sexual experiences and that premarital sex is the most deadly reality of modernity in Africa. In addition, premarital sex is practiced among the teenagers whose parents are both Christians and non- Christians.

Statistics from the Department of Obstetrics and Gynecology of the University of Nairobi, Center for the Study of Adolescents (CSA) and the Family Planning Private Sector (FPPS) concur that about 80% of youth between the ages of 15 and 25, are sexually active. Of these, 4% engage in sexual relations before the age of 10; about 55% become pregnant by the age of 20 and 60% of them have multiple sexual partners (Kamaara 2005, 67). Another study conducted by researchers in America in 1980 showed that by the age of 19, 69 percent of unmarried women have engaged in sexual intercourse (Scanzoni 1984, 31-32).

The investigation from the above research provides strong evidence that youth are engaged in premarital sex. This finding has caused a lot of challenges, societal changes, and a dilemma among the burgeoning youth population. Sumrall (1981) says that formal education about sex is being done, but from the above information there is evidence that the youth have not committed

themselves to putting into practice the teaching received. The results of youth promiscuity are; premature school dropout, early marriages, unwanted pregnancies, abortion (which sometimes may lead to death), and prostitution. All of the above outcomes definitely lead to moral decadence in a society. Notably, Churches as well as Christian institutions are addressing the sexual problem among their pressured teenagers and are striving to create an awareness to help them live a good life. They have identified relevant curricula aimed at helping teenagers not to compromise their purity by sexual behavior before marriage. This calls for a teenager's commitment and a sense of purpose in life. Therefore, the importance of the church's role in teaching the youth is immeasurable. In addition, the task is great in the sense that it needs to ensure that the youth are growing spiritually. Consequently, the church must first and foremost pray that teenagers will be able to face the challenges.

Teenagers are a group of people in transition and so they face a lot of challenges in life. Actually this group of young people is at the crossroads and therefore they need a lot of concern in terms of sex education so as to be able to face the future with a lot of confidence. Three terms are used in this study to refer to this group: "adolescence" "youth" and "teenager". A general word for all these is children. In this study, the three terms are used interchangeably to describe this group of people.

The field of research will be the Africa Inland Church, Huruma in Nairobi, Kenya. This is a local church under the umbrella of the Africa Inland Church, Kenya. This Church is situated in Mathare – Huruma slums and was planted in the year 2000 as a fellowship, by Pastor Stanlas Ndambuki, a 2001 graduate of Nairobi Evangelical School of Theology. The Church has Council of Elders mandated to provide leadership and to facilitate all educational ministries in the local Church.

The Church has two neighboring Pentecostal churches that are very close to one another. There is a population density of 200 persons per square kilometre surrounding the Church. The Church has an approximate membership of 200, excluding the Sunday school children. A quarter of these members are youth. These members differ from one another in terms of their varied cultural beliefs, language, profession, and ethnic group.

The Church has several programs that are under the Christian Education Department; youth ministry, women's and men's fellowship, Sunday school, Bible studies, Cadets and Battalion. These programs are very rich and effective in terms of encouraging spiritual growth of the members. In addition, the Church has three Sunday services: an English service, a Swahili service and a Youth service. In these services the Word of God is taught and preached, thus facilitating the transformation of its members.

#### Statement of the Problem

There are many educational programs that have been designed to meet the specific needs of teenagers, one being sex education. These educational programs are offered in secondary schools, primary schools, and the Church. In fact, these programs have proved beyond doubt that they are of great help to the youth. Despite the fact that sex education is provided for teenagers, the youth are still trapped by premarital sex behavior. As a result of this, their behavior changes from being moral to immoral leading them to discouragement and frustration.

One throbbing question that remains unanswered in the life of the youth is the disturbing issue of premarital sex in their age group. Many youth are taking part in this kind of behavior. The outcome is observed when teen girls drop-out of school

due to pregnancy. Abortions are often resorted to and the girls health is frequently jeopardized having contacted STD's (sexually transmitted diseases) including HIV/AIDS. These observations are a clear indication that sex education that is presently offered to teenagers by teachers, parents, and the church is not bearing fruit.

This research is an inquiry into the factors that lead to promiscuity. We shall closely investigate those factors in this study and finally analyze the results as a means of establishing their reliability.

### Purpose of the Study

The purpose of this grounded theory study was to discover factors that influence teenagers to engage in premarital sex. In this study the researcher has chosen youth who are 13-19 years of age. The method of inquiry in this design is qualitative with the inductive model of thinking. This research is based on a grounded theory that discovers and describes a theory from the collected data (Creswell 1994, 94).

In this study, the researcher defines premarital sex as the immoral practice of sex before marriage. Collins (1988, 167) describes and defines adolescence in three overlapping periods. In this research, teenagers were defined as those who are between 13- 19 years.

### Significance of the Study

Teenagers contribute greatly to the church, family, and society. This study focuses on the importance and relevance for the church as well as for teenagers. The study paved the way for the church to counsel teenagers who have engaged in sex before marriage and those who are tempted. The findings and recommendations of this study are helpful in the church's educational ministries, acting as a resource

material for the church leaders. The study will help curriculum designers to develop new teaching methods for teenagers on sex education. In summary, it will act as a body of knowledge for parents, Christian educators, and the church at large.

### Research Questions

To discover these factors the following research questions were addressed in this research.

R.Q. 1. What are the factors that lead youth to the practice of sex before marriage?

R.Q. 2. How do teenagers perceive premarital sex?

In this research, an hypothesis was suspended until the last process of theory formation as a result of the findings.

### Definitions of Terms

In this study, the researcher defines certain words used in the context of the study.

Teenagers- this is a word that is used interchangeably with children, youth and adolescents. Teenager also refers to children who are within the age bracket 13-19 years. They may come from different backgrounds, but have similar characteristics and age set.

AIC-H – Africa Inland Church Huruma. This is a local church situated at Huruma slums in Nairobi. The members of this church belong to different age groups.

### Delimitations

This study was confined to both male and female teenagers of ages 13-19 years as mentioned in the discussions. The study was designed to discover the factors that influence teenagers to engage in this practice.



### Limitations

This study was designed to investigate the factors that influence fifteen teenagers (13-19 years) to engage in the practice of sex. The research was limited to youth of AIC Huruma but could importantly be done on other churches. This study was very sensitive; therefore the respondents could not be as open, as they ought to be. This may limit the accuracy of the data. To minimize this, the researcher attempted to establish trust and ease with the respondents.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### Introduction

The literature is qualitative in nature and was used to help the researcher understand actual factors that are predisposing youth to premarital sex. Literature served as a basis to compare the findings. Information was gathered from the respondents through interviews with individuals in the sample group. The collected information was used for data analysis and interpretation.

There are many issues that are being discussed about teenagers globally today. This researcher looked at sexual involvement in a teenager's life. The focus was on the nature and meaning of sex, the characteristics of teenagers (physical, emotional, psychological) the meaning of pre-marital sex for them, the factors that lead to this practice and the results.

#### ***Understanding Sex***

Using different approaches, scholars have widely written about sex and teenagers. In this study, the researcher was interested in taking the Biblical understanding of the sexual act. Evans (1995, 8-11) says that sex is meant for those who are married, and that it is permanent because each spouse is accountable to the other. As O'Donovan (1992, 299) clearly states, God's plan concerning sex was that, sex is good (Gen.1: 31) and holy (Heb. 13:4). He further says that sex within marriage is secure and has no sin. So premarital sex among teenagers is not God's plan and is

termed as a dangerous game in the sense that it ruins the better fruits of marriage in future.

Biblically, sex originates from God Himself. The Bible says that God is the originator of sex. He actually ordained the first marriage in the Garden of Eden (Gen.2: 18-24). Importantly, sex was founded before the fall of man. Therefore, sex is ordained by God and is purposely designed for married couples (Smith 1982, 101). The kind of marriage referred to here is male and female marriage that is man and woman.

Anderson further comments,

Sexual intercourse between man and woman is presupposed by the command of God by which human existence is within a divine order...the act of marriage that does not constitute marriage, constitutes disobedience and becomes sinful (1985, 91-92).

From the above statement, there is evidence that marriage comes first and sex takes second position. This is God's principle and should not by any means be changed by man. Munroe (1992, 39) says that marriage fulfils God's purposes. Therefore the church has the authority and responsibility to teach about biblical marriage. Further discussion and information on marriage is found in a book entitled: *A biblical approach to marriage and family in Africa* (Gehman 1994, 47-61). The book gives more detailed information on various issues on marriage and family.

### ***A Definition and Characteristics of a Teenager***

Biblically, the terms youth and children are referred to in various passages and state that they are a heritage from the Lord (Townsend 1992, 54). The word "adolescence" means a "period of growth to maturity." It begins at puberty (the beginning of the growth spurt and sexual maturation) and extends to late teens or early twenties (Collins 1988, 166-167). From this definition, it is important to deduce

that critical changes take place in these few years. In this period, the youth tend to leave the old habits of childhood and take on new habits and an interest in the concerns of adulthood. It is called a transition period (Crabb, n.d. 5-6).

Kamaara (2005, 7) also defines the term “youth” as used by other researchers in terms of years. She says that demographers use this term to mean 11-24 years and the World Health Organization defines it as the period between 15-24 years. The Center for Disease Control defines it to be between 13 and 19 years of age and this is congruent with my study group.

Many cultures understand this period differently. Buconyori (1993, 91-95) defines an African youth as one who is not yet married. Teenagers’ characteristics are grouped into four major areas namely: physical, mental, psychological and spiritual, thus they should be treated with a lot of care. Mentally, these young people are cognitively fit because of their quick grasp of concepts and new ideas; hence their quick response and assimilation of global and cultural influences. They are able to grasp abstract ideas; form various hypotheses, and solve problems because their mental faculties are acute (Anthony 2001, 69). Townsend (1992, 22, 80) further says that the idealism of youth is seen in poetry, art and music. They are earnestly looking for something to capture completely. They are also very aggressive and this feature is inevitable (Bibby 1944, 120). On the one hand, teenagers are naturally introspective; they spend many hours thinking about their own things. On the other hand they want to discover the invisible God, his concept and plan in history. The above statement concerns their spiritual aspect. Without doubt, this provides an open avenue where the Church has the opportunity to offer biblical teaching to teenagers regarding sex.

Evidently, teenagers have intense sexual feelings especially the male teenagers. They struggle to discover who they are and how to build relationships

(Collins 1988, 170). In the search for identity teenagers develop a strong interest in ideas, so they need a lot of assistance to help them cope with life since they are faced with a new social system and a new role status (Emenike 2000, 10). Identity is all about the self, wanting to be known, about one's feelings, and receiving the approval of others.

The youth build their experiences by learning from adults. They are also easily influenced by the Western lifestyle portrayed in the media. Western modernity has been perceived as a major factor in influencing the youth. They themselves take on these thought patterns.

### ***Teenage and Pre-marital Sex***

Having discussed the characteristics of teenagers in the above paragraph, this section now becomes easier to discuss. In the modern world teenagers are faced with a great temptation. While some have decided to remain pure, the rest are yielding to temptations. Unfortunately, those who fall into temptation are exposed to pre-marital sexual activity. Scanzoni (1984, 31-32) says that many teenagers between 15 and 19 years of age are engaged in premarital sexual behavior. Britten (2004, 94-97) also affirms that at this stage many teenagers are found in this game because they almost know everything that pertains to the sexual act. This familiarity may be gained through books, parental teachings, schools, and the mass media. Pre-marital sex is not a new experience for this age group.

Collins further comments:

Sex before marriage is not new and neither is it rare, even among Christians. What is new is the increasing approval and acceptance of premarital sex, the widespread involvement of so many people in sex apart from marriage... "everybody's doing it," one person concluded (1988, 395-396).

The statement shows that youth are deviating from the truth of God and are involving themselves in this practice. It also means that sex also belongs to youth as well as married couples. This is an indication that there is a lot of information about sex from different sources that the youth are getting. This information is against the bible principles.

#### Necessary Factors Influencing a Teenager to engage in Premarital Sex

##### *Lack of Sex Education Due to Poor Parental Relationships*

Generally parents are being accused of shying away from their responsibilities for wholesome early childhood education. They should change their attitude and enlighten their children giving them sex education at an early age and at important rites of passage as noted by (Gehman 1994, 11-12). The word “sex” should not be termed as a taboo. Parents are responsible for the welfare of their children; they are their primary educators. Teachers in school are second in terms of education. Britten (2004, 85) comments on what should be taught; the origin of sex, sex before marriage is sin, purity, and to stay away from tempting places. Parents need to educate their young people in all aspects of life including God’s design for the rightful place of sexual intimacy. If children are not taught then their preparation for adulthood is inadequate (Mugambi 1998, 78). The researcher believes that this is a challenge for every parent and should be taken seriously if the youth are to become people with integrity. Britten (2004, 91) further comments that the best place to teach the basic facts about sex are in the home and not at school. Such training should take place before puberty using the Bible as the foundation. After these years, it will be too late for parents to share about sex. So there is a need for parents to be aware of their children’s needs and to teach them enthusiastically and with a lot of confidence

that their children will embrace the teaching of moral purity. Parents should realize that their role as teachers and models is a lifetime commitment. Parents should not use their own employment or any other activity as an excuse to ignore the needs of their youth. McDowell (1987, 62) comments on such parents who have lost touch with their youth and says they give their family less time and that means little love and attention. This may be a critical loss in the life of a young person. It is advisable to seek to maintain a strong parent- youth bond so that their sex education will be effectual.

Christian parents need to be very close to their teenagers, they should impart godly values to the teenagers at a tender age. Narramore (1958) says that, at a young age children ask many questions about sex. They need definite explanations and answers that are straightforward. In addition, parents should make use of the three models discussed by Draper (1982, 33). These are architect (designer), coach (trainer) training through love, teacher (instructor) to help their teenagers. They should apply these three models to teach teenagers about sexual relationships. Narramore (1996, 84) says that parents, who fail to establish strong relationships with their children, also fail to protect them from promiscuity.

If a close parent-child relationship is not available to youth at home, they will seek for an alternative to fill in what is missing. If their emotional needs of love, acceptance, a sense security and freedom to communicate are not within the family they feel left out and rejected (McDowell 1987, 103-105). Campbell comments that teenagers who are alienated from their parents accept the opinions, authority, and values of other people. In conclusion Moore and Resenthal (1993, 62-63) summarize the four ways in which parents may influence their teenagers to engage in premarital sex. Other authors have discussed some of these.

1. The parental attitude toward sex education.
2. The marital and child bearing behavior of parents.
3. The religious environment at home.
4. The educational and work experience of the parents.

Collins (1988, 252-255) has also widely discussed some of the factors that influence youth to engage in premarital sex. They are as follows:

### ***Mass Media***

The mass media is a major source of information and has a powerful influence on sexual behavior. As a result, many changes are taking place in the life of youth. The mass media presents a challenge today more than ever before because it brings forth about a change of values, attitudes, and perceptions of sex among teenagers. The youth of today are faced with scenes that depict ambiguous sex scenes. Such scenes encourage the youth to frequently think about sex.

### **Pornographic materials**

Pornography is a general term used to describe pictures, or the written word in magazine, on cassettes, in romance novels, books, videos, films or other printed materials; the nature of which is to depict sexual behavior, often of an aberrant nature. These materials are easily available to youth. McDowell (1987, 27) says that videos show images of sexual behavior. These are very strong and more explicit than television images. Perhaps they capture the teenager's mind very quickly (Lutzer 1981, 13). They are purposely made to stimulate a person's mind by sexually arousing them. Pornography is one of the biggest moneymaking businesses today (O'Donovan 2006, 92). Foster (1985, 102) says that pornography is a distortion of sexuality.



These materials are very dangerous to youth who are in transition and most vulnerable. They also cause unhealthy and immoral sexuality, thus moral degradation. Collins (1988, 252-260) says, “The sex of pornographic trade is too slick, too wonderful, and too ecstatic.” Young people are also facing challenges by receiving inappropriate education with inadequate knowledge about sexual relationships. The easiest way of getting this education is through pornography that brings a quick escape from intimacy (McGalliard 1998, 9).

#### Television and internet

There is a lot of information about sex on the television and internet. Television is the most powerful tool of mass media, and is rapidly gaining popularity. Television has become the major important informal educator. The findings reveal that many of the informants are enslaved to see all the programs in the Television. They are interested to see more, have new knowledge and accommodate most of the information. Because of this, teenagers are curious to want to try sex. “I must be missing something that I’d like to try... there is a desire to try something new and different” (Schultze 1992, 43). The youth, especially in urban areas are challenged about which program is best for them. They want to be aware of what is going on in the world and to become part of it. In other words they become curious and ask, “What does it look like? Is it really as they say?” If they are not rescued by helping them understand, then they go a head to experiment what they see. Television also shows pictures of people sleeping together, hugging, kissing, and half-naked during the day and at night. These scenes arouse young minds.

### ***Internal Pressure***

As we have seen, there are a lot of societal influences but the real source of the tendency to promiscuity lies in the individual's mind, his or her mental activity that arouses sexual feelings and leads to sexual experience. For other youth, they want to prove themselves and be accepted.

### ***Music***

Rock and country music have strongly attracted youth today. Most of the lyrics are connected with sexual issues. For that matter, teenagers tend to choose music that is appealing and encourages them to think about sex (McDowell et al. 1987, 107). This music corrupts their minds and creates an emotional vulnerability to agree to sexual advances.

### ***Powerful Peer Pressure***

Peer pressure is very strong among teenagers because teenagers tend to trust their friends more than their parents. They desire to imitate their peers in order to be accepted. The interview revealed that male teenager had more partners than female in terms sex. However both of them say, "If everyone is doing it why not me?" They are also attracted to particular fads, and clothing styles. In addition current music like rock and country music have strongly attracted youth today. Most of the lyrics are connected with sexual issues. For that matter, teenagers tend to choose music that is appealing and encourages them to think about sex (McDowell et al. 1987, 107). This music corrupts their minds and gradually creates an emotional vulnerability to succumb to sexual advances.

Youth also develop a very strong interpersonal relationship that no one can break that's, why they listen more to their peers than the parents (Atkinson 1997, 105). In this case, they may end up receiving a lot of distorted information on sexual matters from youth who have no Christian background, thus attracting them to think of sex frequently. Moore and Resenthal (1993, 66-67) explain how this factor operates to influence youth. Youth can obtain information about sex from friends, some of them non- Christians. The information serves as a guide in decision making in the life of a youth.

### ***Delayed Marriages***

This trend has cultural reasons today. Parents may cause a lot of problems when their children want to marry. They ask for large sums of money when their children approach marriage. Dowry is valued in African marriages and it brings economic compensation for the girl. Parents feel that without a dowry, marriage has no meaning. Dowry is a major requirement of customary marriage in Africa (Gehman 1994, 30).

This custom has brought many problems to youth because; in as much as they may wish to marry, the dowry burden has become very heavy. The parents of a young man may fail for economic reasons to meet the huge demand of the girl's parents. For this reason, parents may take the initiative of postponing the marriage plans of their children. Eventually the youth gets discouraged, engages in premarital sex anyway with the girl, since they know that in future they will still marry.

### ***Initiation***

In African traditional society, initiation rites mark the period of transition from childhood to adulthood. This rite of passage is one of the most important rites in African culture. Initiation arouses the male youth to gender consciousness thus escalating the urge for sexual activity (McDowell 1987, 77). During this time the youth are aroused to think about sex. They start to feel that the childhood stage is over and that they need to do what adults are doing. In fact this rite gives the youth recognition as an adult in the society and introduces them to other family duties. In most African communities initiation marked one's full membership in the tribe. In addition, without initiation, one is not eligible for marriage (Gehman 1994, 11 –12).

### ***Break Down of Traditional Systems that Regulated Sexuality***

There are many families from different backgrounds who have migrated from rural to urban areas in search of employment. Their children tend to put aside their African traditional beliefs, values, traditions, and practices. In their understanding they see that “West is best” and they fail to understand that they are embracing foreign ideas. They adopt western core values and traditions of freedom, privacy, and individuality, all of which have brought about a sexual revolution. The sexual revolution says that, to have sex with any person, anytime, anywhere is a right. It espouses the notion that each person has a right to do what he or she likes; one is not accountable to God and the community at large (O' Donovan 2006, 12). This is contrary to the African traditional cultural patterns where people had a sense of community and where core values and systems were very strong and practical.

As a result of embracing western attitudes, youth get mixed up regarding their sense of identity and what is acceptable sexual behavior. This has been proved true in the lifestyle of African youth.

### ***Low Economic Standards***

Economic standards in a slum are pathetic. Youth are exposed to all sorts of experiences. For example, use of illegal drugs, early or forced marriages, prostitution, and unemployment. Prostitution and unemployment prompts youth to practice premarital sex. Low economic standards have brought many problems to youth because; in as much as they may wish not to practice premarital sex the economy has become a burden. Due to economic reasons, the parents are not able to pay rent or meet the huge demand of youth. The youth become exposed to poverty that leads to premarital sex. Eventually the youth gets discouraged, engages in premarital sex with other teenagers. Since they know that in future they will still marry. They may even decide to co-habit as a result. (O' Donovan 2006, 12) calls this the sexual revolution says that, to have sex with any person, anytime, anywhere is a right. Sexual revolution espouses the notion that each person has a right to do what he or she likes.

### ***Physical Body Changes***

Teenagers experience many changes during puberty. Puberty refers to the point at which an individual becomes sexually mature and is hence able to reproduce (Ingule, Rono, and Ndambuki 1996, 83). Some changes are observable while other are not and affect all the parts of the body. Ingule, Rono, and Ndambuki (1996, 83-96) discuss five areas of their development as follows:

Physical development is observed in the reproductive parts. For females it starts to mature in the ovaries, the fallopian tube, the uterus, and the vagina. For males

these include the testes, the penis, the scrotum, the seminal vesicles and the prostate gland. Intellectually, youth have a formal operational thinking. They have the ability to reason abstractly and systematically. They are careful to pay attention and remember very well the events. Youth change frequently in their emotional manifestation. Their emotions become more complex depending on the experiences. They also develop the capacity of feeling about others. Sometimes they feel left alone to work out their issues of life. Youth tend to socialize more with outsiders than family members. Parents and teachers become old-fashioned and unreasonable thus making interpersonal relationship difficult. Moral changes of the youth are measured according to the convectional level. At this level they start to know the right or moral behavior. They know how to arrive at a moral principle when faced with problems of injustice.

From the above discussion, socialization changes are key and most challengeable to youth. The research findings revealed that there is a strong sexual desire among the teenagers themselves because most of them are attracted to their peer especially the opposite sex.

#### Effects of Premarital Sex

The effects of premarital sex on youth are overwhelming. Many youth have died due to unwanted pregnancies. McDowell (1987, 80) confirms abortion as real crisis among the girls. This clearly indicates premarital sex is not new among the youth. This is unhealthy, fatal, and expensive performance.

HIV/AIDS pandemic effects the youth. HIV/AIDS is a sexually transmitted disease and is not curable. Dortzbach (1998, 5) says that AIDS traps most youth especially male teenagers since they engage themselves with many partners.

Currently, there are many school dropouts due to premarital sex. Most of these youth are female teenagers who become pregnant. These school dropouts are prone to all sort immoral behavior for example prostitution. Consequently, too much idleness is experienced thus strong social and sexual relationships (Mugambi 1998, 78). This kind of lifestyle is hazardous to youth.

Sex before marriage brings additional problems after marriage. Female teenagers are forced to get married very early thus become unable to withstand problems in the family. Other female teenagers become single parents when they are not ready, so they give parents another burden. In case of future marriage, the male and female teenager may loose trust and sexual interest thus weakening the relationship due to guilt and low self-esteem.

Premarital sex also called '*sins of youth*' may lead to infertility (Britten and Carol 2004, 119). Infertility may be due to the use strong drugs and abortion. Premarital sex affects teenager's spiritual relationship. Youth become weak in the sense that they end do not grow into spiritual maturity. Premarital sex separates many teenagers from God and friends.

#### Methodological Literature Review

A number of factors have been discussed in this study. These factors cause many problems in the life of teenagers. In carrying out the field study the respondents were expressed their own experiences relating to these factors.

Descriptive research is divided into two broad types: quantitative and qualitative research. This research was based on the descriptive qualitative design that dwells on two disciplines: evidence and theory. The reason for this design was its nature in terms of setting and the detailed information from the informants'

perspective (Creswell 1998, 17). There are three kinds of interviews: the exploratory interview and the in-depth interview (listening with the third ear) or the free-style interview (Oppenheim 1996, 65). This study employed in depth interview that was carried out by the interviewer. Grounded theory approach that is inductive in nature and one of the five research traditions, was used carry out this study. In a grounded theory, there is a high expectation of systematically developing a theory from the data that is analyzed (Strauss and Corbin 1998, 12).

The methods of collecting data in qualitative research include: by observation, by individual interviews, and by reviewing documents and visual images. The study was designed to carry out interviews that are unstructured or open-ended. These types of questions allowed freedom of response. The individual was allowed to respond in his/her own words thus creating the possibility of a broader information base. Probing was used get more information (Mugenda and Mugenda 1999, 86).

The interviewer had a guide, which directed the questions asked to the respondents. The informants hopefully, answered the questions asked by the interviewer (Weiss 1994, 74). All the information was treated with confidence by the interviewer. The interview consisted of six major questions as shown in the appendices. This method of formulating six questions is based on the qualitative method, which is inductive in nature (Wallen 2000, 512).

In order to have a successful interview, and to create a positive rapport between interviewer and interviewee, there was a strong relationship built before the day of conducting the interview. The researcher spent the whole section discussing the topic and its importance to the church. Regular attendance at the youth service also helped to build rapport and trust, hence enhancing the process to get accurate



information. In summary interview questions are the major measuring tool of this research.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### Introduction

This chapter dealt with procedures and methods that suited this study. The procedures were systematic with demonstrable facts that attempt to give a solution as to what influences the youth to practice premarital sex. Therefore, the study has a qualitative design, which is natural and inductive in nature. The design was based on the qualitative tradition known as Grounded theory that is inductive in nature. This design was used to collect raw data. Qualitative design dwells on two disciplines: evidence and theory. The reason for this design was its nature in terms of setting and the detailed information from the informant's perspective (Creswell 1998, 17).

There are three kinds of interviews that are normally used: the exploratory interview and the in-depth interview (listening with the third ear) or the free-style interview (Oppenheim 1996, 65). This study employed in-depth interview that had unstructured or open-ended questions. This created the possibility of a broader information base. Probing was also used to get more information (Mugenda and Mugenda 1999, 86). The procedures were highly done systematically thus aiming at developing a theory from the data that is analyzed (Strauss and Corbin 1998, 12).

The interviewer had a guide, which directed the questions asked to the respondents. The informants answered the questions asked by the interviewer (Weiss 1994, 74). All the information was treated with confidence by the interviewer. The interview consisted of six major questions as seen in the appendices. This method of formulating six questions was based on the

qualitative method, which is inductive in nature (Wallen 2000, 512). In order to have a successful interview, and to create a positive rapport between interviewer and interviewee, there was a strong relationship built before the day of conducting the interview. The researcher spent the whole section discussing the topic and its importance to the church. Regular attendance at the youth service also helped to build rapport and trust, hence enhancing the process to get accurate information. In summary interview questions are the major measuring tool of this research.

### Entry

A letter of introduction was given to the researcher from NEGST Deputy Vice Chancellor Academic Affairs (Appendix B) to carry out the research. This letter was purposely to gain access to the targeted population and carry out the field study. The researcher got the opportunity to meet the Pastor in charge of the youth and the youth sponsor to conduct this study. Once a relationship of trust between the youth and the researcher was established, the researcher took a step further by giving a formal presentation of the study's purpose to the entire youth group. After this the topic was explained to the youth to help them understand the need for the study.

### Research Design

The researcher applied the questions that were unstructured open - ended as seen in the interview guide appendix A. The researcher collected concrete information from the informants by using the six questions. This was of much help because details and in-depth explanation was given. There was a greater involvement of the respondents' experiences that were elicited from the interviews.

The design in this study made it possible to get accurate information. This was gathered from the respondents through face-to-face interviews that were unstructured open-ended questions. There were six interview questions for the respondents to answer in preparation for the final data collection. After collecting the information the data was analyzed and the findings interpreted. Finally, conclusion and recommendations concerning this research were made.

The approach of this qualitative study was to generate a theory that is related to the problem statement. In the qualitative perspective design, the term theory is used frequently in grounded approach as an outcome for the study (Creswell 1994, 93). This methodology suited this study because the study was done first and a theory emerged.

#### Description of the Population and Sampling

This study took place at African Inland Church Huruma in Nairobi City. The Church currently has an average membership of two hundred, out of whom 50 are youth. The youth have their service that takes place immediately after the main service. Even though most of them attend the main service, not all attend the youth service regularly.

This is a grounded theory approach whereby the researcher is to interview only 15 youth that are regular attendants in the youth service by using non-probability sampling method that is purposive. In grounded theory, it means participants who have the ability to contribute to the study. For the interviews, the researcher needs only 15 out of 30 youths who can come up with abstract ideas about this study. The researcher chose youth who were in the secondary level and those who have just

finished Form Four. These teenagers have a high degree of thinking capacity and have the required information that is needed for this research.

Mugenda and Mugenda (1999, 50) says that the purposive sampling technique uses special cases to obtain the required information; in case of the study, this means secondary school students, Form Four leavers and those who had just started their college education. Their role was to provide full information for the final data analysis.

### The Role of Grounded Theory, Literature Review, and the Researcher

The importance of literature in this study was to aid in comparing the methodology that was used in this research (Strauss and Corbin 1998, 56). Literature review was used in the process of integration. The study is based on grounded theory whereby a theory emerges from the study first. Data was to be obtained through face-to-face interviews using the interview guide; by talking to the informants. The researcher in this study was the key instrument. The researcher investigated the informants in their natural setting, collected and analyzed the data.

### Instrument Design

The instrument to gather data was an interview guide. There was face-to-face encounter between the researcher and the respondents (See appendix A). The interview questions were directed to the respondents by the interviewer. Prior to this, a meeting was held with the interviewees. The reason for this meeting was to inform them about the purpose of the study, so that the process of participation will become a worthwhile venture for them.

The respondents had a lot of freedom to answer the questions using their own words and to express their own opinions and experiences. The questions were based upon both the research questions and literature review. They were developed by the interviewer and were to be used as a guide for the informants' responses.

The results obtained from this study presented responses to the two major research questions. Finally, the researcher edited the questions where possible so that the instrument became clearer and easier for respondents. The interview questions were pilot-tested among other fifteen teenagers in one of the neighboring AIC churches. This is because it is situated in a slum area and had the same characteristics as that of AIC Huruma. The results were similar to the ones of AIC Huruma. Pilot testing helped in knowing if there are any problems with the interview guide and if the researcher can refine the tool.

#### Data Collection

Data analysis comes from different sources such as interviews, observations, letters, books and photos (Starcher 2003, 65). Based on this study, the researcher collected data from concentrated open-ended interview questions of 15 youth who were chosen based on purposeful sampling. These interviews were not complicated but simply done in a natural setting with every individual. This reduced tension from the informants thus giving them freedom to express themselves. The researcher of the study was the main interviewer while the respondents were the interviewees. The interviewer received the information from the informants and recorded all the information in a notebook for data analysis. The climax of the whole process was a theory to evolve. Therefore the researcher had good reasons to base the study on qualitative methodology in grounded theory.

## Data Analysis

Data analysis takes place after data collection and is an important area of research. The analysis is about how themes of data that are related (Mugenda and Mugenda 1999, 203). Starcher (2003, 66-68) has explained six sequential analytical steps that should be considered before a theory emerges.

1. Open coding- breaking down and categorizing data
2. Axial coding- analysis of categories one by one
3. Selective coding- putting categories together to form one category
4. Memo writing- recording of thoughts, interpretations, questions, analysis
5. Integration of data
6. The findings of this study that came from the informant's thoughts were very important for the emerging of a theory.

As discussed above, the researcher employed the first three steps and a conditional matrix. The outcome of this study was a theory to emerge inductively and was generated from the collected data. The researcher wrote the information in a notebook that was used for further reference.

According to (Creswell 1994, 156), the data analysis steps for grounded theory that were applied in this study were:

1. Open coding
2. Axial coding
3. Selective coding
4. The generation of a conditional matrix

Strauss and Corbin (1998, 110-121) say that the above three steps have different functions in regard to the analytical process:

Open coding was the first area of data collection that involved sorting out of themes, clusters, and categories (ibid., 134). Open coding looks for categories, defines, and examines. In this stage analyzing is either line by line, sentence, or paragraph. These were thoroughly analyzed to discover different categories. The advantage of open coding is that it reduces the large amount of information of the data thus forms themes.

Axial coding was a very sensitive process in that it dealt with relating the categories and dealing with each separately.

Selective coding was the last stage of data analysis and was key to this study. This process dealt with the issues of integration that resulted in a theory. Integration in this stage calls for a deeper understanding of concepts hence concrete information. In other words, this step involves a combination of all categories; hence it comes up with one major category. A category means events, happenings, and instances (Creswell 1998, 56). In this study, all the categories were checked in terms of their centrality. Diagrams were used in this study to explain and simplify further the major categories.

This study concentrated on the above to collect and analyze data at Huruma AIC. A diagram was drawn to show clearly the data analysis. The process of interpretation that was used followed all of the above important steps. Finally, the researcher integrated the data thus resulting in theory. The theory was as a result of the three steps that were involved in combining all the categories. The theory was not a theory until there was review of all the steps of data analysis.

### Validation, Reliability, and Verification

The validation of this research depended on the data collection and the instrument. Without the combination of these two areas, research findings would be



incomplete. In this study, the researcher collected data by employing different data sources as well as sharing the results with interviewees. Creswell calls these two methods triangulation and member check (2003, 196). Secondly, the researcher relied very much on the interviewees' responses that were elicited by the research questions; from this a theory emerged. In this case the respondents' information helped in the development of a theory. Concerning verification, the researcher used the interview guide questions (Appendix A). These questions brought a lot of interaction between the researcher and the informants (Starcher 2003, 57-69).

The research methodology that was employed in this study was valid in terms of providing data in chapter four. As a result of this method a theory was expected to evolve. The researcher was to depend on the informants to give a quality analysis. A number of processes were explained in this chapter so as to collect data; open coding, axial coding, and selective coding. These enabled the researcher to analyze the data. The data was then to be interpreted and contributions were made in regard to the factors that influence the youth to engage in premarital sex.

## **CHAPTER FOUR**

### **FINDINGS AND INTERPRETATION OF DATA**

This study investigated the factors that influenced youth to engage in premarital sex at AIC Huruma. Fifteen youth were interviewed face to face; nine males and six females between 13-19 years. The researcher had categories of information from the teenagers themselves. The researcher interviewed them on different occasions and each interview took one hour. The information pointed to the purpose of the study. This was done to find the answer to the research question in chapter one. “What are the factors that lead youth to the practice of sex before marriage?”

#### **Purpose**

The purpose of this study was to investigate factors that influence teenagers to engage in premarital sex. To discover the factors, two research questions were addressed and used in the interview questions guide to collect data that was further analyzed and interpreted.

#### **Data Collection and Analysis**

There were six questions that were used to ask fifteen informants, who gave their own opinions in regard to premarital sex. The three main coding processes were described as systematic as follows (Creswell 1998, 150-151).

### ***Open Coding***

Here the researcher through active listening collected field notes. There was a thorough note taking of the information from the informants. This was done to reduce the database to a small set of themes from different categories. The information is the themes and concepts that were given as a result of the findings. These involved different initial categories of information. A category represents a unit of information composed of events, happenings and instances. The information from the participants was then studied by the interviewer and segmented (Creswell 1998, 56-57). Gillham (2000, 59, 89) further says that categories are simply headings and that they are formed in the human brain.

To understand open coding Strauss and Corbin (1998, 102) say that open coding involves breaking down of data into parts, examining, comparing then looking for similarities and differences.

Open coding was the preliminary section in terms of collecting data. In this study, the researcher applied sentence and paragraph coding of all the themes and concepts concerning the factors that was given by the informants that influence the youth to engage in premarital sex. In this case the whole sentence was analyzed because the researcher had many categories.

### ***Axial Coding***

After opening the researcher arranged the data for the purpose of identifying the central category. In this section, categories are related to their subcategories by forming a more precise and complete explanation about the phenomena (Strauss and Corbin 1998, 124). The section was accomplished by answering the two research questions that were applied in order to understand the study. The researcher selected

five major themes out of the many categories as seen in step one. The third step explains more of the data analysis and how the findings are refined into a theory.

### *Selective Coding*

In this third process, the researcher integrated and refined the information. The last result is the evolvment of theory. The section calls for the researcher to integrate the interrelationship of categories. These categories are the major themes and concepts that were key in the axial coding. The combinations of all these steps were analyzed and a theory emerged thus answering the first research question. After all these processes the researcher created a diagram that created an easy way to understand the data. The function of the diagram was for the researcher to visualize the range of conditions and consequences in relation to the central phenomenon.

### Research Questions

The youth showed a strong interest by attempting to answer all the questions within the given time.

R.Q. 1 What are the factors that lead youth to the practice of sex before marriage?

R.Q.2 How do teenagers perceive premarital sex?

The interview question guide for the respondents consists of six questions. The major questions were 4, 1, and 5 in the interview guide. The leading question was “What are the factors that influence youth to engage in premarital sex among the youth?” This question was critical since it needed direct answers from the respondents who actually experienced premarital sex.

## Approach

In this study, fifteen participants were used to come up with a theory. These participants have a high thinking capacity as far as the proposed topic is concerned. Even though they are from different family backgrounds, they are not excluded from the factors that influence youth to engage in premarital sex. The respondents of this study are of the same level of education and this made the work easy in terms of collecting the data and analyzing it. The researcher interviewed fifteen respondents using the interview question guide that has six questions (Appendix A). This took place at different times and places. For confidential reasons, the researcher did not use the real names of the respondents in the collection of the data in this study.

## The Study Findings

The data revealed that in terms of their spiritual profile, all of them have accepted Christ as Lord and Savior. This took place in different ages in their life. Therefore all these participants are classified as Christians. In defining premarital sex, all of them had a common answer. Here are a few examples from some of the respondents on how they perceived premarital sex

### **R.Q. 2 How do Teenagers Perceive Premarital Sex?**

Teenagers first defined the meaning of premarital sex. The response from all the fifteen informants was very clear as to how they perceived premarital sex that was evident among the youth. They further said that sex is within marriage (a man and a woman). There were three major responses on the definition of premarital sex.

Teenager 1 said it refers to planning sex before marriage, boys and girls engaging in premarital sex mostly in secondary school.

Teenager 2 said that premarital sex is engaging oneself into practicing or doing intercourse when you are not married.

Teenager 3 said premarital sex is engaging in sexual acts before marriage

The above understanding is a clear indication that teenagers know what premarital sex is. In this study, all the respondents have encountered sex at different ages for example 17, 18, 19, 16, and 15 except one girl. During the interview, some said that they engaged in this behavior after receiving Christ as observed below:

Fifteen respondents	Male	Female	Total
Engaged in sex	9	5	14
Not engaged in sex	None	1	1

Fig. 1. Informants engaged in sex

In addition to this; one said that he did not plan for it while the rest of the interviewees said that they were involved in sex deliberately. The most critical question was about the factors that influenced the youth to engage in this behavior. This data shows that 12 themes emerged from the respondents in regard to the first research question.

### ***Peer Pressure***

This seems to be a major factor as most of the youth mentioned it when interviewed. The factor revealed that male teenagers had more partners than the female teenagers. They said that they were attracted to their peers so they were forced to follow everything that they said. The greatest interest that they have is that they are very much attached to one another. For example; in current grooming fads, in the use of new words, language, and clothing styles. If a teenager decides to do his/her own thing in isolation, the group does not approve of it. Interestingly, they listen more to their peers than to their parents. They accept everything that is said by the group since they fear being rejected by peers if they refuse to engage in sex. The interview

revealed that fourteen youth were taught by their peers that sex is good for them, so they found themselves engaging in it. On the other hand, some are in a peer group with non-Christians influencing them. It seems to the researcher that this situation is the major factor that impacts their behavior.

### ***Lack of Sex Education from Parents***

Sex education is an important subject to youth. Parents are supposed to provide sex education to youth but they have neglected their role. One respondent said that her mother feared to mention even the word sex; “sex” was a taboo. So she grew up lacking sex education from her parents therefore engaging in sexual acts. Another respondent said that his parents who are devoted Christians were busy pursuing their own plans therefore had no time to teach him. Truly speaking, parents, teachers and preachers have a task to educate youth on real issues about sex. Another teenager said that he missed this kind of education at a very tender age 9-11. By the age of 16 he had several sexual interactions with other teenagers, in spite of differences in faith. This was a very strong factor that made many youth to engage in premarital sex.

### ***Lust***

Lust was expressed by some youth as the reason that they engage in sexual behavior. This was due to a strong sexual desire. One teenager narrated his story:

I went upcountry during one of the holidays. I saw a female teenager going to draw water in a nearby well and followed her. When I arrived, I started the conversation about sex. The girl was interested with the topic thus I was moved to have sex with the girl.

### ***Curiosity to Know the Results***

Curiosity was a factor that four youth admitted to. They just wanted to know what sex is in practice since they had heard about it with the other youth many times. They had a strong desire to try out sex and find out the consequence. One respondent answered that he wanted to practice sex in order to know all that it entails. One teenager said that she had read about sex and she was deeply interested to know sex in practice. Therefore, curiosity was the impetus and drive that led to sexual practice. The interviewer asked the youth if she was saved by then and how she felt after the action. She responded that she felt like repeating the action because it was good. The respondent also said that she realized why married people enjoy sex freely. The interviewer understood that this behavior was common to the interviewee's behavior.

### ***Low Economic Standards***

Youth are a group of people who are suffering in this nation and yet many have good education. In Huruma poverty knocks at the door of every youth. Most of the youth in this slum area are exposed to drug abuse especially those who see the church as a second option. Life here is miserable because there is no employment. Families live amid broken sewerage pipes, and lack of good housing facilities. In fact most of the youth stay in one rented single room with their dear parents and some relatives. A teenager said:

My family lives in a slum area and my father is the only breadwinner. On the one hand he manages to bring food and pay for the rent Ksh.500. While on the other hand, he struggles to buy clothing for the family. We are living in the so-called single self-contained room. Our family has less than enough to keep us going. I got a friend who promised to help me out of some of my problems. The relationship became stronger thus led to sex.



The interviewer asked the youth what prompted her to practice sex before marriage. She said that the standard of living was lower than what was expected so poverty became extreme. She had to look for money by befriending people who had money. The interviewer understood poverty to be a major factor causing a crisis in many families. Poverty is a great temptation in a teenager's life because it can lead them into prostitution. As a result of prostitution, youth may be infected with HIV/AIDS. This is clearly evident in the current AIDS pandemic in the country.

### *Immodesty in Dress*

Many youth are enslaved to the latest fashion. Parents often give their young people too much freedom in terms of dressing. Their dressing is questionable even in front of parents, teachers, and pastors. Teenagers argued that some of the clothing that some girls wore was not modest. He continued to say that he was attracted to sex because a certain girl wore a miniskirt that was transparent and so he could see her nakedness. When asked by the interviewer to clarify his statement, he said that some girls wore clothing that he found too suggestive, so as to attract the boys knowing that we have strong sexual desires. He further said that some kind of dressing arouses their sexual drive. He said that some of the styles include miniskirts, tops that almost reach the breast and long open slits that show nakedness of some parts of the body. He said that this tendency was even worse with the so-called Christians than Muslims. This has been a problem to youth.

### *Mass Media*

Television was also key theme in this study since it is said to provide all information of all areas of life. All kind of information is found in this type of media

no matter the faith. The main agenda of the media is to ensure that information reaches all its viewers as far as possible. Teenagers are target of all the channels in the television, since they are interested to have new knowledge and seeing more. When I interviewed some of them I realized that most of them had put their focus on all programs. The challenge is that most teenagers feed their eyes on things that they have never come across. Television as a channel of information attracted almost all the respondents. One respondent said;

I got to understand sex after watching some nude people of the opposite sex sleeping together in a certain movie. I saw all kinds of scenes that kept on bringing the sexual arousal. As time went by, I accommodated these types of pictures hence moved me to sexual behavior for example naked people sleeping. My parents gave me freedom to watch every scene. They did not tell me which was good and which was bad when we were still young. This really affected me as I grew up.

In relation to the above interview, television seemed to encourage youth to engage in premarital sex. They confessed that they got involved in this behavior because of sexual scenes that were aired on television. That's why the broadcast people give a warning that some of the programs are not to be watched by people less than 18 years. Watching television is not a sin since it gives information about the current issues that are important for the society. However, there is need for the parents to prioritize which programs are necessary for their children.

### ***Ignorance***

This is a critical factor because many respondents said that they were involved in sexual promiscuity due to ignorance. The little or lack of knowledge led one of the respondents to engage into premarital sex.

This was true from one of the respondent's expression:

I lacked biblical knowledge about sex. In secondary school, the teachers taught us about reproductive system in biology, which is different from sex. I came to hear about sex when I was nineteen and had already engaged in sex. Sex before

the age of nineteen was not clear to me. In the church there were no group discussions about sex education. Unlike other interesting topics, sex was hardly preached.

As a researcher understood that church leadership assumed that teenagers knew a lot about premarital sex issues. This moved them to sparingly address the biblical teaching relating to sexuality.

### ***Separation of Parents***

One of the teenagers shared that his parents separated when he was 16 years.

This really destabilized his life as a teenager. Responding to the practice of premarital sex he said:

My parents played a great role in my life. They kept following me in and out of school in order to keep me awake. When they separated because of family problems, I was left with my father. He was too busy even to discuss with me sexual matters. Because of boredom, I happened to start a relationship that led me to the practice of sex.

Commenting on the same, another respondent said that her mother and father separated ten years ago. In between the years, her mother befriended a teenager and told her to call him Dad. She found it was impossible and so she ran away to stay with her aunt. Surprisingly, she got new friends who taught her that sex is good even before marriage.

When couples break their marriage bond due to family problems, teenagers misuse the available freedom to do their own work.

### ***Lack of Proper Guidance***

The interview also revealed from one respondent that he was engaged in premarital sex because of lack of proper guidance from parents, teachers, counselors, and church leaders. He did not know what sex is or what sex is not until he befriended

a teenager, who taught him that sex before marriage was permitted, was normal and was not a sin. This has created a lot of misunderstanding among the youth. This is a clear indication that youth need guidance otherwise the next generation is ruined.

### ***Physical Body Changes***

Many physical changes take place at adolescent stage, which acts upon all systems of the body. Some of the youth may not realize what is happening. This calls for the attention of their parents, teachers, guardians and counselors to teach and prepare teenagers to be positive concerning the changes. One of the respondents said:

I realized my body was changing rapidly in terms of size and weight. This was characterized by teenage stage. Something was pushing me to be more attracted to the opposite sex. In my heart, I did not understand why. Our relationship became so serious until one day both of us agreed to try and play sex.

The above is evidence that the respondent had strong sexual desires but he lacked some good advice from reliable sources. Without this preparation for adolescent changes, he lost control and had no basis for good living. Since teenage is a vulnerable period in their lives, they need support and care for better transition into adulthood.

### ***Parents Perception on Peer Pressure and Economy***

The researcher also took the initiative to interview some of the parents of some of the teenagers. Concerning peer pressure one parent said:

It is true that our youth are engaged in this practice. Peer pressure has really engaged many youth hence making the gap between their parents become wider. This is a real dilemma for me as a parent.

Another parent commented on economic part:

Currently there is an economic problem in the country. The issues of land, unemployment, availability of good health facilities, and the HIV/AIDS pandemic among others have really shaken the lives of many people. I am struggling to meet the basic needs of my family. I am financially overwrought but still I have to look for a cheaper house to rent for my three teenagers since I cannot stay with them in my single room.

The researcher asked the interviewee, Are you not aware of the dangers of renting a house for these teenagers? He replied yes, but there is no way I can avoid this. The above interview is an indication to the researcher that the economic factor is a real problem among the parents, youth, church, and the nation at large. This factor influenced many youth especially those living in slums.

In summary, teenagers have different factors that influence them to engage in sex before marriage. The answers that respondents gave are relevant to the study of the mentioned phenomena. All the factors that have been featured in this study bring about the notion to the researcher that premarital sex is commonly practiced among teenagers. However, the basic foundation for teaching about sex is based on the Bible. Therefore parents, counselors, teachers, and church leadership have a task to accomplish. Premarital sex among the youth should be addressed with a lot of enthusiasm.

In this study, question five had a common answer among many teenagers. They said that they have been taught or heard about sex from parents, school, and church sparingly. That is why in the findings the researcher said that premarital sex was due to lack of intensive sex education. This means that sex was not inclusive in their curriculum. However, they perceived that sex before marriage is sin, not holy, and is outside the will of God. In addition, sex is only allowed within the marriage circle. Nevertheless, they confessed that there were certain factors that influenced them to practice premarital sex.

According to the respondents, premarital sexual practice is overwhelming because of the several effects that have brought problems both to the church and society at large. Youth bring about unwanted children who are without fathers in the society and also early marriages before the intended time. The poor children are later left with their grandmothers who are unable to take care of them very well. For this reason, teenagers lose respect from the church and family because they have messed up before their legal time to marry. Male teenagers fight back when this situation occurs. They try as much as possible to avoid being called a father. Single parent families battle with poverty, as the children have been unplanned for, yet they have needs that must be met. As a result, the poverty spiral deepens. Premarital sex encourages poverty within the family especially with people who are living in a slum area like Huruma.

Another critical issue is that of school dropout, where many teenagers carry a reputation that reads “shame.” School dropouts become a new class of people in the society that tends to become idle hence they indulge in different crimes within the society. This sexual practice can bring very harmful results to youth because it may lead to death. A teenager may contract sexually transmitted diseases including HIV/AIDS that can be very expensive to treat or may have no treatment. Premarital sexual activity is not only harmful to the body but it is also a separation from God. A Christian’s relationship with God tends to become weaker when sin is allowed to enter the door of the heart. The effect further becomes a barrier since the relationship between God and his people is broken and finally extended among friends and other teenagers.

Teenagers experience a lot of stress, discouragement and frustrations in life. During this time teenagers often lose focus and vision. They tend to have many

responsibilities in their lives, for instance, taking care of a young baby, looking for employment, and trying to adjust to life as a new young mother or father. These teenagers are not able or ready to adjust when faced with these difficulties. As a result they become discouraged and frustrated in their lives. Others face pressure from parents to go back to school.

Abortion is another serious consequence of premarital sexual relations. After realizing that they are pregnant most girls wish to do away with the unborn child. They try as quickly as possible to find someone to perform the action. Some of them take expensive drugs, which adversely affect them for the rest of their lives. Some substances result in infertility and other abortion techniques risk the life of the pregnant girl.

Sexual promiscuity in teenagers leads to the practice of prostitution and drug abuse. In the interview, many interviewees said that prostitution is a reality among teenagers even though the nation has banned this practice. This practice has led youth to spend more than they earn. Their desires and perceived needs are so many that the only thing they can do is to practice prostitution and receive money in order to meet their needs.

In summary the above effects are as a result of premarital sex practice among youth. These results show that youth perceive the meaning of premarital sex as that which is outside wedlock.

The researcher's observation shows that premarital sexual practice among teenagers is based on the factors that were given by the interviewees. The researcher employed the use of diagrams to integrate the concepts. Diagrams were helpful for collecting data for the study.

Strauss and Corbin comment:

Diagrams can be valuable tools to integration. Diagramming is helpful because it enables the analyst to gain distance from the data forcing him or her to work with concepts rather than with details of data. (Strauss and Corbin (1998, 153)

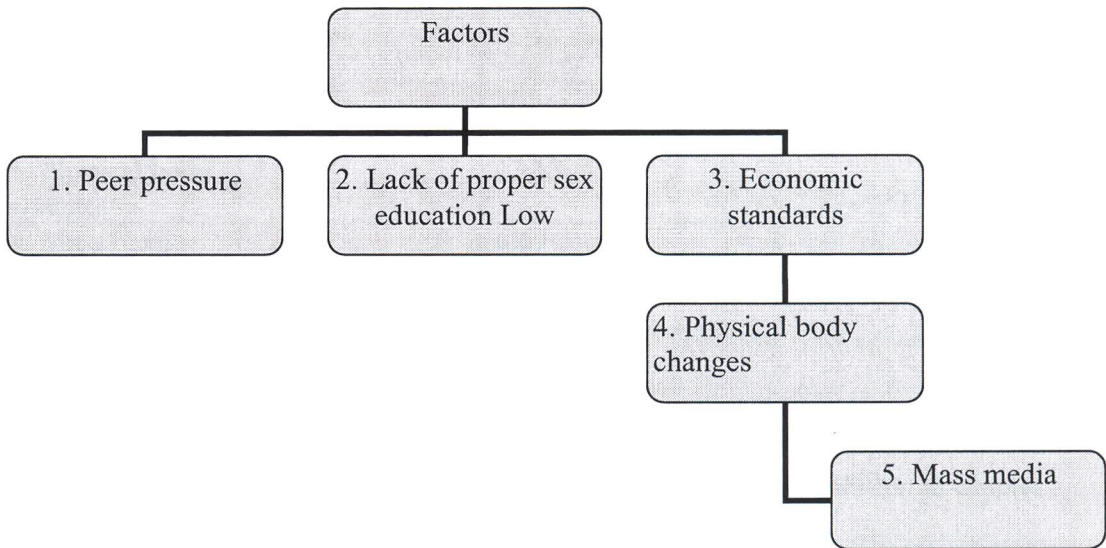


Fig. 2. Summary of the findings.

From the above diagram, the five factors came as a result of integration of all the categories. The researcher deduced that premarital sex among the youth was not a new subject. Many of the youth were involved in sexual interactions depending on the type of factor that influenced them. The diagram also shows that fifteen teenagers perceived premarital sex (fourteen engaged and one not engaged). More so, the effects of this study according to the interview question 6 (as discussed in the previous paragraphs) proved that most of the youth were actively involved in premarital sex. The findings of this study show that the highest factors that led to this practice are as follows:

1. Peer pressure
2. Lack of sex education from parents
3. Low economic standards
4. Physical body changes



## 5. Mass media

<b>Factors</b>	<b>Frequency</b>	<b>% Frequency</b>
1. Peer pressure	6	40
2. Lack of sex education from parents	3	20
3. Low economic standards	3	20
5. Physical body changes	2	13.13
4. Mass media	1	6.67
	N= 15	99.8

Fig. 3. Factors responsible for youth in premarital sex.

The data analyzed in this study points to the first research question in chapter one. In this case 'N' means the total number of informants who were interviewed concerning the factors that led to premarital sex.

R.Q. 1. What are the factors that lead youth to the practice of sex before marriage?

Many youth contributed toward the above factors that influenced them greatly to engage in sexual promiscuity. This indicates that counselors, teachers, parents, guardians, and pastors have lost touch with the youth because of not having a proper curriculum that centers on the core values of their lives.

In figure 3, note that the factors that influenced the youth to engage in premarital sex kept decreasing according to the youth opinions. These five factors had highest level of interest. The first was peer pressure. The diagram helped the researcher in theory development. These factors were later pilot tested and the results were as follows (Figure 2). The figures represented were the same.

1. Peer pressure
2. Lack of sex education from parents
3. Low economic standards

4. Physical body changes
5. Mass media

These factors were the most prevalent with teenager. However the most common factor was peer pressure. The diagram in the next page shows that premarital sex was determined by peer pressure, low economic standards, mass media, physical body changes, and lack of sex education. These came as a result of pilot testing with AIC Mathare (Figure 3). Peer pressure was the leading factor. The diagram shows the five factors that were later analysed to develop a theory. These factors were key to the study.

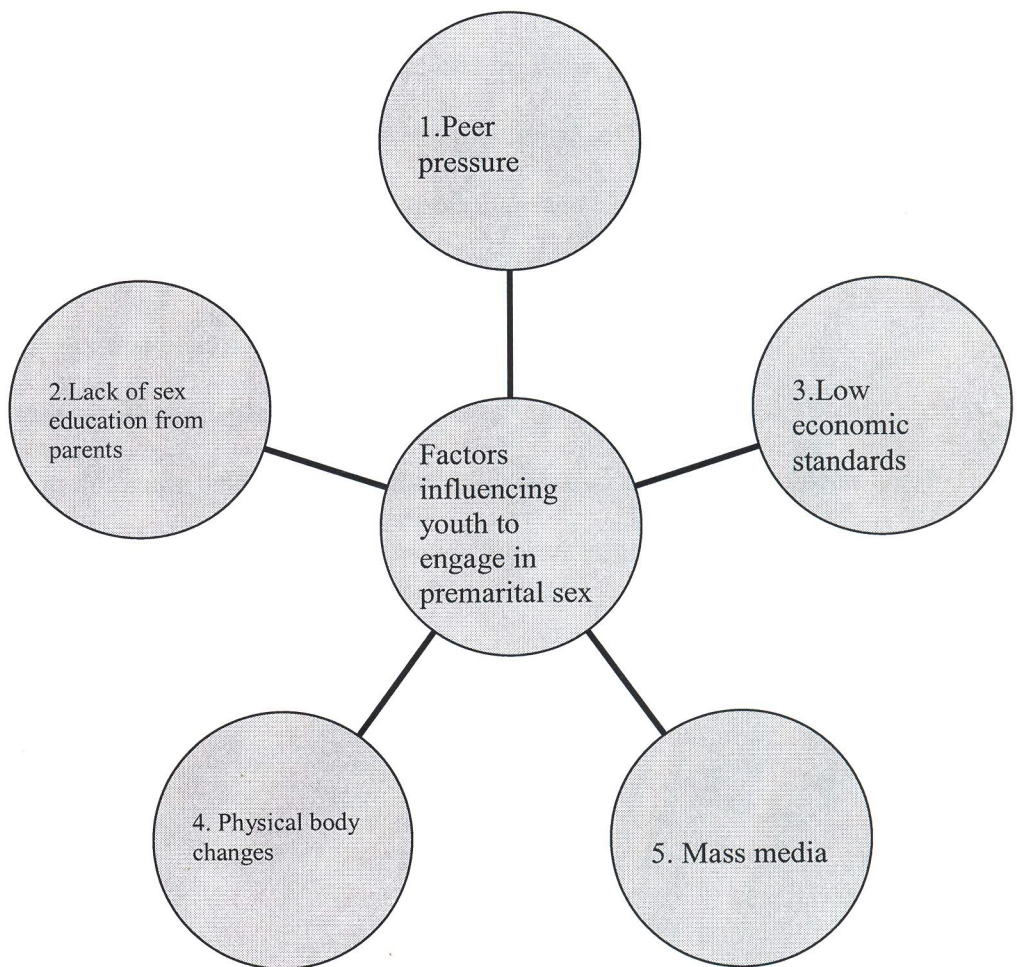


Fig.3. Key factors that were used to develop a theory.

This diagram shows that the five circles from the center are the key to premarital sex among the youth. The first circle is peer pressure, followed by the two that are sharing in terms of equal number of participants according to the findings. In circle four and five, the respondents showed a low interest.

### Theory Development

Premarital sex among the youth is primarily influenced by peer pressure, lack of sex education, physical body changes, mass media, and low economic standards whether youth are Christian or not Christian. Noticeably, not all the factors discussed in the literature influenced the youth as the researcher thought earlier. The five factors above showed positive response since they scored the highest level of interest to the youth. These factors determined the practice of premarital sex even though the respondents viewed premarital sex as outside the marriage circle. These factors addressed the youth holistically.

The theory that emerged from the data is that the youth consciously understood premarital sex depending on the level of interest of the factors. Theory that emerged in this study made the researcher to understand that youth problems are not to be assumed but faced. This is because they are real issues in life especially in terms of their spiritual life so to speak.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATION

This study investigated the factors that influence the youth to engage in premarital sex. This chapter gives a summary of the findings, conclusion, and recommendations for further research. The literature review discussion gave several factors that influenced the youth to engage in sexual promiscuity. This study revealed twelve themes and only five came up very strongly following the interview question 4 (Appendix A). There were fifteen interviews that were used in this study and the method was in-depth interviews.

The main research questions that were used in this study were:

**R.Q. 1.** What are the factors that lead youth to the practice of sex before marriage?

**R.Q. 2.** How do teenagers perceive premarital sex?

Interestingly, from the above research questions, the study revealed that five factors influenced the youth to engage in premarital sex (Figure 2). The greatest influence on youth in premarital sex was peer pressure and the least was mass media. On the other hand, youth perceived premarital sex as sex that is outside marriage and is always practiced before marriage.

#### Conclusions

This study looked closely into factors that lead to promiscuity. Five factors were revealed to be the most challenging to premarital sex. In order for the youth to overcome these challenges successfully, deep teachings, discussions, activities, and retreats should be in the first place considered in the church. The

church learning center for the youth hence full participation should be realized in teaching role. The church must address youth issues and have clear objectives on the programs.

The church, parents, teachers, mentors, and counselors must be able to work hand in hand in order to uplift the life standards of the youth. The church should try and meet the needs of the youth wherever possible. Failure to deal with youth directly is an indication that the youth will continue to experience the same life.

The result must provide guidance to the church leaders in preparing a thorough curriculum for all the youth in the church. Thorough counseling and teaching sessions with clear objectives on sex, marriage and family must be emphasized. Several Christian literature materials on sex, mass media, economic issues, and peer must be provided to add more knowledge.

#### Implications

The literature revealed a number of factors that influenced the practice of premarital sex. These factors can be challenged by the following principles.

#### ***Need for Strong Curriculum Design***

The factors that were given by the interviewers show that there is so much for the church to do. The church has to put more emphasis on sex education. This curriculum should take all the contributing factors into consideration but first deal with each at a time. In this curriculum the Bible should give the guidance on how/when sexuality is to be expressed. This curriculum provides the necessary guidance for the teachers in Christian education department (Baraza 2006, 52).

A lot of material on how to deal with issues of peer pressure, sex, economy, television, and physical body changes should be included.

### ***Need for Parents to have Greater Involvement in Bringing up their Children***

The bible gives a stern warning to the parents to train their children in the ways of the Lord. If they do not train them something must take place. The African proverb says that, 'The child you did not train well will sell the house and the business you were so busy building.' Parents are to stand firm and without despair in educating their children. Actually the major focus should be on the side of sex. This is supposed to start as early as age 9. As the proverbs says, 'it is when the iroko tree is still tender that you trim it and straighten it, but once it is grown its shape is permanent' (Tokunboh 2006, 333). This proverb helps understand that there are certain needs that must be fulfilled during the early years of life.

In addition to this, parents should know that there is a promise of God in training up a child Pro. 22:6. In conclusion parents should be reasonable to their children. They should ensure that they follow Biblical principles, for example Eph 6:4 says they should 'not to exasperate them' but deal with them tenderheartedly and considerately. This is done to avoid rebellion that leads to godlessness. The central focus is to grow them into mature people in the home and in the church (ibid., 1437).

Deut 6:7-9 has a great emphasis on training. These Bible principles: talk, tie, bind, and write can be of great help to the youth. The four steps must be used in order to ensure that they grow knowing the Word of God. The researcher strongly recommends the implementation of these steps since they came from the interviewees.

### ***The Necessity of Developing Mentorship***

The church should provide a strong mentorship of teenagers so that different life issues can be dealt with as early as possible. The main task is to develop them spiritually and mentally in the Word of God. These mentors are required to have a

strong Christian foundation, well behaved, and role model. On the other hand, teenagers depend on them in terms of their needs. As a result, the youth develop a strong relationship with their parents, peers, teachers, and the church.

### ***Need for Intensive Teaching Sessions***

The church should also set up seminars, conference, and retreats to teach the youth on the effects of premarital sex, peer, and the body changes. Church leadership is greatly involved in facilitating the teaching sessions, for instance pastor, deacons, and elders. Matt.28: 18-20 (NIV) shows the great commission that Jesus mandated the church, ‘...and teaching them to obey everything I have commanded you. And surely I am with you always to the very end of age.’ The church’s target is to use every opportunity to teach the youth. As a result they will occupy the minds of the youth. Their spiritual life will grow from one level to another. Some of the methods that they can use while teaching the youth are discussions, role model and question and answer, videos, drama and lecture. These methods help the youth to open up in terms of how to meet the challenges in many areas of life. Youth need special attention and the only people to do this are the church leaders. This study was pilot tested and testing yielded similar findings (figure 3).

Parents must also make sure that thorough and strong family devotions are persistent. This makes the youth understand the purpose of their life. They will also improve in terms of their spiritual needs. On the other hand pastors should emphasize on pulpit preaching on topics about youth relationship. This will help the youth to grow highly on spiritual matters thus bear fruit. In addition to this character formation will yield good results.

### Recommendations for Further Study

This important study shows that youth are in crisis in regard to premarital sex. The practice of sexual behavior is revealed in the factors already given by interviewees.

Understanding premarital sex should be on the basis of Biblical principles that will not confuse youth but build them spiritually. The factors given by the interviewees are clear that premarital sex is happening as found in the answer to the first research question of this study. This study was to investigate the factors that influence youth to engage in premarital sex.

In regard to the findings of this study there is need to open this study for further investigation using another approach in qualitative study to find out if the factors that influence the youth are the same. This study will help church leaders to design a curriculum for the teenagers on how to provide sex education, challenges of peer pressure, and economic issues. Currently there is no curriculum at AIC Huruma. This curriculum should include discussions, premarital counseling, outdoor activities and regular youth services. For those who have already been involved in this practice and have children, the church should come up with a strategy on how to accommodate groups and make use of their gifts. The church methods of pastoral counseling of youth need a lot of improvement. In this case teenagers will be assigned a mature couple to mentor them throughout their life. They will meet frequently to teach and counsel the youth.

Other researchers should further study teenagers regarding the prevalence of premarital sex both in slum and affluent areas. This will add further findings with the socio-economic variable changed. The result should provide guidance to the church



leaders in preparing a thorough curriculum material for the rest of the teenagers in the church.

The researcher suggests that other researchers who may aim at studying this phenomenon of premarital sex review each factor. This will help the church work effectively in their training sessions with teenagers. The church has a great task in helping the youth deal with issues of life. Parents, teacher, Pastors have the greatest involvement in educating teenagers. This is a trustworthy assignment with deep meaning.

Lastly, the researcher did not explore all the factors. If given more space, time, and resources, the researcher would study the influence of mass media on youth and sexuality.

## REFERENCE LIST

- Anderson, Ray Shaman, and Dennis Guernsey. 1985. *On being family: A social theology of the family*. Grand rapids, Michigan: William B. Eerdmans Publishing Company.
- Anthony, Michael J. 2001. *Christian education: Foundations for the twenty first-century*. Grand Rapids, Michigan: Baker Book House.
- Atkinson, Hardy. 1997. *Ministry with the youth in crisis*. Birmingham, Alabama: Religious Educational Press.
- Baraza, Phidel A. 2006. The Pastor's contribution to the Christian spiritual growth and development of pupil's at Nairobi Pentecostal Church Academy: Woodley. M.A. Thesis, Nairobi Evangelical Graduate School of Theology.
- Batchelor, Mary. 1981. *Bringing up a family 10-18 years*. Icknield Way: England Lion Publishing.
- Best, John W. and James V. Khan. 1998. *Research in education. 8th. ed.* Englewood Cliffs, New Jersey: Prentice-Hall.
- Best, John W. 1981. *Research in education*. New Jersey, Prentice-Hall.
- Bibby, Cyril. 1944. *Sex education: A guide for parent, teacher and youth leader*. London: Macmillan.
- Borg, Walter R. and Meredith, Gall D. 1996. *Educational research*. New York: Longman Press.
- Britten, Carol. 2004. *Answers for your marriage*. Katunayake, Sri Lanka: New Life Literature:
- \_\_\_\_\_. 2004. *Love and marriage*. Mbabane, Swaziland: Worldwide Books.
- Buconyori, Elie A. 1993. *The educational task of the Church*. Nairobi, Kenya: Christian Learning Material Center.
- Campbell, Ross. 1981. *How to really love your teenager*. Wheaton, Illinois: SP Publications.

- Collins, Gary R. 1988. *Christian counseling*. London: Word Publishing.
- Crabb, E.W. n.d. *The challenge of the adolescent*. London: C.S.S.M.
- Creswell, John W. 1994. *Research design: Qualitative and quantitative approaches*. Thousand Oaks, California: SAGE Publications.
- \_\_\_\_\_. 1998. *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, California: SAGE Publications.
- \_\_\_\_\_. 2003. *Research design. Quantitative, qualitative and mixed methods approaches*. Thousand Oaks, California: SAGE Publications.
- Denton, Wallace 1965. *The minister's wife as a counselor*. Philadelphia, Pennsylvania: Westminster Press.
- Dobson, James C. 1987. *Parenting is not for cowards*. Grand Rapids, Michigan: Baker Book.
- Dortzbach, Debbie. 1998. *AIDS in Kenya: The Church's challenge*. Nairobi, Kenya: MAP International.
- Draper, Perry L. 1982. *Parents, take charge! A do-it-yourself guide to becoming a smart, tough, loving parent*. Wheaton, Illinois: Living Studies.
- Evans, Anthony T. 1995. *Speaks out on: Sexual purity*. Chicago, Illinois: Moody Press.
- Emenike, Mathias P. 2000. *The influence of the media on the developmental life of the adolescent in Nairobi Pentecostal Church- Central*. M.A. Thesis: Nairobi Evangelical Graduate School of Theology.
- Foster, Richard. 1985. *Money, sex, and power: The challenge of the disciplined life*. New York: Harper & Row Publishers.
- Gehman, Richard J. 1994. *A Biblical approach to marriage and family in Africa*. Scott Theological College, Kenya: Theological Advisory Group (TAG).
- Gillham, Bill. 2000. *The research interview*. London: Continuum.
- Grenz, Stanley. 1990. *Sexual ethics: A biblical perspective*. London: Word Publishing.
- Ingule, Frank O., Rono, Ruthie C., and Ndambuki, Phillomena, W. 1996. *Introduction to educational psychology*. Nairobi: East Africa Educational Publishers Ltd.
- Isaac, Stephen and William B. Michael. 1997. *Handbook in research and evaluation*. San Diego CA: EdITS Publishers.

- Kamaara, Eunice Karanja. 2005. *Gender, youth sexuality and HIV/AIDS: A Kenyan experience*. Eldoret, Kenya: AMECEA Gaba Publications Spearhead Nos. 170-172.
- Kesler, Jay. 1993. *Let's succeed with our teenagers: An encouraging look at parent-teen relationships*. Elgin, Illinois: David C. Cook Publishing Co.
- Lutzer, Erwin W. 1981. *The necessity of ethical absolutes*. Dallas, Texas: Probe Ministries International.
- McDowell, Josh. 1987. *Teens speak out: What i wish my parents knew about my sexuality*. San Bernardino: Here's Life Publication.
- \_\_\_\_\_. 1987. *How to help your child say "NO" to sexual pressure*. London: Word Publishing.
- McDowell, Josh and Dick Day. 1987. *Why wait? What you need to know about the teen sexuality crisis*. San Bernardino, CA: Here's Life Publishers.
- Mc Galliard, Carol. 1998. *Hidden shame: The growing problem of sexual addiction*. Journal of Light and life 131 (September- October): 9.
- Meier, Paul D. 1977. *Christian child- rearing and personality development*. Michigan: Baker Book House.
- Moore, Susan and Doreen Resenthal. 1993. *Sexuality in adolescence*. London: Routledge.
- Mugambi, J.N.K.1998. *The Church in African Christianity*. Nairobi, Kenya: Acton Publishers.
- Mugenda, Olive M. and Abel G. Mugenda. 1999. *Research methods: Qualitative and quantitative approaches*. Nairobi, Kenya: Acts Press.
- Munroe, Myles. 1992. *Single, married, separated, and life after divorce*. Shippensburg, PA: Destiny Image Publishers, Inc.
- Nanjero, Asiachi U. 1998. *Adolescence*. Thesis: Nairobi Evangelical Graduate School of Theology.
- Narramore, Clyde. M. 1996. *Counseling youth*. Grand Rapids, Michigan: Zondervan Publishing House.
- \_\_\_\_\_. 1958. *How to tell your children about sex*. Grand Rapids, Michigan: Zondervan Publishing House.
- O' Donovan, Wilbur 2006. *Biblical Christianity in modern Africa*. Carlisle, UK: Paternoster Publishing.
- \_\_\_\_\_. 1992. *Biblical Christianity in African perspective*. Carlisle, UK:

Paternoster Publishing.

- Oppenheim A. N. 1996. *Questionnaire design, interviews and attitude measurement*. New York: Continuum.
- Petersen, Allan J. 1997. *For families only: Answering the tough questions parents ask*. Chicago, Illinois: Moody Bible Institute.
- Rekers, George Allan. 1982. *Shaping your child's sexual identity*. Grand Rapids, Michigan: Baker Book House.
- Scanzoni, Letha Dawson. 1984. *Sexuality*. Philadelphia. Westminster Press.
- Schultze, Quentin J. 1992. *Redeeming television: How TV changes Christians- how Christians can change TV*. Downers Grove, Illinois: Intervarsity Press.
- Shedd, Charles W. 1968. *The Stork is dead: Straight answers to young people's question about sex*. Waco, Texas: Word Books.
- Smedes, Lewis B. 1976. *Sex for Christians: The limits and liberties of sexual living*. Grand Rapids, Michigan: Wm. B. Eerdmans Publishing Co.
- Smith, Harold Ivan. 1982. *Marriage*. Kansas City, Missouri: Beacon Hill Press
- Starcher, Richard. 2003. Africans in pursuit of a theological doctorate: A grounded theory study of theological doctorate program design in a non-Western context. Ph. D. diss., Lincoln, University of Nebraska : UMI Services.
- Strauss, Anselm and Juliet, Corbin. 1998. 2nd ed. *Basic of qualitative research*. Thousand Oak, CA: Sage Publication.
- Sumrall, Lester. 1981. *60 things God said about sex*. Nashville, New York: Thomas Nelson Publishers.
- Tokunboh, Adeyemo 2006. African Bible Commentary. Nairobi, Kenya: Word Alive Publishers.
- Townsend, Anne. 1992. *Adolescence: A survival guide for parents*. London: Marshall Pickering.
- Turabian, Kate L. 1996. *A manual for writers of term papers, these, and dissertations*. 6<sup>th</sup> ed. Chicago: The University of Chicago Press.
- Wallen, E. Norman and Jack, Fraenkel R. 2000. 4th ed. *How to design and evaluate research in Education*. Mc Graw Hill.
- Ward, Ted. 1981. *Values begin at home: How to think and talk about moral values with your children*. Wheaton, Illinois: Victor Books.
- Weiss, Robert S. 1994. *Learning from strangers: The art and methods of qualitative*

*interview studies*. New York: The Free Press.

Werner, Graendorf C. 1981. *Introduction to biblical Christian education*. Chicago, Illinois: Moody Press.

Williams, J.L. 1984. *The fire inside: Dealing with your sexuality, a guide for Christian youth*. Lima, Ohio: C.S.S. Publishing Company.

## APPENDICES

### APPENDIX A: INTERVIEW GUIDE FOR THE TEENAGERS

The interview questions in this study are an inquiry into what factors lead youth to practice premarital sex. There are six questions that the researcher will ask the informants. This information will be treated with confidentiality.

Major question: What factors lead to premarital sex among youth?

1. Could you give your personal profile?
  - a. Educational background
  - b. Salvation history
2. Define premarital sex in your own words.
3. Have you ever encountered sex in your lifetime?
  - a. At what age did this happen to you?
  - b. Did you plan for it?
4. What factors influenced you to engage in this behavior?
5. Has your parent, school, church, taught you about sex? If so, what did they teach you?
6. What are the results of premarital sex among youth?

APPENDIX B: LETTER OF INTRODUCTION



**NAIROBI EVANGELICAL GRADUATE SCHOOL OF THEOLOGY**

P.O. Box 24666 - 00202 Nairobi, NAIROBI, KENYA

Tel: 254 (020) / 582104/5, 582036  
Fax: 254 (020) 582906  
Mobile: 0722-882104/ 0734-125125  
Email: info@negst.edu  
Website: www.negst.edu

January 30, 2007

Pastor Stanis Ndambuki  
AIC Huruma  
Nairobi

Dear Pastor Ndambuki,

**RE: RESEARCH WORK**

The bearer of this letter, Mrs. Judith Musyoki is a student at Nairobi Evangelical Graduate School of Theology (NEGST) and is doing research towards the completion of the Master of Arts in Christian Education degree. The research is on "Factors Influencing Teenagers to Engage in Pre-Marital Sex."

Any assistance that you can give to Mrs. Musyoki will be highly appreciated.

Sincerely,

A handwritten signature in black ink that reads "John Ochola".

John Ochola, PhD  
**Academic Dean**



## APPENDIX C: TIMELINE AND BUDGET

### TIMELINE

A. Field study	September - January 2006/2007
B. Data analysis	February - March 2007
C. First and Second Reader	March – April 2007

### BUDGET

A. Transport to the field	Ksh.3000
B. Typing costs	Ksh.5000
C. Photocopy	Ksh.10000
D. Contingent	Ksh.2000
Total	Ksh.20000

#### APPENDIX D: CURRICULUM VITAE

Name Judith Mbithe Musyoki  
Po Box 5636-00100 G.P.O, Mobile number 0722-507932  
Nairobi.

Date of birth 1972

Sex Female

Age 35 Years

District Makueni

Location Kithungo

Citizenship Kenyan

Tribe Kamba

Occupation Student

1978-1986 Kithungo Primary school

1987-1990 Kithungo Secondary school

1999-2001 Christian Ministries Program (CMP) NEGST

2002- 2005 Pan Africa Christian College (Bachelor of Arts in Bible and Theology)

2005- 2007 Nairobi Evangelical Graduate School of Theology (Master of Arts in Christian Education)

Hobbies – Reading, writing, research guided and unguided

Gifts – Teaching, counseling, and encouraging

Reference - Stanlas Musyoki, P.O. Box 5636 00100 GPO Nairobi, Kenya.