INFLUENCE OF PSYCHOSOCIAL FACTORS ON HOMOSEXUALITY IN SAME SEX BOARDING SECONDARY SCHOOLS: A CASE OF KIKUYU SUB-COUNTY, KENYA

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DECLARATION

This research project is my original work and has not been presented for an award of degree at any other university.

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DEDICATION

This work is dedicated to God Almighty, my loving mother and my family for their invaluable support while I was undertaking this work.

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ABSTRACT

Globally, reports on homosexuality trends among students in the same sex secondary schools are on the rise. Owing to that, various psychosocial factors such as gender, education, peer pressure, attitudes, religion and parenting styles have been linked to homosexuality. This study assessed the influence of psychosocial factors on homosexuality in same sex boarding schools in Kikuyu Sub County, Kiambu County. The study's objectives were: to examine the influence of peer pressure on homosexuality in same sex boarding secondary schools in Kikuyu Sub-county, analyse the influence of parenting styles on homosexuality in same sex boarding secondary schools in Kikuyu Sub-county, to evaluate the influence of religion on homosexuality in same sex boarding secondary schools in Kikuyu Sub-county and the influence of sexual abuse on homosexuality in same sex boarding secondary schools. The social learning theory and social integration theory formed the main theories of this study. The study target population was 1660 Form Three students and 6 teacher counsellors of the same sex boarding secondary schools and A sample of 166 students and 6 teacher counsellors was used. The study adopted a descriptive survey design. The Form 3 students were selected through proportional sampling and the teacher counsellors were selected by the use of a simple random sampling method. Questionnaires were administered to the students to collect quantitative data while interview guides were used to collect qualitative data from teacher counsellors. The quantitative data was analysed by use of descriptive statistics such as mean, standard deviation and cross tabulations and presented by use of figures and tables. Qualitative data was analysed thematically and presented in verbatim. The students who demonstrated homosexuality tendencies were approximately 7.2%. Most of the study participants disagreed 67(40.4%) that their peers influenced the kinds of friends who they kept. They were worried on how their decision was viewed by their peers and agreed that their peers' view of homosexuality determined the way they viewed it. majority 101(60.8%) agreed that their parents were very strict and insensitive hence leading them to find acceptance in same sex friends they did not have any close emotional attachment with their same sex friend as their parents are firm but care about their emotional and physical needs The findings show that among those identified with homosexuality, the key and significant statements 25(15.1%) included that their friends influenced how they spent their leisure time. . Approximately 67(40.4%) disagreed that children who are sexually molested ended up as homosexuals while a slightly more than a third 59(35.5%) disagreed that they believed that a rape victim is likely to become homosexual later in life. majority of the respondents 90(54.2%) agreed that their religion didn't allow same sex relationships. They agreed with the statement that most religions prohibit unnatural sex. Close to 76(45.8%) of the respondents agreed with the statement that same sex relationships were termed as evil in their religion. The study realized that same sex relationships were termed as evil in most religions 76(45.8%). Further, many religions dictated that one can only have a sexual relationship with someone of the opposite gender 102(61.4%). There was significance in various statements that respondents believed that a rape victim was likely to become homosexual later in life (x^2=11.47, p=0.089). In addition, early exposure to sexual acts leads to homosexuality 29(17.5%). Therefore, the study recommends that parents should adopt a parenting approach where children are given the opportunity to express themselves and where their views are listened to, so that they do not fall prey to peer influence, which could lead them to homosexuality. The MOE should strengthen guidance and counselling departments by having teachers in the department trained on basic counselling skills in order to offer students psychosocial support that would enhance behaviour change in relation to child abuse and strict parenting and thereby address homosexuality.

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ABBREVIATIONS AND ACRONYMS

LGBT	**:**	Lesbian, Gay, Bisexual, and/or Transgender.
LGBTQ	**:**	Lesbian, Gay, Bisexual, and/or Transgender and Queer or Questioning.
LGBTQ+	**:**	Lesbian, Gay, Bisexual, and/or Transgender and Queer or Questioning and other sexual and gender minorities. This term has been interchangeably used with homosexuality in this study.
SPPS	**:**	Statistical Package for Social Sciences.
MSM	**:**	Men who have sex with Men.
USA	**:**	United States of America.
DSM	**:**	Diagnostic Statistics manual.
MOE	**:**	Ministry of Education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The influence of psychosocial factors on homosexuality in same-sex boarding secondary schools is a complex and sensitive topic. It's important to approach this subject with empathy and respect for the privacy and rights of the individuals involved (Muchera et al 2016).

Factors such as peer acceptance, discrimination, and the presence of supportive staff can impact the well-being of LGBTQ+ students. According to Muchera et al (2016), family support is a critical factor in the mental health and well-being of LGBTQ+ youth. Students who receive acceptance and support from their families may have better outcomes in school. Bullying and discrimination based on sexual orientation or gender identity can have detrimental effects on students' mental health and academic performance. The school's policies and actions in addressing these issues are important. Adolescence is a time of identity formation, and LGBTQ+ students in same-sex boarding schools may have unique experiences related to their sexual orientation. Supportive environments that allow for self-discovery and self-acceptance can be beneficial.

Mock and Eiback (2019) pointed that sexual orientation as a form of sexual attraction, emotions, fantasies, self labelling, behaviours or a combination of them in a non-heterosexual individual such as the students in the same school environments. In any case, one of the aforementioned facets of sexual orientation is directed either partially or totally towards persons of the same sex, Clarke et al (2020). Williams (2007) posited that homosexuality is a sexual activity that is done between people of the same gender.

An online publication www.psychologytoday.com (2015) observes that DSM 11 first classified homosexuality as a mental disorder. In 1973 it was, however, replaced the term

with sexual orientation disturbance. In 1987 homosexuality was completely removed from the DSM. A general belief points that most of the same sex students experience their first sexual activity or encounter during their adolescence and this happens in secondary school stage where sexual experimentation is optimal. Cantor (2020) defined homosexuality as sexual attraction between members of the same sex.

A study by Gundlach (2020) in USA indicated that early childhood development factors could lead to same sex relations in schools. The author cited that, what happens after the birth of the child can be complicated by many factors. There are not only inner biological factors and emotional factors, but also other factors such as parental and familial environments. Social and cultural environments could determine the behaviour that a child adopts. However, various pressure and expectations shift as the child develops and hardens as these children establish their ways into eventual adult character structure. Further Byne and Persons (2019) observed that experiences gone through during the first four years of the child development can lead to their eventual sexual orientation.

Potki et al (2020) indicated, in European studies on sexual orientation among young adults and students, that those individuals with non-heterosexual orientation demonstrated lower levels of psychological wellbeing and functioning than heterosexual students in the same settings. According to Dooley and Fitzgerald (2013), in Ireland, many LGBT students of whom were approximately eight thousand students indicated that they were heterosexual, an estimated 8 per cent indicated as either lesbian or gay or bisexual while 3 per cent indicated that they were unsure of their sexual preference. According to Dooley and Fitzgerald (2013), 8 per cent of all secondary students indicated to have a non- heterosexual orientation. This equates to approximately close to thirty thousand students/youths in secondary schools, who identify as LGBT whether they’re are straight or otherwise

In African settings, several studies have been carried out to assess the psychosocial factors of homosexuality among students. Mabvurira (2021) conducted a study in South Africa to assess the influence of parental upbringing and their religious affiliations on the sexual orientation of children and found that negative attitudes by the parents and strong religious beliefs tended to decrease the number of the students who declared their sex orientation in same sex schools. According to Mayhandu-Mudzusi (2020) in her study on the experiences of LGBTQ students in South Africa, students are declaring their sexual orientation at a smaller age and are living with their immediate family friends and school community, their neighborhoods and even workplace whereby they are provided with support.

Despite the many ways in which progress has been made, the realm of homosexual movement globally, many homosexual students and transgenders are not openly recognised or others are not supported by their friends, family, work colleagues or even the teachers and thus fail to be provided with the respect of who they are which is fundamentally important to the development of their positive self-identity.

According to Larmarange et al (2019), in a study in South Africa, homosexuality has been associated with many causal factors. Religious beliefs have been linked with the gayism and lesbianism (homosexuality) with few among the orthodox Jews homosexuals - an atheist community that practice homosexuality. Other factors that are associated with the homosexuality include: the sexual abuse when young, their cultures, and simply an individual's sexual preference.

Ohlander, et al (2015) observed that in Tanzania, among their higher institutions of education, there was noted to have impact in increasing the individual's cognitive status and thus increasing their tolerance on various issues that include the homosexuality (Ohlander, et al 2015). According the Ohlander, et al (2015), as individual gains more education, they

develop more nuanced world views and this decreases their likelihood that others will judge them based on their classifications and irrational anxieties and further these individuals are better at forming distinctions between how they feel about the specific group and whether or not that group should be provided with the rights and liberties such as the homosexuals.

According to Mtemeri (2020), instances of sexual abuse in childhood are one of the causes of homosexuality in which boys were abused by a male at a young age. Strained relationships of a boy child with other males growing up further plays a great role in the formation of the homosexuality tendencies. These experiences might be abuse which can be either harassment whether physically or sexually, non-inclusion or just outright rejection and thus the boys develop needy relationship with males or their intimacy and thus men take care of them. Consequently, they become dependent of male attention and affection or their approval (Mtemeri, 2020).

According to Ofori (2020), children upbringing plays a great role in shaping the individual, turning them into homosexuals in their adult life and single mothers who without their knowledge pamper their children too much. The sisters over-feminise the boy and thus rarely provide the boys with the opportunity to assume the masculine influences or engage in sexual activities with different opposite gender members which develops the quest to find out more.

Ofori (2020), on upbringing and homosexuality, argued that females such as mothers, sisters, aunts and other extended family male members, non-family members such as the teachers, baby sitters further can wound up the boy into growing up in a variety of ways. Female parents often overwhelm their growing boy with too much smothering attention and love. This overprotection of the boy can leave them feeling incapable and emasculated.

Parsons and Bayne (2015), in their study on the influence of upbringing in homosexuality in Tanzania, stated that victimisation in childhood and peer pressure in secondary schools as well as poor parental relationships can lead boys to become oppositional in their future and adult relationships and thus lack women affection or push women away or reject them. A study done by Hezborn et al (2021) in Western Kenya indicates that most of the study participants (93%) attested that they knew what homosexuality is and that homosexuality was practiced in many same secondary schools in Kenya and they further indicted homosexuality as often done in same sex boarding secondary schools.

Peer pressure is one of the key causes of homosexuality with many of the participants/respondents indicating that they were introduced to this form of sexual orientation (homosexuality) in their adolescence by their friends or during incarceration in juvenile prisons. Kikuyu sub-county is within the metropolitan area of the Nairobi City where a number of the homosexuality in schools have been reported. For example, a sodomy case has recently been reported to have occurred at St. Aquinas High School in Nairobi. This study seeks to assess the influence of psychosocial factors on homosexuality in secondary schools in a Kenyan setting.

1.2 Statement of the Problem

Same sex boarding schools aim at developing students academically, socially, mentally and spiritually away from the distractions that can emanate from the opposite gender. On the other hand, this has contributed to vices such as homosexuality. A study done by Mucherah et al (2016) posited that many students in the same sex schools in close contact with one another on regular basis were more likely to form close bonds with one another.

According to Hezborn et al (2010) a majority (93%) of secondary students know the meaning of homosexuality. The study indicated that homosexuality is practiced in secondary

schools in Kenya with the same sex boarding schools having the highest percentage. These students develop strong affiliations with each other and establish new "families" away from home and may lead to cases of same-sex hook-ups which might have their background in primary schools.

Kiragu (2020) pointed that the number of students who identify themselves as either gay or lesbian or transgender or femboys is hard to determine as many do not declare it openly especially the African set up which has strong homophobic and heterosexist discrimination. There exists hostile attitude towards the same sex in most parts of the world. A majority of African nations, including Kenya, shun homosexually. However, there are a number of predisposing factors that have contributed to high or increasing numbers of homosexuality in schools such as gender, education, peer pressure, attitudes, religion and type of children upbringing (Kiragu 2020).

Many studies done have focused on the attitudes towards homosexuality. A published study by Hezborn et al (2010), posits that more research evidence has been done on these experiences and most of the research has been done in campuses, colleges and secondary schools on lesbians identity development. Unfortunately, there is limited research done on psychosocial factors that have contributed to homosexuality in same sex boarding schools in Kenya. This study sought to address this knowledge gap.

1.3 Purpose of the Study

The purpose of the study was to examine the influence of psychosocial factors on homosexuality in same sex boarding secondary schools, a case of Kikuyu Sub-County, Kenya

1.4 Objectives of the Study

The study sought to address the following specific objectives

1. To examine the influence of peer pressure on homosexuality in same sex secondary schools in Kikuyu Sub County.
2. To determine the influence of parenting styles on homosexuality in same sex boarding schools in Kikuyu Sub County.
3. To establish the influence of sexual abuse on homosexuality in same sex boarding secondary schools in Kikuyu Sub County.
4. To assess the influence of religion on homosexuality in same sex boarding secondary schools in Kikuyu Sub County.

1.5 Research Hypotheses

The study was guided by the following research null and alternative hypotheses.

$H1_1$: Peer pressure has influence on homosexuality in same sex boarding secondary schools in Kikuyu Sub County.

$H1_2$: Parenting styles have influence on homosexuality in same sex boarding secondary schools in Kikuyu Sub County

$H1_3$: Sexual abuse has influence of homosexuality in same sex boarding secondary schools in Kikuyu Sub County.

$H1_4$: Religion has influence on homosexuality in same sex boarding secondary schools in Kikuyu Sub County.

1.6 Justification of the Study

According to a report by Gicho (2015) homosexuality has skyrocketed in same sex schools in Kenya; a situation that makes this study paramount. Students who engage in homosexuality are reported to decline in their studies, engage in drugs and drop out of school. Their stay in school also poses a great risk to their peers who are likely to be lured into it. This study, therefore, sought to establish the influence of psychosocial factors on homosexuality in selected same

sex boarding secondary schools in Kikuyu Sub County, Kenya and recommended some of the best interventions that can address it.

1.7 Scope of the Study

This study focused on the psychosocial factors, peer pressure, sexual abuse, parenting styles and religion and their influence on homosexuality in selected same sex boarding schools in Kikuyu sub-county. The target population comprised of Form 3 students from boys' high schools and girls' high schools in Kikuyu Sub-County. A proportional sampling technique was used to identify the sample size. A simple random sampling was used to pick the 6 teacher counsellors for this study.

1.8 Significance of the Study

Studying the influence of psychosocial factors on homosexuality in same-sex boarding secondary schools is significant for improving the well-being, academic success, and overall experiences of LGBTQ+ students in these environments. It can inform policies, support services, and educational practices that create more inclusive and affirming school communities. Additionally, it can/may contribute to a broader understanding of LGBTQ+ youth experiences and the factors that influence their lives. The significance of studying the influence of psychosocial factors on homosexuality in same-sex boarding secondary schools lies in its potential to shed light on the experiences and well-being of LGBTQ+ students in these specific educational environments. This research can contribute to several important areas of understanding and action:

Investigating psychosocial factors helps us understand the unique experiences of LGBTQ+ youth in same-sex boarding secondary schools. It can identify risk factors for mental health challenges, such as discrimination and lack of support, and inform the development of interventions and support services.

Findings can inform the development of policies and practices that promote inclusion and support for LGBTQ+ students. Schools can use this research to create safer and more affirming environments where LGBTQ+ students can thrive academically and personally.

Research can shed light on the process of identity formation among homosexual students in same-sex boarding schools. It can explore how peer relationships, family support, and school culture influence the development of their identities. Schools and teacher training programs can use research findings to educate educators about the unique needs of LGBTQ+ students and how to create inclusive classroom environments.

Research can contribute to public awareness campaigns that challenge stereotypes and misconceptions about LGBTQ+ students and provide information to parents, teachers, and the wider community.

1.8 Study's Assumptions

The study made the following assumptions

1. The students and teacher counsellors were willing to participate in the study bearing in mind the sensitive nature of the subject under investigation.
2. Students provided truthful information needed for data collection.

1.9 Operationalization of the Study Terms

Homosexual: In this study, it will refer to students who have feelings i.e., emotional, physical, spiritual, and sexual attraction to persons of the same sex.

Peer pressure: This is the influences that homosexuals have on each other.

Sexual Abuse: Will refer to abusive sexual behaviour a homosexual has experienced in their past life.

Parenting styles: A parenting style is a psychological construct representing standard strategies that parents use in their child rearing. Conforming and authoritative styles will be investigated in this study.

Psychosocial: Refers to peer pressure, parenting styles, sexual abuse, and religion factors.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the empirical review that will be used to address the objectives of the study. The chapter further presents the theoretical framework and the conceptual framework adopted by the study.

2.2 Theoretical Framework

This study was anchored on two theories to explain the influence of psychosocial factors on homosexuality among students in same sex secondary schools. These are the social learning theory and Social Integration theory.

2.2.1 Social Learning Theory

This theory was advanced by Bandura (1977). It postulates that people or individuals can learn from one another through modeling imitation and observation. It has been called the link between behaviourism and cognitive learning theories as it includes attention, motivation and memory. According to Bandura (1977), observational learning has the potential to teach and reinforce or decrease some behaviours depending on a variety of factors. Learning among students can be done through observing other students and later modeling their actions and behaviour and it is termed as 'learning through observations'. This kind of learning is mostly common in childhood. The theory posits that behaviour is learned and is strongly influenced by environmental experiences, Simons et al (1994). This tenet is vital in accessing the influence of peer pressure, parenting styles and sexual abuse on homosexuality. Based on this theory, students in same sex boarding schools are very likely to pick homosexual tendencies from their peers. The kind of parenting style where they grew up in also determines their decisions later in life, for example, their orientation. Students

raised in an environment where they witnessed cases of sexual abuse are likely to be drawn towards a specific sexual orientation.

The four steps in the process of modeling include attention, retention, reproduction and motivation. In retention, the individual must be focused on what the model is doing, implying that individual have to pay attention. Secondly, individual must retain or remember what he/she observed. Thirdly, individuals must be able to perform the behaviour that they have observed and committed to memory; this is reproduction. Finally, in motivation, the person needs to want to copy the behaviour.

Bandura (1977) In observation learning, students can learn through merely watching their models/other students and later imitation or modeling their actions and behaviours. Students in same sex boarding schools tend to imitate how their peers behave and these peers become their role models. This is mainly because of their developmental stage (identity versus role confusion). This theory is relevant to this study as it seeks to establish the extent to which peer pressure, parenting styles of the students in same sex boarding schools affect homosexuality. As they interact with different experiences in their environment and learn new behaviour, they can both abide and continue with the right sexual orientation or they might rebel leading to choosing their preferred sexual orientation. This theory however fails to address religion as a factor that influences homosexuality.

2.2.2 Social Integration Theory

This theory was put forward by Durkheim's Turner who discussed sexual prejudice commonly known as heterosexism. Social integration is termed to be a multi-dimensional idea that describes the ability and capacity to which people participate in their economic, cultural and political life in their neighborhoods and communities. Social integration views integrations as a matter of being attached to norms, values, ideas and group morals. Therefore,

this highlights how a group of unseen institutions including norms, values and beliefs influence how people live, and the choices that they make. The theory is relevant to this study as it recognises the vital role that religion plays on homosexuality. Concrete institutions including families, religious affiliations, schools and social groups also have an impact on people's lives and decisions. The psychosocial institutes have effects on attitude change through continuous relations and their inter-dependence and this leads to development of integrated community.

Durkheim pointed out that homosexual individuals were normally under powerful pressure from the society to conform. According to Durkheim, people's values, beliefs, and norms make up a collective consciousness, or a shared way of behaving and understanding in the world. The collective consciousness creates social integration and binds individuals together. Durkheim viewed increasing population density as a crucial factor in the advent of modernity. According to Durkheim, there is evidence that supports the ideas of incidences of abnormal behaviours such a lesbianism and gayism and it is common greatest among people with high social integration levels in the community.

Students in same sex boarding schools who have strong religious beliefs may less likely be drawn to homosexual tendencies whereas the one with weaker religious beliefs may be more likely to be drawn to homosexual tendencies.

2.3 Homosexuality in Schools

Homosexuality in same-sex secondary boarding schools refers to the presence and experiences of LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer, and other non-heteronormative) students in educational institutions where students of the same gender are enrolled. These schools, which often cater to students of a specific gender, can have unique dynamics and challenges related to issues of sexual orientation and gender identity. LGBTQ+

students in same-sex boarding schools represent a diverse range of experiences and identities. These students may identify as Gay, Lesbian, Bisexual, Transgender, Queer, or Questioning, among other identities (Hall 2018).

Further Hall (2018) pointed that students in same-sex boarding schools may grapple with issues of privacy and disclosure. Some LGBTQ+ students may choose to be open about their sexual orientation or gender identity, while others may keep it private due to concerns about acceptance or discrimination. Same-sex boarding schools provide a unique setting where students of the same gender live and study together. This can influence peer relationships, including friendships and romantic interests among LGBTQ+ students.

Chesir and Hughes (2019) argued that the school's policies and attitudes toward LGBTQ+ students play a crucial role in shaping their experiences. Supportive environments that have anti-discrimination policies and LGBTQ+-inclusive curricula can positively impact students' well-being. LGBTQ+ students in same-sex boarding schools may face unique mental health challenges related to their sexual orientation or gender identity. These challenges can include issues like coming out, coping with stigma, and seeking support. LGBTQ+ students in same-sex boarding schools may still face challenges such as bullying, discrimination, and a lack of understanding from peers or staff. It's crucial to address these challenges in order to ensure the well-being of all students. It's important to note that the experiences of LGBTQ+ students in same-sex boarding schools can differ widely based on factors such as school culture, individual support systems, and regional attitudes toward LGBTQ+ issues. Creating a safe and inclusive environment for all students, regardless of their sexual orientation or gender identity, should be a priority in educational institutions (Chesir & Hughes 2019).

Homosexuality in same-sex schools in Kenya, like in many other parts of the world, is a topic that involves complex social, cultural, and legal dynamics. Kenya, like many African

countries, has a conservative cultural and legal stance on homosexuality, and same-sex relationships are largely criminalised. Homosexuality is illegal in Kenya under Section 162 of the Kenyan Penal Code, which criminalises "carnal knowledge against the order of nature." This legal stance has significant implications for LGBTQ+ individuals, including students in same-sex schools. Homosexuality often carries a heavy social stigma in Kenyan society. LGBTQ+ individuals, including students, may face discrimination, harassment, and exclusion because of their sexual orientation.

The experiences of LGBTQ+ students in same-sex schools can vary widely depending on the specific school's culture and policies. Some schools may have strict and conservative environments, while others may be more inclusive and accepting. LGBTQ+ students in Kenya may feel the need to keep their sexual orientation hidden due to fear of negative consequences, both within their school and in society at large. Despite the legal and social challenges, there are organisations and advocacy groups in Kenya working to support LGBTQ+ individuals and promote acceptance and inclusivity. These efforts may include awareness campaigns, support groups, and educational initiatives (Kretz 2018).

Discussing homosexuality in same-sex schools in Kenya involves recognising the complex interplay of legal, cultural and social factors. While there are challenges and stigmatisation, efforts to promote acceptance and inclusivity are ongoing. It's important to approach this topic with sensitivity to the lived experiences of LGBTQ+ individuals in Kenya and the broader societal context. Picket (2011) points out that there is high state of hostility towards same sex love in many parts of the world including Kenya. According to the Human Rights Campaigns Foundation (HRCF) and the Human Rights First (HRF) (2014) found that many countries globally and 37 in Africa, have criminalised same sex unions and this includes countries such as Kenya, Togo, Tunisia Angola Tanzania and Ethiopia. Peerch Global (2014)

pointed that approximately 88% of Kenyans found homosexuality to be morally unacceptable and LGBTQ+ movements and homosexuality have become trending topics in Africa.

Wittgenstein (2017) found that homosexuality has become an emotional issue as far as some of the gays and lesbians have been arrested and beaten to instill some discipline and some of the State heads have openly condemned homosexuality. Kenya's president publicly rejected any agenda to be presented in the global population conference that was held in Kenya in 2019 and he reiterated that people have to stand firm on issues that do not conform with their religion and culture and firmly rejected the notion.

Riaz (2016), pointed out that many students who have high religious moral ground were less likely than ever to support the rights of homosexual people and a survey that included almost 900 students who were heterosexual on attitudes towards homosexuality in Guten in South Africa revealed that many heterosexual students had negative attitudes towards the LGBTQ+ students. Pew Research Center (2013) discovered that the gender and religion had a big influence towards the gays and lesbians and this indicated that religious affiliations played a great influence on their perception towards homosexuality.

In Kenya, it was discovered that many university students engaged in amorous conduct consequently engaging in risky sexual behaviour that include homosexuality (GoK, 2010) and that most Kenyans are against homosexuality (BBC 2010). African Review (2010) pointed that Kenyans are extremely intolerant to the gays and lesbians. Raiz (2016) illustrated that other notable figures cited women and men found engaging in same sex unions or relationships were not to be spared and that homosexual men and women could be arrested and taken to the authorities to answer for their unacceptable morals.

2.4 Peer pressure and homosexuality

The influence of peer pressure on homosexuality in same-sex secondary schools is a topic that involves complex social dynamics and should be approached with sensitivity and care. It's important to clarify that peer pressure does not cause someone to be homosexual; sexual orientation is a deeply ingrained aspect of an individual's identity. However, peer pressure can affect how individuals express or disclose their sexual orientation and can influence their experiences in a school environment homosexual students may feel pressured to conceal their sexual orientation due to fear of rejection or discrimination from their peers (Gegeurtner & Gebhardt 2020). Alternatively, peer support can encourage some students to openly disclose their sexual orientation. Peer groups can play a significant role in determining whether homosexual students feel accepted or rejected. Positive peer influences can create a supportive and inclusive environment, while negative influences can lead to isolation and discrimination (Gicho, 2015).

The attitudes and beliefs of peers within the school can shape the overall culture. In some cases, peer norms may be accepting and affirming of diverse sexual orientations, while in other cases, they may be less inclusive. Peer pressure can influence participation in social activities. LGBTQ+ students may feel pressured to conform to traditional gender norms or engage in activities that align with heterosexual norms. The pressure to conform to peer expectations, particularly when they have an indifferent attitude towards homosexual identities, can have negative effects on the mental health and well-being of students. It may contribute to feelings of anxiety, depression, or isolation. Peer pressure can also affect students' educational experiences. Those who feel socially isolated or experience discrimination may have lower academic performance (Gegeurtner & Gebhardt 2020).

Widman et al (2020) in their study in USA pointed out that the belief that peers' engagement in sexual behaviour is one of the key indicators of adolescents and youths' engagement in sexual activities in schools. They, however, indicated that some youths may overcome such peer influence and become instrumental in mentoring their susceptible peers (Widman et al 2020). Their study involved 300 adolescents and a performance of peer pressure influence susceptibility was obtained through comparison of changes in private sexual scenarios and responses during public chat rooms. The study findings showed that 78% of youth provided more open responses in the chat room than in private sexual scenarios.

Further, it was found that gender was the most robust predictor of this change where boys were significantly more susceptible to peer influence than girls. Boys with late pubertal development and mostly African American had significant interactions and greater susceptibility. It was also noted that susceptibility to peer influence varied among the youth. Consistent with sexual script theory, girls were found to present lower susceptibility to social pressure in regard to sexual behaviour than boys.

Delay et al (2019) in their study in Europe stated that young secondary students actively evaluate their identities as they mature and their sexual orientation identify has been noted to be one of the main salient and central to identities of concern among LGQBT+ students' identities of concern. Delay et al (2019) noted that unluckily, peer victimisation in form of homophobic name calling happens to most of the youth. It is, however, not clear how the youth internalise these peer messages as well as influencing their sexual identity. A study that involved 299 students where female constituted 53% aimed at assessing the role of homophobic name calling on changes over the course of an academic year in students' sexual identity. The study findings showed that students experienced homophobic name calling, peer relationships and sexual identity.

Pettingel and Skay (2018) in their study in Ethiopia observed that influences from social associations played a great role in young people's maturity and development and overall behaviour. They pointed out that young individuals tended to make more risks in presence of their age mates compared to when they are alone, (Pettingel & Skay 2018). Premature romantic affairs, which form a strong part of development among young people, are strongly affected by associations among peers especially among the heterosexual young adults. Networks formed among friends are crucial in determining the organisation and quality of dating relationships among young adults (Pettingel & Skay 2018).

Thus, the influence of peers has great influence in shaping gender identity and expression. Peers should be viewed and considered as a main influence of gender construction and sexual orientation among young adults. Kamoni (2020) pointed out that peer influence starts at early stage starting from the preschools and this continues as these children continue with their education and later in their social life. This peer influence strengthens activities that they are involved in such as academic success, play, body image presentation, their popularity, their way of dressing and this extends to their life cycle throughout.

There is scanty information on the development of non-heterosexual orientation among secondary students in the same sex schools. This indicates that there is inadequate proof that the development of non-heterosexual orientation such as homosexuals similar or different forms the development of heterosexual orientations.

2.5 Sexual abuse and homosexuality

According to Gegeurtner and Gebhardt (2020), the influence of sexual abuse on homosexuality in same-sex boarding secondary schools is a highly sensitive and complex topic. It's important to approach this subject with great care, recognising that sexual orientation is not caused by abuse or trauma. Sexual orientation is a natural aspect of an

individual's identity, and it is not something that can be influenced or changed due to external factors. Nonetheless, sexual abuse can have profound and lasting effects on a person's mental and emotional well-being, regardless of their sexual orientation (Gegeurtner & Gebhardt 2020).

In the context of same-sex boarding secondary schools, here are some important considerations.

Sexual abuse, regardless of the victim's sexual orientation, can result in severe psychological trauma. Survivors may experience symptoms such as anxiety, depression, post-traumatic stress disorder (PTSD), and other mental health challenges. Survivors of sexual abuse, especially when it occurs during adolescence, may experience confusion about their identity, including their sexual orientation. This confusion is not a direct cause of homosexuality but can impact how individuals perceive themselves and their relationships. LGBTQ+ individuals who have experienced sexual abuse may face unique challenges when it comes to disclosing their abuse. They may fear judgment or discrimination based on their sexual orientation (Hall, 2018).

Further, Hall (2018) noted that same-sex boarding secondary schools should have policies and resources in place to address sexual abuse and support survivors. This includes providing counselling services and ensuring that survivors can access appropriate mental health care. It's essential to emphasise that sexual abuse does not determine an individual's sexual orientation. Sexual orientation is a fundamental aspect of a person's identity that is not influenced by trauma or abuse. Survivors of sexual abuse should be supported with compassion and understanding, and their experiences should be addressed through trauma-informed care (Hall, 2018).

Roberts et. al., (2019) pointed out that studies have found positive correlations among the physical and sexual abuse as well as neglection and this has led an increase in homosexuality among adolescents. Roberts et al (2019), however studies exist that have shown that assessing directly the link between the diverse types of maltreatment and sexuality have not totally disentangled the causal direction in which the sequencing of this form of maltreatment to the emerging sexuality is hard to ascertain. Same sex orientation may further increase the probably of maltreatment and alternatively this maltreatment can shape the sexual orientation of the victim concerned.

Amato and De Boer (2019) in their South African study sought to evaluate the association between childhood mistreatment and their non-heterosexual orientation in their adulthood with the gay men and lesbians indicating 4- and 1.6-times high prevalence of sexual abuse and physical abuse to the heterosexual students.

Alanko *et al*., (2019) study in Angola showed that many bisexual men and women and the lesbians were more likely than the straight women to report children maltreatment and the adult sexual abuse and assaults. This is however not known whereby the sexual minority females were likely to be experience this form of abuse. According to Corliss, *et al*., (2018) study in Uganda, mistreatment leads to the loss of self-esteem and thus young adults adopting a sexual identity of the minority sexual alignment becomes normal. Their trauma that includes the previous childhood experiences or adulthood experiences of assault can have devastating effects and this often leads to the various adverse outcomes that include low self-esteem, self-blame, post traumatic symptoms depression and body image disturbances issues as well as conversion to LGBTQ+ in order to distance themselves from the gender that perpetrated them.

Stoltenberg et al (2011) argued that the high occurrence of childhood and adulthood has been shown in various studies that are in relation to the dual sexual orientation and the gender socialisation or the person's masculinity or femininity.

Saewyc et al (2017) in their study cited that sexual abuse by older men leads to young boys to believe that they are homosexuals while abuse of girls sexually by men makes the victims (girls) to be aversive of any sexual relationship with men and boys while sexual abuse of boys by men indoctrinates non heterosexuality to the young boys (Saewyc et al 2017).

According to Marvasti and Dripchak, (2019), lesbian and bisexual women don't differ in terms of their previous adults in their adulthood and childhood. Marvasti and Dripchak, (2019) pointed out that lesbian and bisexual women found same rates of childhood maltreatment physically and sexual abuse. Similarly, in a big survey conducted among the straight siblings of a community representative of Lesbian, Gay and Bisexual individuals found no significant differences between bisexual and lesbians in terms of their previous childhood sexual maltreatment and abuse. Further, in their study, they found higher rates of non-penetration of sexual coercion and the completed rape in their adulthood than among the lesbian women while in another large urban survey found close to 68 per cent of bisexual women versus 59 per cent of lesbian women who have experienced full and completed rape.

2.6 Parenting style and homosexuality

The influence of parenting styles on homosexuality in same-sex boarding schools is a complex and multifaceted topic. It's important to emphasise that parenting styles do not determine an individual's sexual orientation. Sexual orientation is a natural aspect of a person's identity. However, parenting styles can have an impact on how LGBTQ+ individuals navigate their sexual orientation and their experiences in same-sex boarding schools (Gegeurtner & Gebhardt 2020).

According to Chesir and Hughes (2019), LGBTQ+ individuals who receive support and acceptance from their parents tend to have better mental health and well-being. Parental support can provide a buffer against the challenges and discrimination that LGBTQ+ students may face in a same-sex boarding school. Open and constructive communication between parents and their LGBTQ+ children can help students feel more comfortable discussing their feelings and experiences. This can be particularly important in a boarding school setting where students may be away from their families for extended periods (Chesir & Hughes 2019).

Parenting styles that are accepting and affirming of a child's sexual orientation can contribute positively to the child's self-esteem and overall well-being. Conversely, rejection or non-acceptance can lead to feelings of isolation and mental health challenges (Chesir & Hughes (2019). Parenting styles that foster resilience and coping skills can help LGBTQ+ students navigate the unique challenges that they may face in the same-sex boarding school environment. Some parents may have cultural or religious beliefs that are not affirmative of LGBTQ+ identities. This can create a conflict for LGBTQ+ students who may feel pressure to conform to their parents' beliefs while also exploring their own identities (Kretz 2018).

Parenting styles can also indirectly influence LGBTQ+ students' peer relationships. Students who receive parental support may feel more confident in forming positive peer relationships, while those facing rejection may struggle with social isolation (Spitzer, 2022).

Parenting styles can influence the decisions that LGBTQ+ students make regarding their education. Some parents may choose same-sex boarding schools for their LGBTQ+ children as a supportive environment, while others may have different motivations. It's important to recognise that there is diversity within LGBTQ+ individuals and within parenting styles.

Each student's experience is unique, and the influence of parenting styles can vary widely (Spitzer, 2022).

Roberts, et al (2019) in their study in USA pointed out that positive correlation between sexual and physical abuse in childhood and non-heterosexuality sexual orientation in adulthood. Their study further stressed that studies on direct assessment of connection between these diverse types of maltreatment and sexuality have not been able to establish the causal direction because of the difficulty and uncertainty involved in the sequencing of maltreatment and emerging sexuality. It was also established that the influence of sexual abuse on women's sexual orientation were substantially lower than on men. Thus, the results suggested that the impetus behind the association between sexual orientation and childhood abuse may be bidirectional, may differ by sex and by the type of abuse (Roberts et al., 2019).

Fergusson and Horwood (2018) in their study in Poland suggested that separation from parents has severe effects on children and these included short term consequences of separation and long-term effects that continue to adulthood of the children. Some of the reported effects include adverse influences on the cognitive capacity, education, physical, emotional and mental health, social interactions and behaviour, interpersonal relationships, criminal activities, smoking cigarettes, abusing drugs, escaping from home at an early age, sexual interests, as well as early pregnancies.

According to James (2016), many environmental and upbringing factors have been found and associated with men being non-heterosexual and presence of unhealthy boy-child relationships with their females are some of the causes of non-heterosexuality. Among the females, they include the mothers, sisters and the rest of the extended female family members, teachers and the baby sitters who can influence the boy child when they are

growing up in various ways. These females often overwhelm the growing boy too much attention in love and this overprotection to the boy leaves him feeling incapable of portraying their masculinity. The boy might grow up being criticised by the females for his weaknesses and this might lead to self-doubt and lifelong feelings of shame, self-doubt and insecurity.

Billy (2009), argued that the boy child may be feminised through being addressed and dressed as a girl by other older females in the family or even being told that he is of the opposite gender and this failure by the women to observe their boundaries and standards of modesty may further sexualise their relationship with the boy. This can be done through various ways which are not limited to leaving bedroom and bathroom doors open during changing clothes or even walking in the house naked or just in their undergarment. Billy further pointed that the females might directly abuse boys sexually through engaging them in sexual manners and innuendos occasionally or they might even try to sexualise them (boys) through making lewd comments about their body or just through the mere talks about their sex lives.

Byne and Parsons (2015) agreed that many females and sometimes most of the non-heterosexual males may report family constellations in a casual manner on the association that promotes homosexuality such as being involved too much, much controlling mothers and presence of poor father-son relationships. This form of association has been noted in many non-clinical and clinical studies.

A number of men who have sex with other men (MSM) sometimes are fully aware and openly indicate their dislike for women and these men often develop avoidance in the associations or forming relationships with women and thus experience feelings that are linked with anxiety and fear which exacerbates their closeness with females and thus tend to

keep their distance from women. James (2016) indicated that some men may feel indifferent and apathetic to women and they might further treat women with disdain to the extent they treat women as if they do not exist. This distancing and having oppositional vies on ways of relating with the women sometimes blocks the adult's male natural attraction to the opposite gender.

Milton (2010) pointed out that those males who become enmeshed with women sometimes seeks their approval or sometimes becomes dependent on them or their support and this often leads to allowing themselves to be controlled by the women and thus becoming their juniors (Milton, 2010).

Locke (2015) suggested that the same sex attraction in males tend to develop good and healthy relationship with women because they tend to seek out the women's settings as their safety source of consolation and security. These men are franker and at ease with the women and portray over familiarity and resonance with them and thus sharing these women's interests and viewpoints. The men possess feelings of being included as "one of the girls"; these relationships become comfortable and enmeshed with women in ways of over clinging too close to the feminine side. During those instances, the man becomes feminised by the opposite gender (women and girls) when growing up; they bring along the feminine feelings closer in their adulthood (Locke 2015).

A study presented at an international conference on Public Health by Lidha (2017) observed that, among the study participants, close to sixty-seven youths (adolescents) majority (close to 90%) identified themselves as homosexuals while close to 13.5% indicated that they did not have any homosexual orientation. Among those who identified themselves as homosexuals, close to three quarters (73%) pointed that they were raised in a strict authoritarian form of parenting style and many studies have posited that parenting style is

associated with a higher risk of developing non heterosexual orientation among the adolescents.

2.7: Religion and Homosexuality in schools.

The influence of religion on homosexuality in same-sex boarding secondary schools is a complex and multifaceted topic. Religious beliefs and teachings can have a significant impact on how individuals perceive and navigate their own sexual orientation, as well as how they are treated within religious and educational settings. It's important to approach this subject with sensitivity to diverse perspectives and experiences (Rosario et al 2016).

According to Rosario et al (2016), different religious traditions have varying teachings and interpretations related to homosexuality. Some religious denominations fully accept and affirm LGBTQ+ individuals, while others may hold more conservative views that consider homosexual behaviour as incompatible with their religious doctrine. LGBTQ+ individuals who come from religious backgrounds may experience internal conflicts between their sexual orientation and their faith. This can lead to feelings of guilt, shame, or confusion.

According to Morris et al (2021), the extent to which LGBTQ+ students are accepted or rejected within their religious communities and schools can vary widely. Some schools affiliated with religious institutions may have inclusive and affirming policies, while others may hold more conservative views that are less accepting of LGBTQ+ identities. In some same-sex boarding schools with religious affiliations, there may be supportive groups or organisations that aim to reconcile LGBTQ+ identities with religious faith. These groups can provide a sense of community and support for students facing religious conflicts. Religious beliefs can sometimes be used to justify discrimination or bullying against LGBTQ+ students. Schools must have policies in place to address and prevent such behaviours (Morris et al 2021).

The religious beliefs and values of students' families can play a significant role in their experiences and attitudes toward homosexuality. Students may experience varying levels of acceptance or rejection within their own homes (O'Higgins & Norman, 2019). Some schools may prioritise education and dialogue around issues of sexuality and religion. These discussions can help students explore their identities and beliefs in a supportive and respectful environment. Schools that have religious affiliations must navigate legal and ethical considerations related to LGBTQ+ rights and non-discrimination policies. Balancing religious freedom with the rights of LGBTQ+ students can be a complex issue. It's crucial to emphasise that there is a wide diversity of religious beliefs and practices, even within the same religious tradition. While some religious communities fully accept and affirm LGBTQ+ individuals while others may not. Similarly, the attitudes and policies of same-sex boarding schools with religious affiliations can vary significantly (O'Higgins & Norman, 2019).

Finke and Adamczyk (2018) pointed out that many religions have laws against homosexuality, and those who take their religion seriously are more likely to hold unfavourable sentiments. All religions also give followers the chance to interact with others through religious services, classes, rituals and study groups. More religious people are likely to become formally exposed to the issues of homosexuality through these events.

Additionally, more unfavourable attitudes on homosexuality could be further propagated through casual interactions with other religious members. Given the substantial influence that prior work has demonstrated that personal religious beliefs have on attitudes, is the cause to suspect a macro level influence. According to other studies, residents of countries with higher overall levels of religious importance and engagement are more likely to be against homosexuality even if they are not personally religious (Finke & Adamczyk (2018).

Vance (2019), in his study in Canada, observed that non-heterosexuality tended to be found in all religions and sexual activities prevalence exists in varying degrees and further pointed out that even the numbers of same genders were comparable Vance, (2019).

Dohrenwend (2018) indicated that religious based stress that originates from discrimination can result to the impairment of the psychosocial functioning of the students as well as becoming risk factors for certain psychosocial disorders.

Shoveller *et al*., (2020) found out that the religious dynamics that shape sexual orientation at the population level are based on the interplay between the more "upstream" forces that shape our social contexts and the individual. The study involved 18 to 24-year-olds living in one urban UK community and the other in rural. The researchers examined how social context shaped their perceptions and experiences pertaining to sexual behaviour. Among other findings, the study found that young people's sexual orientation is significantly influenced by socio-cultural factors.

According to Ellison et al., (2021) there is a relationship between religion and attitudes about homosexuality. Research done both within individual states and across many countries had noted that religion had a higher level of purpose and importance and engagement that were consistent in either approving or disapproving views concerning the idea of same sex unions (Ellison et al., 2021).

Bertosa (2019) noted that there was high prevalence of instances where same sex relationship was present among men in religious settings in Greece where older men mentored and trained young boys and had sexual affairs with them (Bertosa 2019).

Wardlow (2017) found that through religion and other forms of linked beliefs, some cultural connotations accorded an exceptional significance to sexual orientation of the young adults such that in Papua Guinea genital fluids had special cultural meanings and were acceptable

and seen as sanctified and pure embodiment of masculinity while the female sexual fluid was seen as poisonous to the males Wardlow, (2017).

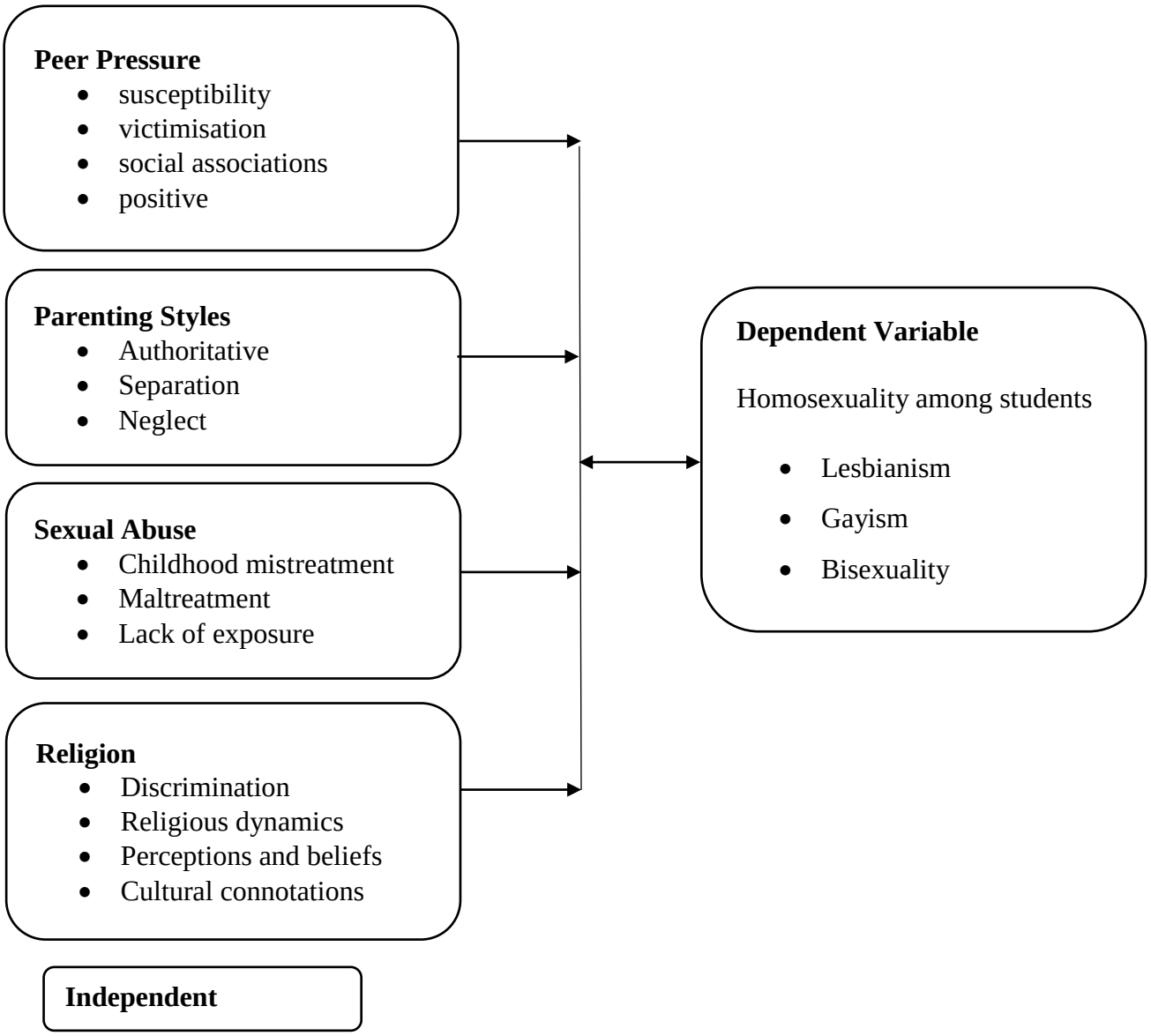
Blackwood (2019) pointed out that heterosexual orientation wasn't the only form of sexual behaviour and found that sexual orientation was far reaching. Blackwood (2019) found that in Lesotho's religious environment, young women could have sexual relations with older girls. In these cases, older girls act as mentors to the young girls, and therefore, sexual activities are carried out in line with the mentorship ideology. Such relationships continue as a cycle, where the young girls grow up into mentors to other younger girls in sexual matters, courtship, and other aspects of their traditions and religious undertakings.

2.8 Conceptual Framework

Mugenda and Mugenda (2003) indicated that a conceptual framework relates to a tool that is used to assist the researcher to have a clear understanding on how the variables they are investigating presents the relationship between the DV an IVs as presented in the figure below on the psychosocial factors have on the homosexuality.

Figure 2.1

Influence of psychosocial factors in homosexuality among students



Source: Author (2023)

The independent variables are peer pressure, parenting styles, sexual abuse and religion. The dependent variables are homosexuality in students. The intervening variables included age and gender as presented in the Figure 2.1. Peers have a great influence in shaping gender identity and expression and peers should be viewed and considered as a main influence of gender construction and sexual orientation among young adults. Peer influence strengthens activities that they are involved in activities such as academic success, body image presentation, their popularity, their way of dressing and this extends to their life cycle throughout.

Sexual abuse in childhood has been shown to contribute to increase in homosexuality among young adults in same sex secondary schools and there is a positive correlation among the physical and sexual abuse as well as neglect and this has led to homosexuality among adolescent.

Parenting style mostly neglects and strict disciplinary methods that have been shown to increase the rates of homosexuality among young adults. Family constellations in a casual manner on the association that promote homosexuality such as being involved too much, much controlling mothers and presence of poor father-son relationships. Religions have laws against homosexuality, and those who take their religion seriously are more likely to hold unfavourable sentiments and more unfavourable attitudes on homosexuality could be further propagated through casual interactions with other religious members.

CHAPTER THREE

RSEARCH METHODLOGY

3.1 Introduction

This section provides the methodology that was followed by the study and the various outlines that were included such as the study location, design adopted, population of the study and the sampling procedures to be followed as well as the sampling technique to be utilised. The chapter further presents the instruments to be used for data collection, validity, reliability, data collection and subsequent analysis and lastly the ethical considerations and logistics.

3.2 Research Design

A research design refers to the roadmap that a researcher or the study used or carried out the research with. The design specifies the steps that the study follows in order to obtain the needed to structure and provide answers to the research problems. According to Coldwell and Herbst (2004), these research designs are also referred to as research strategies.

A descriptive survey design was used for this study. The study used a mixed research design that utilises qualitative and quantitative mode of inquiry to assess the influence of psychosocial factors on homosexuality in same sex boarding schools in Kikuyu Sub County. This design was the most appropriate in studying the participants' opinions and perception on homosexuality. The study is aimed at establishing the influence of peer pressure, sexual abuse, parenting styles and religion on homosexuality.

3.3 Target Population

The study's target population is all the 1660 Form Three students from the same sex boarding schools in Kikuyu Sub County. In the population 716 are boys while 944 are girls. This was taken to be the target population as presented in Table 3.1.

Table 3.1

Form 3 Students Population in Target Population

Serial	School	population
1	Alliance Boys' H.S	455
2	Alliance Girls' H.S	532
3	Moi Girls' Kamangu	196
4	Musa Gitau Girls'	216
5	Kikuyu Boys'	111
6	Kikuyu High S.	150
Totals		**1660**

Source: Education office: Kikuyu sub county (2023).

3.4 Study Locale

The study was conducted in same sex boarding schools in Kikuyu Sub County, Kiambu County. Kikuyu Sub County has six same sex boarding schools. It has a cosmopolitan population that makes it suitable for the study. It is located in the south-western part of Kiambu County, adjacent to Nairobi city and it covers an area of 12.10 square kilometers.

3.5 Sampling Procedure

A sample is a representative of the target population and this is because some target populations are too large to be economical and feasible. According to Hair et al (2011), sampling refers to the process of making and selecting a small representative of individuals of the target population. Purposive sampling was used to identify the schools that were under this study.

This study focused on the Form 3 students as these stage students understand school dynamics, are more mature and are less preoccupied with national examination preparation.

The Form 3 students' population in the 6 same sex boarding schools is 1660 according to the Ministry of Education (2022). Out of the total 1660 Form Three students targeted by the study, the researcher sampled 166 of them. This constituted 10% of the total targeted

population. Gay (2006) argued that sample size can be between 10-30% of the target population that the research can access and is adequate enough to make generalisation about the whole target population. The study considered 10% of the students in the targeted schools. Purposive sampling was used to identify 6 teacher counsellors from the 6 same sex boarding schools.

Table 3.2:

Sampling Frame

Serial	School	population	Sample size10%
1	Alliance Boys' H.S	455	45
2	Alliance Girls' H.S	532	53
3	Moi Girls' Kamangu	196	20
4	Musa Gitau Girls'	216	22
5	Kikuyu Boys'	111	11
6	Kikuyu High S.	150	15
Totals		**1660**	**166**

Source: Author (2023).

The study used simple random sampling to the students' and teachers. All of the teacher Counsellors (KII) teachers were considered and were obtained from the Guidance and Counselling departments in all the 6 schools. The 6 schools picked for the study were the ones that met the specifications of the study scope of being boarding schools and also having the same gender.. Out of the 6 schools; 3 were girls' boarding schools while 3 were boys' boarding schools.

3.6 Data collection Instruments

Data collection instruments refer to the tools that the researcher utilises to collect or gather information that they are seeking from the study participants and this includes: questionnaire, key interview guides, among others. The data collection tools to be used

depend on the type of the data/information being sought or gathered. This study used questionnaires. According to Brace (2008), questionnaires are made of questions that are intended for self-completion by the study participants.

The study also employed open ended questions that were generated from the empirical studies. The Likert scale questions and open-ended questions provided feedback in form of reactions, beliefs and attitudes of students on the influence of homosexuality in same sex boarding schools. It is a cost-effective method to acquiring information especially from a large or sparsely located group of respondents. It also allows for anonymity. The questionnaire comprised of two sections. Section A collected demographic data while section B collected independent variables that included, influence of peer pressure, sexual abuse, religion and parenting style had on homosexuality. This study employed the use of interviews to the six teacher-counsellors.

An interview guide is a list of questions asked to the participants during the interview. It allowed for comprehensive research and helped the students to air their views as homosexuality is a sensitive issue. The researcher employed semi-structured interview guides to obtain more detailed data from the teacher counsellors in the targeted schools.

3.7 Data Collection Procedure

A total of 166 questionnaires was administered to six same sex secondary schools in Kikuyu Sub County and was given to the study participants by teacher-counsellors to be self-completed. Once completed, the researcher collected them for analysis. The researcher conducted face to face interviews to KII (teachers-counsellors) around the time the filled questionnaires were collected.

3.8 Reliability and Validity of Data Collection Instruments

3.8.1 Reliability of Data Collection Instruments

According to Mugenda and Mugenda (2003), reliability refers to the degree in which the data collection instruments provide consistent outcome of the data after several trials and. This study used the test-retest method to assess the reliability. Cronbach coefficient that is a measure of how closely related a set of items are as a group was also used.

$$\alpha = \frac{N * \overline{c}}{\overline{v} + (N-1) * \overline{c}}$$

Where:

- N = number of items
- $\overline{c}$ = mean covariance between items.
- $\overline{v}$ = mean item variance.

3.8.2 Validity of research Instruments

The researcher undertook content validity to confirm whether the instruments covered the study's topic matter as intended. Validity is the extent to which the scores from a measure represent the variable they are intended to. It is a judgment based on various types of evidence.

3.8.3 Pretesting

The research instruments were pre- tested in order to standardise them before the actual study. In this study, the data collection instruments were piloted on a 10% of the sample size and they were excluded from subsequent data collection to avoid bias. Collected data was manually collated and Spearman Rank Correlation was done to assess the correlation

coefficient and a threshold of 0.8 was considered a positive sign or assessing good reliability of the instruments. Qualitative data was measured for their reliability through data comparison to determine the common themes and consistency

3.9 Data Analysis

This step was done after the data collection process was completed in order to make sense of the data collected. The quantitative data was analysed using SPSS v25 whereby the descriptive statistics were used. These descriptive statistics included the means, SD and frequencies and was presented in tabular form and graphical manner. Correlation matrix and cross tabulation with Chi square was used to test for any form of relationships among the study variables and their significance to show any associations. Content analysis was used to analyses qualitative data and presented in verbatim.

3.9.1 Statistical Model

The study purpose was to establish the influence of psychosocial factors on homosexuality in same sex boarding secondary schools in Kenya, a case of Kikuyu Sub-County. The DV was homosexuality while the IVs were peer pressure, parenting styles, sexual abuse and religion as presented in the following regression model.

$$Y_{hom} = \beta_0 + \beta_{pp}X_{pp} + \beta_{ps}X_{ps} + \beta_{sa}X_{sa} + \beta_r X_r + \ell i$$

From the equation:

Y was the dependent variable, β_0 is a constant,

B_{pp}, β_{ps}, β_{sa} *and* β_r, are the regression coefficients while X_{pp}, X_{ps}, X_{sa} *and* X_r represents the independent variables

Y = homosexuality

X_{pp}= peer pressure

X_{ps}, = parenting styles

X_{sa} = sexual abuse

X_r = religion

ℓi is the error term

3.10 Ethical and Logistical Considerations.

The researcher sought and obtained authorisation letters from Kenya Methodists University. Ethical Review Committee and research permit was obtained from the National Commission for Science Technology and Innovation (NACOSTI). The study sought informed consent from all study participants before participating in the study. The researcher provided explanation on the objectives of the study to the schools' heads (principals) teacher counsellors and to the rest of the study participants (students). The participants were informed that there were no psychological or physical risks associated with the study and that their participation in the study was purely voluntary. The participants were asked to read and sign the informed consent letter before they were involved in the study. In order to ensure utmost confidentiality and anonymity, the questionnaires did not have the name of the respondents and the interview had pseudonyms to represent the respondents.

CHATER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents findings and discussions based on the findings. The main aim of the study was to assess the influence of psychosocial factors on homosexuality in same sex boarding secondary schools in Kenya, a case study of Kikuyu Sub-County. The study findings are presented according to the study objectives which were:

1. To examine the influence of peer pressure on homosexuality in same sex secondary boarding schools
2. To determine the influence of parenting styles on homosexuality in same sex boarding schools.
3. To establish the influence of sexual abuse on homosexuality in same sex boarding secondary schools.
4. To assess the influence of religion on homosexuality in same sex boarding secondary schools.

4.2 Response Rate

Data was collected by the use of structured questionnaire and a total of 166 questionnaires were dropped and collected and checked for completeness and consistency, the interviews were conducted on the guidance and counselling of teachers of the various schools.

4.3 Homosexuality in Schools.

The participants were asked questions to help in identifying their sexual orientation and the responses were as indicated in Table 4.1.

Table 4.1

Sexual Orientation

		Fr	%
Sexual Orientation	homosexual	12	7.2
	Non- homosexual	154	92.8
	Total	166	100.0

Source: Field Data (2023)

The table shows that students who identified themselves as homosexuals were approximately 12(7.2) % while most 154(92.8%) identified themselves as heterosexuals.

Further, screening for homosexuality revealed the findings in Table 4.2:

Table 4.2

Homosexuality Screening

	Yes		No			
	Fr	%	Fr	%	Mean	SD
Have you ever been sexually attracted to a person of your sex?	25	15.1	141	84.9	1.8494	.35874
Have you ever had any sexual contact, such as hugging or touching, with a person of the same sex?	79	47.6	87	52.4	1.5241	.50093
Has a person of the same sex ever stroked your penis/vagina so that you climaxed?	26	15.7	140	84.3	1.8434	.36455
Have you ever stroked a person of your sex in sensual manner?	22	13.3	144	86.7	1.8675	.34009
Have you ever had sexual intercourse with a person of your sex?	16	9.6	150	90.4	1.9036	.29601
Would you say that you are more attracted to people of your sex than, people of the opposite sex?	18	10.8	148	89.2	1.8916	.31187

It was evident that majority 141(84.9%) had never been sexually attracted to students of the same sex compared to 29(16.1%) who attested so and slightly more than half 87(52.4%) pointed that they had never had any sexual contact, such as hugging or touching, with a person of the same sex. In addition, 144(86.7%) attested that they had never stroked students of same sex on their penis/vagina so that they had climaxed and a mere 16(9.6%) had sexual intercourse with a person of their sex while close to 18(10.8%) agreed that they were more attracted to people of their own sex than people of the opposite sex. These responses/results

indicated the presence of homosexuality or homosexuality tendencies among students of same sex boarding schools. However, these numbers are low probably because of the fear of disclosure as homosexuality is a sensitive issue to own, Kiragu (2020).

4.4 Peer Pressure and Homosexuality

The first objective of the study was to assess the influence of peer pressure on homosexuality in same sex secondary schools in Kiambu County. The respondents were required to indicate their level of agreement or disagreement using a five-point Likert scale (5 – strongly agree, 4 – agree, 3 – neutral (not sure), 2 – disagree, 1 – strongly disagree). The responses were as presented in Table 4.3.

Table 4.3

Peer Pressure and Homosexuality Percentage

	SA		A		NS		D		SD		Mean	SD
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
My peers dictate the kinds of friends that I keep	3	1.8	32	19.3	56	33.7	67	40.4	8	4.8	2.7289	.89036
My friends influence how I spend my leisure time	25	15.1	9	5.4	47	28.3	85	51.2			2.7590	.77209
I worry how my decisions are viewed by my peers.	9	5.4	109	65.7	28	16.9	20	12.0			3.6446	.76289
I would like to behave the same way my peers do.	11	6.6	118	71.1	24	14.5	13	7.8			2.7651	.68683
My peers' view of homosexuality determines the way I view it.	9	5.4	104	62.7	35	21.1	17	10.2	1	.6	3.6205	.76709
I desire to have a similar sexual orientation with my peers	11	6.6	97	58.4	20	12.0	28	16.9	10	6.0	3.6687	3.38873

Most of the study participants disagreed 67(40.4%) that their peers influenced the kinds of friends who they kept with a mean of 2.73 and a standard deviation of 0.89 and they did not influence how they spent their leisure time (mean of 2.75 and a standard deviation of 0.772). They were worried on how their decision was viewed by their peers (mean 3.64 and a standard deviation of 0.763) and they disagreed that they could further behave the same as their peers (mean 2.76 and a standard deviation of 0.686). They agreed that (3.6 SD 0.767)

their peers' view of homosexuality determined the way they viewed it. The results imply that various aspects of peer pressure influenced students' inclination to homosexuality in same sex schools in Kikuyu Sub County, Kiambu County. The responses on influence of peer pressure on homosexuality were cross tabulated and the results were as presented in Table 4.4:

Table 4.4:

Peer Pressure and Homosexuality

		SA	A	N	D	SD	X^2	P value
My peers dictate the kinds of friends who I keep.	homosexual	0	4	5	3	0	3.180	.528
	Non- homosexual	3	28	51	6	48		
My friends influence how I spend my leisure time	homosexual	1	7	4	0		11.333	.021
	Non- homosexual	24	78	43	9			
I worry how my decisions are viewed by my peers	homosexual	0	10	1	1		2.023	.568
	Non- homosexual	9	99	27	19			
I would like to behave the same way my peers do	homosexual	0	10	1	1		14.70	.089
	Non- homosexual	11	108	23	12			
My peers' view of homosexuality determines the way I view it.	homosexual	2	8	1	1	0	4.171	.383
	Non- homosexual	7	96	34	16	1		
I desire to have a similar sexual orientation with my peers	homosexual	1	6	1	2	1	13.368	.020
	Non- homosexual	9	91	19	26	9		

The findings show that among those who identified with homosexuality, the key and significant statements included that their friends influenced how they spent their leisure time (x^2=11.33, p=0.021) and wanted to behave the same way as their peers did (x^2=4.08, p=0.082). They also pointed that they desired to have the same sexual orientation as their peers (x^2=14.70, p=0.089) and how they desired to have same/similar sexual orientation as their peers (x^2=13.37, p=0.020) and this inclined that the role of peer pressure in shaping the sexuality of teens and youths in borading schools is highly significant . In the same vein, Pettingel and Skay (2018) concur that social associations play a big role in people's maturity and development and overall behaviour as they tend to make more risks in the face to face interview.

In the face to face interview, two of the teacher-counsellors pointed out that peer pressure had led to a gradual increase in homosexuality in schools:

> As the teacher counsellor in this school, I have witnessed several students easily influenced by other students in terms of conduct and overall response behaviours and this may lead to emotional contact that may lead to acts like caressing each other.

Further, another teacher counsellor pointed out:

> I have witnessed some of the students behaving or trying to emulate their peers in terms of general conduct and spending so much time together and mostly in the same sex secondary schools

The findings complement the findings by Kamoni (2020) who argued that peer influence strengthens activities that they are involved in such as academic success. The findings concur with Widman et al (2020) who pointed out that peers' engagement in sexual behaviour is one of the key and consistent indicators of adolescents and youths' engagement in sexual activities in schools. Further, the findings are consistent with Delay et al (2019) who revealed that young secondary students actively evaluate their identities as they mature and their sexual orientation identity which are salient and central to identities of concern among LGQBT+ students.

4.5 Parenting Style and Homosexuality

The second objective of the study was to determine the influence of parenting styles on homosexuality in same sex boarding. The respondents were required to indicate their level of agreement or disagreement using a five-point Likert scale (5 – strongly agree, 4 – agree, 3 – neutral (not sure), 2 – disagree, 1 – strongly disagree). The responses were as in Table 4.5.

Table 4.5:

Parenting Style and Homosexuality

	SA		A		NS		D		SD		Mean	SD
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
My parents are very strict and insensitive and this led me to find acceptance in my same sex friend	45	27.1	101	60.8	15	9.0	5	3.0			4.120	.685
I do not have any close emotional attachment with my same sex friend as my parents are firm but care about my emotional and physical needs.	44	26.5	94	56.6	13	7.8	15	9.0			4.006	.842
There are no family rules in my home and this drew me to homosexuality	3	1.8	5	3.0	2	1.2	74	44.6	82	49.4	1.632	.811
My parents are not concerned about my emotional needs which led me to find solace in my same sex friend	2	1.2	31	18.7	83	50.0	45	27.1	5	3.0	2.879	.784
I got into homosexuality because my parents allow me to do what I want.	3	1.8	31	18.7	43	25.9	55	33.1	34	20.5	2.481	1.072
My parents spend quality time with me which keeps me from form emotional attachments with my same sex friend	4	2.4	27	16.3	48	28.9	74	44.6	13	7.8	2.608	.932
There is open communication between my parents and I which makes me to feel free to share my feelings and emotions	8	4.8	79	47.6	30	18.1	49	29.5			3.277	.944

Table 4.5 indicates that the respondents' majority 101(60.8%) agreed that their parents were very strict and insensitive hence leading them to find acceptance in same sex friends with a mean of 4.1 and standard deviation of 0.65). They agreed that they did not have any close emotional attachment with their same sex friend as their parents are firm but care about their emotional and physical needs (mean 4.006 standard deviation 0.842). They disagreed on the statement that there were no family rules in their home and this drew them to homosexuality (mean of 1.63 and standard deviation of .811). Half 83(50%) of the respondents were neutral on the statement that their parents were not concerned about their emotional needs which led them to find solace in same sex friends (mean 2.87 SD 0.78) and majority were neutral to the

statement that parents were not concerned about their emotional needs (mean of 2.87 and standard deviation of 0.780).

The respondents disagreed (mean of 2.4 and standard deviation of 1.063) that they got into homosexuality because their parents allowed them to do what they wanted given that most showed heterosexual orientation. They disagreed (2.61 and standard deviation of 932) on the statement that their parents spent quality time with them which kept them from emotional attachments with their same sex friend. These finding indicate that the style of parenting plays role in sexual orientation formation among adolescents in secondary schools. The responses on influence of parenting styles on homosexuality were cross tabulated and the results were as presented in Table 4.5:

Table 4.6:

Parenting Style and Homosexuality Associations

		SA	A	NS	D	SD	Chi-Square	P value
My parents are very strict and insensitive and this led me to find acceptance in my same sex friend	Homosexual	1	11	0	0		5.260	.154
	Non-Homosexual	44	90	15	5			
I do not have any close emotional attachment with my same sex friend as my parents are firm but care about my emotional and physical needs	Homosexual	5	5	1	1		11.644	.049
	Non-Homosexual	39	89	12	14			
There are no family rules in my home and this drew me to homosexuality	Homosexual	1	0	0	5	6	13.619	.046
	Non-Homosexual	2	5	2	69	76		
My parents are not concerned about my emotional needs which led me to find solace in my same sex friend	Homosexual	0	1	7	2	2	9.603	.048
	Non-Homosexual	2	30	76	43	3		
I got into homosexuality because my parents allow me to do what I want.	Homosexual	0	1	6	4	1	4.806	.308
	Non-Homosexual	3	30	37	51	33		
My parents spend quality time with me which keeps me from emotional attachments with my same sex friend	Homosexual	0	3	2	7	0	3.152	.533
	Non-Homosexual	4	24	46	67	13		
There is open communication between me and my parents which makes me to feel free to share my feelings and emotions	Homosexual	0	7	3	2		12.004[a]	.057
	Non-Homosexual	8	72	27	47			

Eleven out twelve of those that identified as homosexuals agreed that their parents were very strict and insensitive and this led them to find acceptance in their same sex friend (x^2=5.26, p>0.05). Five agreed that they did not have any close emotional attachment with their same sex friend as their parents were firm but care about my emotional and physical needs

(x^2=11.644, p=0.049). Among those that identified themselves as homosexuality, most (7) were neutral that their parents were not concerned about their emotional needs which led them to find solace in their same sex friend (x^2=9.603, p=0.048).

Approximately, 5 of the respondents those identified as homosexuals disagreed that there was open communication between them and their parents which made them to free to share their feelings and emotions (x^2=12.004, p=0.057).

When interviewed, two of the teacher- counsellors in same sex girls secondary when interviewed pointed that:

> Breakdown in communication among the parent and their children many lead to unwanted consequences as these children may seek solace in their friends and form a close personal bond that may extend to sexual activities.
>
> Sometimes the issues of too much restriction on the girl child puts so much restrain on the type of the relationship these girls have with their parents and this reduces openness in terms of seeking emotional support from their parents and thus they seek elsewhere.

It was evident from the responses that parenting styles have long term effects on the sexual orientation of the children and thus being on the extremes of the parenting style i.e. very strict and insensitive and lack of close emotional attachment and communication may increase likelihood of homosexuality. They continued to stress on those studies on direct assessment of connection between these diverse types of maltreatment and sexuality as shown by the responses. The study also agrees with Byne and Parsons (2015) who posited that there exists casual manner on the association that promotes homosexuality such as having been brought up by too controlling mothers and a poor father-son relationship. The study agrees with Lidha (2017) who observed that close to three quarters (73%) of the respondents pointed that they were raised in a strict authoritarian form of parenting style which is associated with a higher risk of developing non heterosexual orientation among the adolescents. This observation was

brought out by respondents in this study as they concurred that there were strict family rules in their homes that drew them to homosexuality.

4.6 Sexual Abuse and Homosexuality

The third objective of the study was to establish the influence of sexual abuse on homosexuality in same sex boarding secondary schools. The respondents were required to indicate their level of agreement or disagreement using a five-point Likert scale (5 – Strongly Agree, 4 – Agree, 3 – Neutral (not sure), 2 – Disagree, 1 – Strongly Disagree). Descriptive statistics including mean, standard deviation and coefficient of variation were calculated to rate their responses as presented in Table 4.7.

Table 4.7:

Sexual Abuse and Homosexuality

	SA		A		NS		D		SD		Mean	SD
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
In my opinion children who are sexually molested end up as homosexuals			23	13.9	76	45.8	67	40.4			2.73	.689
I believe that a rape victim is likely to become homosexual later in life			30	18.1	75	45.2	59	35.5	2	1.2	2.80	.740
In my opinion early exposure to sexual acts leads to homosexuality	1	.6	29	17.5	61	36.7	75	45.2			2.73	.764
I developed a desire of a same sex friend after engaging in sex with an adult relative	1	.6	17	10.2	53	31.9	95	57.2			2.54	.701
My homosexual peer was exposed to sex early in life.	6	3.6	43	25.9	91	54.8	25	15.1	1	.6	3.1687	.74377

It was established that approximately 67(40.4%) disagreed that children who are sexually molested ended up as homosexuals (mean of 2.73 and a standard deviation of .689) while a slightly more than a third 59(35.5%) disagreed that they believed that a rape victim is likely to become homosexual later in life (mean 2.80, SD.740).

In addition, close to half 75(45.2%) disagreed on the statement that early exposure to sexual acts leads to homosexuality (mean of 2.73 and a standard deviation of 0.764). Additionally, 95(57.2%) respondents disagreed that they developed the desire of a same sex friend after

engaging in sex with an adult relative(2.54 with standard deviation of 0.701). More than half 91(54.8%) were unsure and 43(25.9%) agreed with the statement that their homosexual peer was exposed to sex early in life provided that most were not homosexuals. These findings imply that sexual abuse during childhood predisposes an individual to homosexuality. The responses on influence of sexual abuse on homosexuality were cross tabulated and the results were as presented in Table 4.8.

Table 4.8:

Sexual Abuse and Homosexuality

		SA	A	NS	D	Chi-Square	P value
In my opinion, children who are sexually molested end up as homosexuals	Homosexual		2	6	4	2.282	.868
	Non-Homosexual		21	70	63		
I believe that a rape victim is likely to become homosexual later in life	Homosexual		2	7	3	11.070	**.084**
	Non-Homosexual		28	68	58		
In my opinion early exposure to sexual acts leads to homosexuality	Homosexual	0	1	6	5	11.350	**.017**
	Non-Homosexual	1	28	55	70		
I developed a desire of a same sex friend after engaging in sex with an adult relative	Homosexual	0	2	1	9	3.569	.312
	Non-Homosexual	1	15	52	86		
My homosexual peer was exposed to sex early in life	Homosexual	0	0	8	4	17.83	**.001**
	Non-Homosexual	6	43	83	22		

The Table 4.8 provides the cross-tabulation on the sexual abuse parameters and homosexuality orientation to test the significance of the statements. The findings show that there was significance in various statement that respondents believed that a rape victim was likely to become homosexual later in life (x^2=11.47, p=0.089). In addition, early exposure to sexual acts leads to homosexuality (x^2=9.908, p=0.023) and exposure to sex early in life is another significant statement (x^2=18.697, p=0.001.

In the interviews, one of the teacher counsellors noted that:

> Various studies have shown that sexual molestation among children becomes one of the risk factors of these children becoming homosexuals due to the fear of the opposite gender who molested them and I strongly believe that cases of rapes and other forms of sexual acts becomes very crucial determinants of homosexuality.

These qualitative and quantitative responses findings show that sexual abuse or molestation increases an individual's vulnerability to homosexuality. The sexual abuse has been shown to increase the tendencies of the child to seek solace to the same gender if they were molested by a different gender.

These study findings resonate with Roberts et al. (2019) who pointed out that they found out those positive correlations among the physical and sexual abuse as well as neglect and this increases homosexuality among adolescents. The study also agrees with Amato and De Boer (2019) who found association between childhood mistreatment and their non-heterosexual orientation in their adulthood. These findings also resonate with Stoltenberg et al (2011) and Saewyc et al (2017) who pointed out that the sexual abuse by older men leads young boys to believe that they are homosexuals. This can also be used in explaining the findings on this objective. The abuse of girls sexually by men makes the victims (girls) to be aversive of any sexual relationship with men and boys while sexual abuse of boys by men indoctrinates non heterosexuality to the young boys. The study agrees with Marvasti and Dripchak, (2019) who noted that there were the same rates of childhood maltreatment physically and sexually.

4.7 Religion and Homosexuality

The fourth objective of the study was to assess the influence of religion on homosexuality in same sex boarding secondary schools. The respondents were required to indicate their level of agreement or disagreement using a five-point Likert scale (5 – Strongly Agree,4 – Agree, 3 – Neutral (not sure), 2 – Disagree, 1 – Strongly Disagree). Descriptive statistics including mean, standard deviation were used to rate their views and the responses. The responses on influence of religions on homosexuality were as presented in Table 4.9.

Table 4.9*:*

Religion and Homosexuality

	SA		A		NS		D		SD		Mean	SD
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
My religion doesn't allow same sex relationships	36	21.7	90	54.2	21	12.7	14	8.4	5	3.0	3.83	.963
In my opinion, most religions prohibit unnatural sex	15	9.0	70	42.2	49	29.5	32	19.3			3.40	.901
My sexual orientation is influenced by my religion	8	4.8	49	29.5	74	44.6	35	21.1			3.18	.818
Same sex relationships are termed as evil in my religion	12	7.2	76	45.8	47	28.3	30	18.1	1	.6	3.40	.888
My religion dictates that one can only have a sexual relationship with someone of the opposite gender	20	12.0	102	61.4	17	10.2	21	12.7	6	3.6	3.65	.970
In my opinion many people who do not subscribe to any religion condone homosexuality	38	22.9	96	57.8	19	11.4	12	7.2	1	.6	3.95	.829

It was established that majority of the respondents 90(54.2%) agreed that their religion didn't allow same sex relationships (mean of 3.8 and a standard deviation of 0.96). They agreed with the statement that most religions prohibit unnatural sex with a mean of 3.4 and a standard deviation of 0.901. A further 76(45.8%) of the respondents agreed with the statement that same sex relationships were termed as evil in their religion (mean 3.40, standard deviation 0.888). Further, the respondents strongly agreed that their religion dictated that one can only have a sexual relationship with someone of the opposite sex (mean 3.65 and standard deviation 0.970). They agreed (mean 3.95 and standard deviation 0.829) that many people who do not subscribe to any religion condone homosexuality. These findings imply that adherence to religious values tends to decrease homosexuality. The responses on influence of religion on homosexuality were cross tabulated and the results were as presented in Table 4.10.

Table 4.10:

Religion and Homosexuality Association

		SA	A	NS	D	SD	Chi-Square	P value
My religion prohibits same sex relationships	Homosexual	3	8	1	0	0	12.11	.072
	Non-Homosexual	33	82	20	14	5		
In my opinion most religions prohibit unnatural sex.	Homosexual	0	3	7	2		8.56	.084
	Non-Homosexual	15	67	42	30			
My sexual orientation is influenced by my religion	Homosexual	1	4	4	3		0.85	.836
	Non-Homosexual	7	45	70	32			
Same sex relationships are termed as evil in my religion	Homosexual	1	6	3	2	0	2.14	.995
	Non-Homosexual	11	70	44	28	1		
My religion dictates that one can only have a sexual relationship with someone of the opposite gender.	Homosexual	1	6	1	3	1	1.780	.776
	Non-Homosexual	19	96	16	18	5		
In my opinion many people who do not subscribe to any religion condone homosexuality.	Homosexual	1	6	1	3	1	2.83	.587
	Non-Homosexual	19	96	16	18	5		

It was noted that 11 respondents agreed that their religion prohibited same sex relationships (x^2=12.11, p=0.072) and eight respondents were further unsure. Most religions prohibited unnatural sex (x^2=8.56, p=0.084). Seven of the twelve respondents agreed that same sex relationships were termed as evil in their religion. This implies the respondents agreed that they were aware the current religions are against homosexuality. In the interviews, a counsellor teacher pointed out that: disregarded homosexuality may have been influenced by their religious beliefs.

> Many secondary schools both same sex or mixed and even either day scholars and boarding schools have either Christian Unions and other forms of religious affiliations and the attendance to any of them is recommended. I believe that most of these religious organisations have strong beliefs and teachings against same sex relationships especially at young age of secondary schools' students.

These findings agree with Adamczyk (2018) who suggested that religious beliefs have great prohibitions on the matter to do with homosexuality among people and students alike. Additionally, all religions provide opportunities for adherents to engage with others in religious services, classes, rituals, and study groups. Also the findings are in agreement with

Vance (2019) who found that in all religions and sexual activities prevalence exists in varying degrees.

4.8 Statistical Model

The study aimed at establishing the influence of psychosocial factors on homosexuality in same sex boarding secondary schools in Kenya, a case study of Kikuyu Sub-County. The DV was homosexuality while the IVs were peer pressure, parenting styles, sexual abuse and religion

$$Y_{hom} = \beta_0 + \beta_{pp}X_{pp} + \beta_{ps}X_{ps} + \beta_{sa}X_{sa} + \beta_r X_r + \ell i$$

From the equation:

Y was the dependent variable, β_0 is a constant,

B_{pp}, β_{ps}, β_{sa} *and* β_r, are the regression coefficients while X_{pp}, X_{ps}, X_{sa} *and* X_r represents the independent variables

Y = homosexuality

X_{pp} = peer pressure

X_{ps}, = parenting styles

X_{sa} = sexual abuse

X_r = religion

ℓi is the error term

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.503[a]	.611	.612	.26112

a. Predictors: (Constant), Religion, peer pressure, Parenting style, sexual abuse

The coefficient of determination obtained from the model was .611 and this indicated that the regression model explained only 61.1% of the psychosocial factors on homosexuality in same sex boarding secondary schools in Kenya. Thus, other factors that were not captured in the study (39.9%) were explained the statistics which indicates that the model was significant ($f_{cal.}$ p=.055).

Table 4.11:

Coefficients

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.129	4	.032	5.474	.055[b]
	Residual	11.932	175	.068		
	Total	21.061	179			

a. Dependent Variable: Homosexuality

b. Predictors: (Constant), Religion, peer pressure, Parenting style, sexual abuse

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.867	.383		4.880	.000
	PP	.001	.010	-.005	2.067	.047
	PS	.001	.009	.011	1.148	.083
	SA	.012	.012	.072	3.951	.043
	Religion	-.009	.011	-.063	-.837	.404

a. Dependent Variable: Homosexuality

Key: PP- Peer Pressure, PS- Parenting Style, SA-Sexual Abuse, Religion

The coefficients Table 4.11 indicates that holding other factors constant, homosexuality prevalence in same sex boarding secondary schools is 1.867. A unit change in peer pressure ($p<0.05$) and parenting style ($p=0.83$) led to .001-unit increase in homosexuality prevalence in same sex boarding secondary compared to a .012 increase in homosexuality prevalence in same sex boarding secondary for a unit change sexual abuse ($p<0.05$). A unit change in religion led to .009 decrease in homosexuality prevalence in same sex boarding secondary ($p>0.05$) Thus, the regression model becomes.

$$Y_{hom} = \beta_0 + 0.001X_{pp} + 0.001X_{ps} + 0.012X_{sa} - 0.009X_r + \ell$$

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section presents the summary, conclusions and recommendations of the study in relation to the objectives.

5.2 Summary of the Findings

5.2.1 Peer Pressure and Homosexuality

It was established that out of the 166 respondents, 7.2% were identified as homosexuals while 92.8% identified themselves as heterosexuals. Most of the study participants disagreed 67(40.4%) that their peers influenced the kinds of friends who they kept with a mean of 2.73 and a standard deviation of 0.89 and their peers did not influence how they spent their leisure time (mean of 2.75 and a standard deviation of 0.772). They were worried on how their decisions were viewed by their peers (mean 3.64 and a standard deviation of 0.763) and they disagreed that they could further behave the same as their peers (mean 2.76 and a standard deviation of 0.686).

They agreed that (3.6 SD 0.767) their peers' view of homosexuality determined the way they viewed it. Among those who identified with homosexuality, the key and significant statements included that their friends influenced how they spent their leisure time (x^2=11.33, p=0.021) and wanted to behave the same way as their peers did (x^2=4.08, p=0.082). They also pointed out that they desired to have the same sexual orientation as their peers (x^2=14.70, p=0.089) and how they desired to have same/similar sexual orientation as their peers (x^2=13.37, p=0.020)

5.2.2 Parenting Style and Homosexuality

Majority 101(60.8%) agreed that their parents were very strict and insensitive, hence, leading them to find acceptance in same sex friends (mean of 4.1 and standard deviation of 0.65). They agreed that they did not have any close emotional attachment with their same sex friend as their parents are firm but care about their emotional and physical needs (mean 4.006 standard deviation 0.842). They disagreed on the statement that there were no family rules in their home and this drew them to homosexuality (mean of 1.63, standard deviation 0.811). Half 83(50%) of the respondents were neutral on the statement that their parents were not concerned about their emotional needs which led them to find solace in same sex friends (mean 2.87 SD 0.78) and majority were neutral to the statement that parents were not concerned about their emotional needs (mean of 2.87 and standard deviation of 0.780).

They disagreed (mean of 2.4 and standard deviation of 1.063) that they got into homosexuality because their parents allowed them to do what they wanted given that most showed heterosexual orientation. Eleven out twelve of those who identified themselves as homosexuals agreed that their parents were very strict and insensitive and this led them to find acceptance in their same sex friend (x^2=5.26, p>0.05). Five agreed that they did not have any close emotional attachment with their same sex friend as their parents were firm but care about their emotional and physical needs (x^2=11.644, p=0.049) among those that identified as homosexuality. Most (7) were neutral that their parents were not concerned about their emotional needs which led them to find solace in their same sex friend (x^2=9.603, p=0.048).

5.2.3 Sexual Abuse and Homosexuality

Approximately 67(40.4%) disagreed that children who are sexually molested ended up as homosexuals (mean 2.73, standard deviation of .689) while a slightly more than a third 59(35.5%) disagreed that they believed that a rape victim is likely to become homosexual

later in life (mean 2.80, SD.740). Close to half 75(45.2%) disagreed on the statement that early exposure to sexual acts leads to homosexuality (mean of 2.73 and a standard deviation of 0.764).

Additionally, 95(57.2%) respondents disagreed that they developed desire of a same sex friend after engaging in sex with an adult relative (2.54 with standard deviation of 0.701). There was significance in various statements that respondents believed that a rape victim was likely to become homosexual later in life (x^2=11.47, p=0.089). In addition, early exposure to sexual acts leads to homosexuality (x^2=9.908, p=0.023) and exposure to sex early in life is another significant statement (x^2=18.697, p=0.001.

5.2.4 Religion and Homosexuality

Majority of the respondents 90(54.2%) agreed that their religion didn't allow same sex relationships (mean of 3.8, standard deviation of 0.96). They agreed with the statement that most religions prohibit unnatural sex with a mean of 3.4 and a standard deviation of 0.901. A further 76(45.8%) of the respondents agreed with the statement that same sex relationships were termed as evil in their religion (mean 3.40, standard deviation 0.888). Further, the respondents strongly agreed that their religion dictated that one can only have a sexual relationship with someone of the opposite sex (mean 3.65 and standard deviation 0.970). It was noted that 11 respondents agreed that their religion prohibited same sex relationships (x^2=12.11, p=0.072) and eight respondents were further unsure that most religions prohibited unnatural sex (x^2=8.56, p=0.084). Seven of the twelve respondents agreed that same sex relationships were termed as evil in their religion.

5.3 Conclusions

Peers in secondary schools influenced the kinds of friends who they kept and they influence how they spend their leisure time. They were worried about how their decisions were viewed

by their peers and they could further behave the same as their peers and they indicated that they desired to have similar sexual orientation as their peers.

Parenting style played a role in shaping the sexual orientation of their children as noted by half of their parents who were not concerned about their emotional needs and this led them to find solace in their same sex. There was disagreement that the children got into homosexuality because their parents were not concerned about their emotional needs given that most showed heterosexual orientation though they were generally neutral on the statement that their parents spent quality time with them which kept them from forming emotional attachments with same sex friends.

Sexual molestation of the children resulted in homosexuality later in their lives as close to a third believed that a rape victim is likely to become homosexual later in life. Most of the students were unsure that early exposure to sexual acts leads to homosexuality. Development desire of a same sex friend after engaging in sex with an adult relative was not a key factor in homosexuality. More than half were unsure and close to a quarter disagreed with the statement that their homosexual peer was exposed to sex early in life provided that most were not homosexual.

Most religions prohibited same sex relationships and they were unsure whether most religions prohibit unnatural sex. Same sex relationships were termed as evil in most religions and many religions dictated that one can only have a sexual relationship with someone of the opposite gender and they agreed that many people who do not subscribe to any religion condone homosexuality.

Seven respondents were unsure whether their religion prohibited same sex relationships and 10 respondents were further unsure whether most religions prohibit unnatural sex. Approximately 50% were neutral on the statement that same sex relationships were termed as

evil in their religion and this might have attributed to the high prevalence of heterosexuality among students.

5.4 Recommendations

5.4.1 Parents

Parents should adopt a parenting approach where children are given the opportunity to express themselves and where their views are listened so that they do not fall prey to peer influence which could lead them to homosexuality.

5.4.2 Recommendations to The Ministry of Education

The MOE should strengthen guidance and counselling departments in schools by having teachers in the department being trained on basic counselling skills in order to offer students psychosocial support that would enhance behaviour change.

5.4.3 Recommendation to Schools

1. The school administration and Board of Management should enhance creation of awareness on negative peer influence and engagements in sexual behaviour among the students in the same sex secondary schools that could lead to homosexuality.
2. The school administration should put great effort at strengthening the various faith-based movements in schools to ensure that students have strong religious beliefs that pull them away from homosexuality and the negative attitude towards homosexuality by the various religious beliefs may prevent them from the engaging in homosexuality acts.
3. Research in this area should be conducted with sensitivity and respect for the privacy of individuals. Additionally, schools can play a role in fostering a supportive

environment for LGBTQ+ students by implementing inclusive policies, providing support services, and promoting diversity and acceptance.

4. Additionally, schools can play a crucial role in fostering a positive and inclusive environment by implementing anti-discrimination policies, providing LGBTQ+ support groups, and educating students about diversity and inclusion. Supportive school environments can help mitigate the negative effects of peer pressure and promote the well-being of LGBTQ+ students.

5.4.4 Recommendations to Churches

Research in this area should aim to understand the experiences of LGBTQ+ students in religiously affiliated schools, taking into account the specific religious context and the ways in which religious teachings intersect with the students' identities and experiences. Promoting respectful dialogue and creating inclusive and affirming environments can help mitigate potential conflicts between religious beliefs and LGBTQ+ identities within these educational settings

5.4.5. Recommendation for Further Research

1. This study used a study sample of 166 Form 3 students in 6 secondary schools and thus future studies should use a bigger sample size carried out in other counties to assess if the same results would be achieved.
2. Future studies should include other psychosocial factors that might influence homosexuality as the current study examined only four factors i.e., peer pressure, parenting style, sexual abuse and religion.

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APPENDICES

Appendix I: Introduction

Kenya Methodist University

Department of Health Systems Management

Dear Respondent

My name is Hannah Kagiri, a Masters student from Kenya Methodist University Pursuing Master's Degree in Counselling Psychology. My study is titled *The Influence of Psychosocial Factors On Homosexuality in Same Sex Boarding Secondary Schools, A Case Of Kikuyu Sub-County, Kenya.* The information collected will be used to assess the psychosocial aspects in homosexuality in selected same sex boarding secondary schools in Kikuyu sub-county

You have been identified as a potential respondent to this study. Any information that you will give is purely for academic purposes and will be handled with utmost confidentiality. Through this note, I seek your informed consent to participate in the study. Please remember that you are free to decline. By appending your signature, informed consent will be assumed.

Appendix II: Informed Consent Form

Kenya Methodist University

P. O Box 267-00200,

Meru, Kenya

Discomforts and risk

This is a sensitive subject and some of the questions that you will be asked may make you uncomfortable. If this happens; you may refuse to answer if you choose so. You may also stop the interview at any time. The interview may take about 40 minutes to complete.

Benefits

If you participate in this study you will help me to formulate strategies for improving health workers' performance in public health facilities in Kenya which is important for better health service provided by competent health providers. You will benefit from this assessment because it will help us strengthen health systems in our county.

Rewards

If you agree to participate in this study, it will be voluntary and no monitory rewards will be provided but I will thank you for your participation.

Confidentiality

The interviews will be conducted in a private setting within the school. Your name will not be recorded on the questionnaire and the questionnaires will be kept in a safe place at the University.

Participant's Statement

The above statement regarding my participation in the study is clear to me. I have been given a chance to ask questions and my questions have been answered to my satisfaction. My participation in this study is entirely voluntary. I understand that my records will be kept private and that I can leave the interview at any time. I understand that I will not be

victimised at my place of work whether I decide to leave the study or not and my decision will not affect the way I am treated at my work place.

Appendix III: Research Questionnaire

Section A: Peer Pressure and homosexuality.

To what extent does each of the following factors influence homosexuality?

1. Strongly Disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly Agree

Statements	**1**	**2**	**3**	**4**	**5**
1. My peers dictate the kind of friends I keep.					
2. My friends influence how I spend my leisure time					
3. I worry how my decisions are viewed by my peers.					
4. I would like to behave the same way my peers do.					
5. My peers' view of homosexuality determines the way I view it.					
6. I desire to have a similar sexual orientation with my peers					

Section B: Parenting styles and homosexuality

To what extent did each of the following factors influence homosexuality?

1. Strongly Disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly Agree

Statements	**1**	**2**	**3**	**4**	**5**
1. My parents are very strict and insensitive and this led me to find acceptance in my same sex friend.					
2. I do not have any close emotional attachment with my same sex friend as my parents are firm but care about my emotional and physical needs.					
3. There are no family rules in my home and this drew me to homosexuality					
4. My parents are not concerned about my emotional needs to which led me to find solace in my same sex friend					
5.I got into homosexuality because my parents allow me to do what I want.					
6. My parents spend quality time with me which keeps me from form emotional attachments with my same sex friend					
7.There is open communication between me and my parents which makes me free to share my feelings and emotions					

Section C: Sexual abuse and homosexuality

To what extent did each of the following factors influence homosexuality?

1. Strongly Disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly Agree

Statements	**1**	**2**	**3**	**4**	**5**
1. In my opinion children who are sexually molested end up as homosexuals					
2. I believe that a rape victim is likely to become homosexual later in life					
2. In my opinion, early exposure to sexual acts leads to homosexuality					
4. I developed a desire of a same sex friend after engaging in sex with an adult relative.					
5.My homosexual peer was exposed to sex early in life.					

Section D: Religion and homosexuality

To what extent did each of the following factors influence homosexuality

1. Strongly Disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly Agree

Statements	**1**	**2**	**3**	**4**	**5**
1. My religion prohibits same sex relationships					
2. In my opinion most religions prohibit unnatural sex.					
3. My sexual orientation is influenced by one's religion					
4. Same sex relationships are termed as evil in my religion					
5. My religion dictates that one can only have a sexual relationship with someone of the opposite gender.					
6. In my opinion, many people who do not subscribe to any religion condone homosexuality.					

Section E: Homosexuality Screening Questions For the students

1. Have you ever been sexually attracted to a person of your sex (YES) (NO)
2. Have you ever had any sexual contact, such as hugging or touching, with a person of the same sex (YES) (NO)
3. Has a person of the same sex ever stroked your penis/vagina so that you climaxed? (YES) (NO)
4. Have you ever stroked a person of your sex in sensual manner? (YES) (NO)
5. Have you ever had sexual intercourse with a person of your sex? (YES) (NO)
6. Would you say that you are more attracted to people of your sex than, people of the opposite sex? (YES) (NO)

Appendix IV: Teachers-Counsellors Interview Guide

1. Explain how the peer pressure influences same sex attraction /homosexuality among secondary school students.
2. In your opinion, how does parenting style influence an individual to become homosexual?
3. How can sexual abuse influence an individual to practice homosexuality among secondary school students?
4. In your opinion, how can religion contribute or prohibit homosexuality among secondary school students?

Appendix V: Research Authorisation Letter

KENYA METHODIST UNIVERSITY
P. O. BOX 267 MERU - 60200, KENYA FAX: 254-64-30162
TEL: 254-064-30301/31229/30367/31171 EMAIL: INFO@KEMU.AC.KE

August 3, 2022 KeMU/SERC/MCP/2/2022

HANNAH NDUTA
MCP-3-0485-1/2018

Dear Hannah,

SUBJECT: INFLUENCE OF PYSCHOSOCIAL FACTORS ON HOMOSEXUALITY IN SAME SEX BOARDING SECONDARY SCHOOL IN KENYA: A CASE OF KIKUYU SUB-COUNTY

This is to inform you that Kenya Methodist University Scientific Ethics and Review Committee has reviewed and approved your research proposal. Your application approval number is KeMU/SERC/MCP/2/2022. The approval period is 3rd August, 2022 – 3rd August, 2023.

This approval is subject to compliance with the following requirements:-

I. Only approved documents including (informed consents, study instruments, MTA) will be used.

II. All changes including (amendments, deviations, and violations) are submitted for review and approval by Kenya Methodist University Scientific Ethics and Review committee.

III. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to KeMU SERC within 72 hours of notification.

IV. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to KeMU SERC within 72 hours.

V. Clearance for export of biological specimens must be obtained from relevant institutions.

VI. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.

VII. Submission of an executive summary report within 90 days upon completion of the study to KeMU SERC.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://oris.nacosti.go.ke and also obtain other clearances needed.

Yours sincerely,

KEMU SERC
3 AUG 2022

DR. A. WAMACHI
CHAIR, SERC

KENYA METHODIST UNIVERSITY
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