

**SOCIAL ECONOMIC STATUS AND EARLY PREGNANCY IN PRIMARY SCHOOL  
CHILDREN IN NORTHERN UGANDA: A CASE STUDY OF ZOMBO DISTRICT.**

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### DECLARATION

I Odong Gladys Thoyero hereby declare that this research on social economic status and early pregnancy in primary school children in northern Uganda which was carried out in Zombo district as my case study is entirely my own original work, and that it has never been submitted before to any other university or institution of higher learning for any academic award.

.....  
Odong

Signature

.....  
9/06/2015

Date

## **DEDICATION**

This research is dedicated to my parents Mr. Gabriel Odong (Deceased), Ms. Jane Apio my Mother, sisters Stella Ameny, Doris Odong, Gloria Odong and brothers Dick Akuma, Patrick Maneno and Oloya Fred who all supported me financially.

**APPROVAL**

This research report has been submitted for examination with my approval as the candidate's University supervisor

Mrs. Onyango Grace

*Onyango*.....

Signature

09/06/2015<sup>✓</sup>  
.....

Date

## ACKNOWLEDGEMENT

I extend my appreciation to my supervisor Mrs. Onyango Grace, Whose guidance helped me to complete this work. I greatly thank all staff of Zombo district that helped me in getting the relevant information I needed. Special thanks to my family.

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## ABSTRACT

The study was Social economic status and early pregnancy in primary school children in northern Uganda carried out in zombo district

The purpose of the study was to see how low socio economic status of a family leads to early pregnancies in primary children in northern Uganda.

The study was governed by general, specific objectives and well structured questionnaire and the general objective was to establish the factors of the socio economic status that lead to early pregnancies in primary school children and some of the specific objective included to find out how the impact of high numbers of children in the family has led to early pregnancies, to find how the impact of low financial income has led to early pregnancies in primary school children and to find out how parents' attitude towards girl child education has led to early pregnancies in primary school children.

The study population was constituted of those who were mainly the victims of early pregnancy when in primary school and key stake holders like the community leaders (religious leaders, community workers) and the school administrators

The study was carried had 25 participants, some of whom were the girls who were victims of early pregnancy and all had different reasons to give for this predicament and eventually dropping out of school. But above all, most of them became victims because of the poor financial income of their parents, who could not meet all their needs.

In the findings the study shown that the girls who were victims of early pregnancy were mostly as a result of broken homes whereby they had to live with their fathers' wives, the age distribution showed that more respondents were of 16-17 years. Inquiry into the area of residence showed that the majority of respondents came from urban communities.

The researcher recommends that there should be community integration and social control of early pregnancy. Everyone should feel responsible for guiding children into the path of good behavior. This requires massive campaigns, sensitizations.

Parents should be taught how to maintain a harmonious atmosphere in the family. Among the recommendations cited by the respondents are; reconciliation and forgiveness on the part of the parents, avoid harsh punishments all of which promote harmonious relationships in the family.

## CHAPTER ONE

### 1.0 Introduction.

This research will focus on the family socio- economic status and how it has led to early pregnancy in primary schools in northern Uganda. It will also talk about the statement of the problem, purpose of the study, objectives of the study, significance of the study, research questions, scope of the study and the subject scope.

### 1.1 Background of the study.

Low family socio- economic status is a major cause of early pregnancy in primary schools. Newspapers and other media reports reveal that several children in Uganda get pregnant while still young in primary schools. Research has also shown that the community and families of the girls, who get pregnant at an early stage in primary schools, have a tendency of ignoring, neglecting and even rejecting these girls.

A number of factors in the family may lead to early pregnancy in primary schools. These factors include; low income status of the family, number of children in the family, literacy level in the family, parents attitude towards girl education, cultural beliefs towards girl child education ,conflicts, broken families, religious beliefs and many more.

A study done across the country found that society is changing. Negativity in the community of the girl child education and the preference of boy child education is no longer the norm. There is also a general realization that teenage pregnancy is largely accidental as girls are often victims of rape, defilement and other coercive acts to use them into early sex. Hence the ground for a policy on pregnant girls in primary schools is fertile and in the words of some participants in the study, the policy is long overdue.

A record 109 grade 3 learners became pregnant in 2009 throughout South Africa. This is one of the most shocking statistics contained in the annual schools survey's report. The report recorded data from schools in 2010 and 2011. The average grade 3 learners is a nine year old child.

In Uganda, over one million pupils enrolled for primary one under the Universal Primary Education (UPE) in 2006 did not reach primary seven. This indicates a whopping 71 percent dropout rate, much higher than the 40 percent usually quoted. According to statistics from the ministry of education.1, 598,636 pupils enrolled for primary one in government aided schools in 2006. These pupils (more so the girls) drop out of school because of one reason or the other.

In Uganda, a survey was conducted in various districts of the country whereby communities and parents were selected for interviews. In addition, in- depth interviews were conducted with community leaders, religious leaders and representatives of Civil Society Organizations [CSOs]. At the local government levels discussions were held with District Education Officers

[DEOs].The inspector of schools, the secretary in charge of education, and gender officers were also interviewed.

FAWE is the organization in Uganda that tried its best to fight early pregnancy in children in primary and secondary schools in the country. FAWE is a pan- African non- governmental organization working in 33 countries to empower girls and women through gender responsive education. Based on the above, Uganda declared [UPE] and Universal Post Primary Education [UPPE] in 2006 signifying the right of all to education.

## **1.2 Statement of the problem.**

How family socio economic status has led to early pregnancies in primary school children in northern Uganda; and what impact it has on the growing generation today. This study is important because it will help to understand better and know the reasons as to why girls drop out of school.

All African cultures have different beliefs and attitudes towards the girl child education. Many young girls' lives have become wasted because of the cultural beliefs that exist in the country. This has damaged and weakened many societies, and this makes these girls fail to contribute to the general welfare of the society and the country at large.

## **1.3 Purpose of the study.**

The purpose of the study is to see how low socio economic status of a family leads to early pregnancies in primary children in northern Uganda.

## **1.4 Objectives of the study.**

### **1.4.1 General objective.**

The general objective of the study is to establish the factors of the socio economic status that lead to early pregnancies in primary school children.

### **1.4.2 Specific objectives.**

The specific objectives of the study are;

1. To find how the impact of low financial income has led to early pregnancies in primary school children.
2. To find out how the impact of high numbers of children in the family has led to early pregnancy in primary school children.
3. To find out how parents' attitude towards girl child education has led to early pregnancies in primary school children.

4. To find out how cultural beliefs towards girl child education has led to early pregnancies of primary school children.
5. To assess the influence of religion on early pregnancy in primary school children.
6. To explore appropriate interventions to the problem of early pregnancies in primary schools.

### **1.5 Significance of the study.**

- To help people in various sectors trying find solutions to the problem of early pregnancies in primary school children due to the social economic status in the region.
- The government could use this study to design poverty alleviation policies and raise the socio economic status of the region and thus reduce early pregnancies in primary school children.
- To join hands with other actors in fighting the negative family socio economic status factors that lead to early pregnancies in primary school children.
- These findings could be used by various academic institutions to develop theories for guidance and counseling.
- Organizations like Action Aid could use these findings to fill in gaps in their interventions.
- These findings may also be used for further references and research.

### **1.6 Research questions.**

1. How has poor financial income of the family led to early pregnancies in primary school children?
2. How have the problems of broken marriages contributed to early pregnancy in primary school children?
3. How have conflicts increased cases of early pregnancies in primary school children?
4. To what extent do parents' attitudes towards girl child education contribute to early pregnancies in primary school children?

### **1.7 Scope of the study.**

In this study, the researcher analyzes the factors of the socio economic status. It includes variables such as poor financial income, number of children in the family, parents' attitudes towards girl child education, broken homes, conflicts, religious beliefs and cultural beliefs.

### 1.7.1 Subject scope.

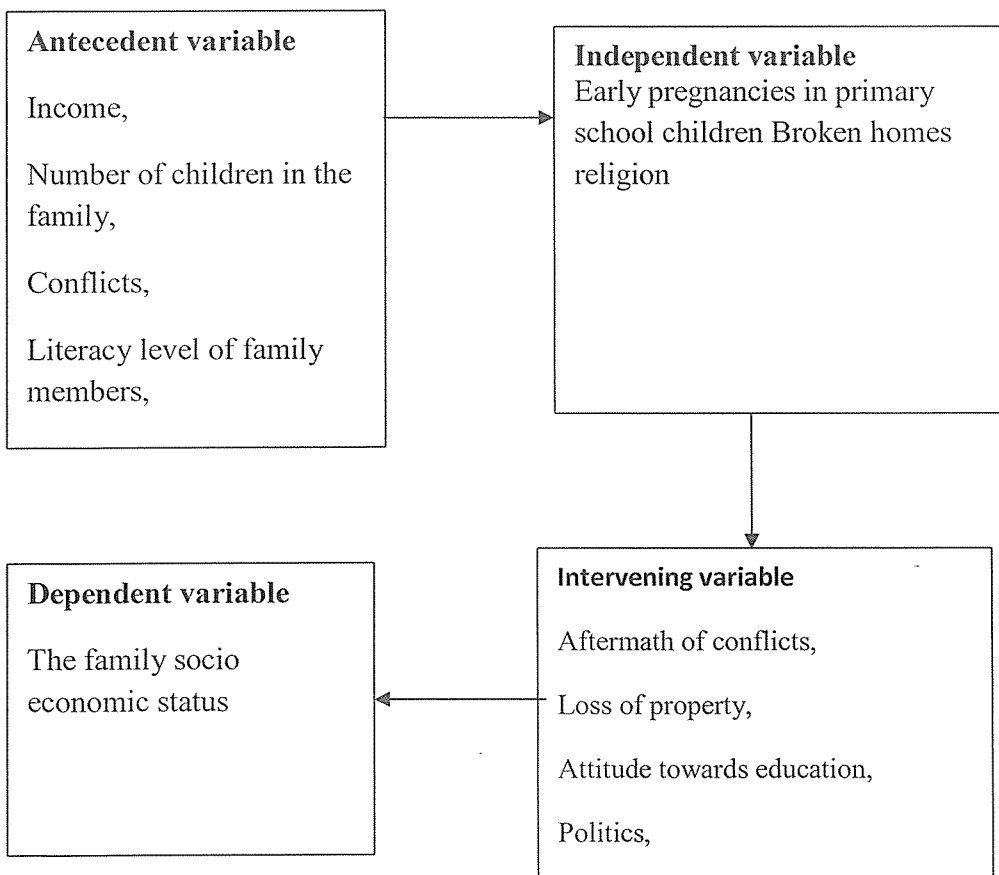
This research is talking about the socio, economic status and early pregnancies of primary children in northern Uganda and what could be done to mitigate this problem.

### 1.7.2 Geographical scope.

This study is carried out in Okoro Sub County in Zombo district in west Nile region of Uganda.

### 1.8 Conceptual frameworks.

This frame work helps to illustrate the causes and effects of early pregnancies of children in primary schools, and how the authorities, NGOs, community leaders, dealing with children have tried to protect them from getting pregnant



## CHAPTER TWO

### LITERATURE REVIEW

#### **2.0 Introduction.**

This chapter discusses the various suggestions to solutions from various scholars and attempts to address the research objectives which the study was set out to investigate. The chapter will discuss the social economic status of the people of Zombo School and how this situation influences the causes of early pregnancy of primary school children.

Socioeconomic status is an economic and sociological combined total measure of a person's work experience and of an individual's or families' economic and social position in relation to others, based on income, education, and occupation.

#### **2.1 Theoretical perspectives.**

Although considerable attention has been paid to the prevalence of adolescent and child bearing in the less developed world, no literature is available concerning the likelihood that a young woman could become pregnant while enrolled in school.

Even when studies focus on pregnancy related school dropout, they do not address directly the question of which school girls that become pregnant are likely to drop out of school.

Despite high rates of teenage pregnancy and the availability, since 1996, of legal termination of pregnancy services in south Africa, many adolescents are not aware of such services(SADO 1999) and availability of these services in public facilities is still lacking(Dickson et al 2003).

In South Africa, even though little gender difference is found in educational attainment (Case and Deaton 1999; lam 1999, UNDFW 2000) some researchers have given attention to the factors associated with female dropout (Fuller and Liang 1999; Hunter and May 2002). These studies focus on the association between a house hold's economic resources, its social structure, its labor demands, and the continued schooling of young women.

Early pregnancy in primary schools cuts across all boundaries irrespective of race, class religion and culture. It happens in home and communities all over the world.

## **2.2 Socio economic status factors leading to early pregnancy of primary school children.**

- **Peer pressure.**

Girls often feel pressured to make friends and fit in with their friends. Many times these girls let their friends influence their decisions to have sex even when they do not fully understand the consequences associated with the act. Young girls have sex as a way to appear cool and sophisticated, but in some cases, the end result is an unplanned pregnancy.

- **Absent parents.**

Girls are more likely to get pregnant if they have limited or no guidance from their parents. Many parents have busy lives that prevent them from providing the guidance and support that the young girls need to make good decisions on issues such as sex. (According to the website parent dish). When a girl feels that she cannot talk to her parent about sex, either because the parents forbid sex talk, or because they (parents) are not around, she will then turn to friends for advice on whether or not to have sex.

- **Lack of knowledge.**

The young girls, who are uneducated about sex, are more likely to have an unintended pregnancy. Many do not fully understand the biological and emotional aspects associated with having sex.

- **Sexual abuse or rape.**

Girls become pregnant as a result of sexual abuse or rape. The Guttmacher institute states that between 43-62 percent of young girls acknowledge that they were impregnated by an adult male, and two-thirds report that their babies' fathers are as old as 27 years.

- **Culture.**

Some cultures do not believe in education of girls, and in so doing, the girls lose interest to go to school because all they get from people who would support them is criticism.



Their interest in studying is lost because they are not encouraged, and they end up looking out to others for love and support, hence missing guidance, and falling victims of early pregnancy while still in primary school.

- **Child neglect.**

Some parents tend to leave the responsibility of children to house helps. House helps, who are mature enough to know about sex, tend to show bad examples to the young children at home, and the young girls may also want to learn from them or even want to practice what they see on televisions and from pornographic movies and books, that these house helps watch in the absence of their bosses.

- **Religion.**

Some religions don't find it important for a girl child to go to school and be educated. So a girl by the age of 15, has to get married, or is ready for marriage.

- **Financial income.**

Some girls who wish to have more than what their parents can provide may opt to have their needs met from elsewhere. Elderly men who are willing to meet their needs could sexually take advantage of them, in the process impregnating them while still at school.

- **Number of children in the family.**

Large numbers of children in the family could also lead to early pregnancy, because there would not be equal distribution of love and attention.

- **Low levels of education.**

Some parents with low education level can talk to their daughters about the importance of going to school to get good education to help them in future but many cannot either because they do not know why education for girls is important or because conditions do not favor them to send their children to school.

- **Conflicts**

Various conflicts in northern Uganda also increased cases of early pregnancies in primary school, as a result of defilements and rape while at school.

### 2.2.3 Effects of early pregnancy.

- **Dropping out of school.**

This is one of the side effects of getting pregnant because girls are not allowed in school while pregnant. As there is no clear policy on re-admitting girls into schools after giving birth; hence no more schooling for them.

- **Rejection from friends.**

Becoming pregnant while still at school carries along stigma. Friends who were once associated with the victim could abandon her for fear of being identified together. This could result into withdraw and depression.

- **Health.**

These girls don't know that getting pregnant when still young and at school could affect their health. For example, they can get infected with HIV/AIDS, or may get fistula, which will affect their health forever. Death during delivery process because some of the young girls' organs have not fully developed to withstand the delivery pressure.

- **Economic issues.**

After getting pregnant, the young girls find it a problem to take care of their children because they don't have the money to cater for the baby's milk and buy food for the child since they will not have jobs to earn a living. They also don't have parenting skills and some have no role models to learn from.

- **Psychological issues.**

The girls after getting pregnant, they are psychologically tortured because of the neglect they get from their loved ones and the society at large. The stigmatizing words that people keep telling them and calling them names also tortures them. As a result, they lose their self esteem and self confidence.

- **Social issues.**

Getting a husband in future may become hard for them, they may also be sent away from home by their parents, the men responsible for the pregnancies, making the girls stranded and not having anywhere to go.

#### **2.2.4 CHALLENGES/CONCERNS.**

The challenge I faced when trying to get information was that, the girls who were victims of early pregnancy when in primary school were not willing to give any information of how they got involved in getting pregnant. This is because some of them still don't have any confidence in themselves, and because most of them are now second wives and are treated unfairly in the community.

#### **2.3 Summary.**

In summary, all the above mentioned reasons led to the dropping out of school of these girls because most of them never had right directions when they joined primary schools. Girls in rural areas begin school when they are old and really need directions, support and guidance in their endeavors. If not given attention and good directions, then they end up getting the above problems.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction.

This chapter discusses research design, area of study, population of study, sample size, sampling procedures, methods and instruments of data collection, data analysis, quality control and the problems that were encountered when collecting the data, and how they were overcome.

#### 3.1 Research design.

The research employed qualitative in-depth, interviews with the stake holders. Case study methodology was selected because it is a particular method of research that involves examination of a single instance or event.

#### 3.2 Research population.

The study population constituted of those who were mainly the victims of early pregnancy when in primary school and key stake holders like the community leaders (religious leaders, community workers) and the school administrators.

#### 3.3 Sampling size.

This study was carried out among 25 participants, some of whom were the girls who were victims of early pregnancy and all had different reasons to give for this predicament and eventually dropping out of school. But above all, most of them became victims because of the poor financial income of their parents, who could not meet all their needs.

**Table 1: Sampling size.**

Cases	Number of Respondents
Poverty	8
Peer pressure	5
Lack of knowledge	3
Absent parents	4
Rape	5

### **3.4 Sampling techniques and procedures.**

Non-probability sampling techniques whereby under this, I used the quota sampling splitting the correspondents into quotas dividing the 25 in two quotas so that I could get the information I needed.

### **3.5 Data collection method.**

I used primary data collection method because it was a one on one talk with the individuals. In so doing, we tried to get some information direct from the victims though it was not easy to do so. Data collection was carried out in Zombo district and in a school called Zombo upper Primary School.

This data collection was difficult because the distance was very far, and I had limited finance.

### **3.6 Data presentation and analysis.**

Data got from individuals could either be correct or wrong, since not everybody will feel free when giving information about herself. The information that I got, I will use it to find ways of how to help or prevent those in the primary schools presently not to fall victims to early pregnancy. How are these two sentences relevant to data presentation and analysis?

### **3.7 Limitations of the study.**

- There was not enough time for me to collect information about the social economic status of early pregnancy victims in primary school children. This was because of the distance of the school, that going there really needed enough money, and also the school schedule was so tight that there was no time for me to talk to both the pupils and the administration.
- I was limited by finances to move deep in the villages to get more information from more victims who ended up moving deep in the villages. These victims ended up in the villages because they were deliberately sent away from their homes by their parents.

- The participants involved, were not willing to give proper information on some of the questions that they were asked, because they felt ashamed of themselves.

### **3.8 Current problem.**

- . The current problem is that because of lack of support, information and guidance, young girls in primary schools get pregnant and dropout of school.
- Most parents have poor financial income, which causes these girls to want to get some of the essential needs from strangers, who are willing to give the things that they lack in return for sex.
- Most parents or majority of parents in this district have not gone to school, and so they do not see the importance of sending their children to school. Those who see the need and importance of girl education, lack resources to support their children's education and hence the girls fall victims to men who entice them with money and other needs.

## CHAPTER FOUR

### 4.0 Introduction.

This chapter talks about the current problem and what proposals could be used to try to solve the problem. It will also talk about the involvement of the administration in seeking for solutions to solve the problem of the low social economic status and how it causes early pregnancy of primary children in northern Uganda. A case study of Okoro sub- County in Zombo district.

### 4.1 Back ground information of family.

In this study, the researcher also investigated the impact of socio economic status on early pregnancy on primary school children. Adversities suffered in this region resulted into either separation, dissolution, death of one or both parents and poor financial incomes of the parents, affecting children physically, psychologically, economically and socially.

### 4.2 Current problems.

- One of the current problems is the low social economic status and early pregnancy of primary children in northern Uganda. And the case study in Okoro sub-county in Zombo district.
- Another current problem is Lack of proper information about early pregnancy in both primary and secondary schools.

#### 4.2.1 Proposed solution to avoid the above mentioned problem.

- The government should endeavor to put in place policies that help to restrain young school girls from getting pregnant while still in school, both primary and secondary, in order to retain them in there.
- The parents should also be informed that all children are equal regardless of their sex. They all have hopes, ambitions and a future to look out to. Therefore fees should be paid for both the girls and boys, so as to get equal education, since they all have equal rights.

- The government has to find a solution of creating more job opportunities for those who are jobless, so as to find a way of meeting the demands of their children, both girls and boys.
- There should always be a way of giving comprehensive information, about the problems of early pregnancy, both in primary and secondary schools. For example, showing them what could happen to them if they got pregnant, asking them to abstain from sex since the right time when they are married. When this is done, it will keep them from STDs (Sexually transmitted diseases) including HIV/AIDS which could endanger their lives.

#### 4.2.2 Performance of the system.

The performance of these suggested solutions will depend entirely on the school administration, local leader, parents, pupils and the society at large. If these suggestions are fully followed and put into practice, then this problem will be curbed down.

#### 4.3 Home situations.

**Table 2: Home situations of the respondents**

	N
Both parents alive and live together	5
Both parents alive, but separated	5
Single parent	7
None of parents	8
Total	25

Table 2 above shows that the majority of respondents are from single parent homes. Although some have both parents, only a few have both parents living together. Many of these respondents have none of the parents.

##### 4.3.1 Incidence of quarrels

With this, the researcher is of view that violence in families contributes to broken homes. When asked about the incidence of quarrels and its magnitude, the following responses were given.



**Table 3: Incidence of quarrels**

Incidence	N	
Every day	6	24%
Frequency	5	20%
Occasionally	10	40%
Never	4	16%
No response	None	
Total	25	

Table 3 above shows that 16% of respondents have never experienced quarrels at home while the majority, 20% have ever experienced conflicts or quarrels at home.

Conflicts are a major indicator of family disorganization.

The above findings show a strong relationship between broken homes and early pregnancies of young girls in primary schools. It can therefore be concluded that broken homes contribute a great deal to school dropout.

#### **4.3.2 Socio Economic Status**

As already discussed in the literature review, poverty plays a profound role in early pregnancies in young children in primary schools. Much has been written in recent years about a special category of families labeled as problem families. These are families that belong to the lowest strata described by low intelligence immaturity, self centeredness, poor health, very low and irregular incomes bad and overcrowded housing no ability to look after their children, who usually are very many.

The researcher therefore hypothesized that socio economic status of the family and early pregnancies of primary children in primary schools are related. Findings obtained when respondents are asked about their father's occupation are as follows.

**Table 4: occupation of the respondents' parents**

Occupation	N	%
Peasant / farmer	8	32
Casual laborer	10	40
No response	7	28
<b>Total</b>	<b>25</b>	<b>100</b>

Findings in table 4 above indicate that 288% had no response of their fathers' occupations, because they are not present. Only 40% report their fathers to be occupied in low-income jobs.

Though findings are marginal a great proportion of families seem to be of low income, findings are consistent with those of many researchers. (Nansamba 1986; Muhangi 1992 & Glueks 1934).

Low-income families are always under economic pressure. As described in the conceptual frame work, economic pressure increases parental depression, precipitate parent- adolescent financial conflicts and also plays a significant role in marital conflicts which are some of the promoters of early pregnancy in primary children.

#### 4.4 Housing

As an indicator of status the researcher looked at house ownership and the type of houses, findings were as follows.

**Table 5: Housing**

ownership	N	%
Rented	18	72
Owned	7	28
No response		
<b>Total</b>	<b>25</b>	<b>100</b>

Table 5(i) shows that the majority 28% owned their homes whereas 72% where renting. Findings contradict many researchers – lander (1954), Mckay & Shaw (1969). A negative correlation was obtained when Mckay and shaw compared the percentages of families owning homes and rates of delinquency.

This implies that most wealthy families own their homes and in most cases such homes are enclosed off. Children interact less with the outside and therefore likely to adopt bad behavior from outside.

#### 4.4.1 Parent- child Interaction

Emerging research within the family perspective, suggests that children are trained literally but unintentionally to become delinquents.

From various debates on street kids and delinquency it appears that parent-child interactions play a significant role in precipitating early pregnancy. In this study it was hypothesized that parent-child interactions are related to delinquency. The following findings were obtained when respondents were asked, how their parents behave towards them:

#### 4.4.2 Parenting behavior among respondents

**Table 6: Parenting behavior among respondents**

Behavior	N	%
Always tough, harsh and beats	13	52
Sometimes beats, sometimes warns and directs you	2	8
Not bothered much	10	40
Total	25	100

52% were under harsh parenting behavior, 8% face relatively harsh parenting behavior. Whereas 40% report that their parents never bother about them.

Findings indicate harsh parent-child relationships are a cause for early pregnancies in children in primary schools. 52% face harsh parenting behavior while 8% undergo proper discipline. Whereas 40% were left to monitor their own behavior

#### 4.4.3 Parent assistance

**Table 7: Parent assistance**

<b>Rate of assistance</b>	<b>N</b>	<b>%</b>
Always	6	24
Frequently	4	16
Sometimes	5	20
Never	10	40
No response		

More respondents 40% reported not receiving enough assistance. 24% of respondents at least receive regular assistance.

Findings suggest that due to poor relations with their parents most of these young girls are reluctant to seek assistances. Hence decide to seek other means, such as going to the elderly men for free goods.

#### 4.4.4 Religious Devotions

Religious beliefs represent the proper codes of conduct. It is generally believed that affiliation to religious groups and commitment to ones religion has an impact on ones social behavior. Members of religious families tend to show a sense of moral consciousness towards good conduct.

Religion reinforces good behavior such as respect for elders, good relations with friend's children who rarely attended and those who never attend miss out these values.

#### 4.4.5 Prayers at home.

A powerful determinant of faith is prayer. The following results were obtained when respondents were asked how often they said prayers at home.

**Table 8: Hardly ever**

Rate	n	%
Always	5	20
Occasionally	4	16
Hardly ever	16	64

Table 8 shows that 64% rarely said prayers, 16%occasionally said prayers, while 20% always prayed.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction.

This study was primarily to find the influence of the socioeconomic status on early pregnancy in primary school children. Findings to the study objectives have been presented in the previous chapter and in this section. A summary of main findings is given and conclusions drawn. Some recommendations for intervention are also given and finally suggestions for further research.

#### 5.1 Summary

The study shows that the girls who were victims of early pregnancy were mostly as a result of broken homes whereby they had to live with their fathers' wives.

The age distribution showed that more respondents were of 16-17 years. Inquiry into the area of residence showed that the majority of respondents came from urban communities.

Another aspect of broken homes looked at was the psychological emotional problem resulting from broken homes. This was assessed by the incidence of quarrels and support from extended family members, almost 3 fifth of the respondents never received assistance from the extended family members, neither financial, emotional nor formational, it appears that most broken homes also deserted by extended family members, they are left to shoulder their requirements. Child headed families may be left to lead their own lives.

Findings on the incidence of quarrels showed that majority of respondents have ever experienced quarrels or misunderstandings at home. To adolescents who compose the greatest number of respondents, quarrels and misunderstandings are interpreted as rejection and can further stimulate parent – child conflicts hence affecting disciplinary measures. One general explanation would be that in a quarrelsome situation the child feels insecure because their needs may not be met, such feelings might be related to neurotic or non-goal directed, hence early pregnancy when in primary school.

Children often walk away from homes to the friends to escape the unpleasant environment. In such instances they move away from direct parental guidance and supervision.

On the other hand if parents themselves cannot agree on marital and general aspects, both internal control and direct control through restriction and punishment are undermined.

Inquiry into the number of meals taken a day showed that majority had enough meals, that is, more than 3 meals per day.

## **5.2. Recommendation for intervention**

In view of the given findings and conclusions the following are some of the practical interventions measures either preventive, supportive or corrective, which can be used to address the problem of early pregnancy in children of Northern Uganda.

There are some prerequisites in successful prevention of early pregnancy in children in primary school. Among these include, research and social action, and the evaluation of early pregnancy prevention programs. There is need for constant research and evaluation of programs. Failures on these aspects have been attributed to such factors as lack of community support, insufficient time, inadequate or insufficient resources. The country should for that matter join efforts with other NGOs to fight early pregnancy in primary school children in Uganda.

The study shows that early pregnancy comes as a result of variation in beliefs, values and norms. As all these will determine the parenting styles in each family there is therefore need for community re-organization.

There should be community integration and social control of early pregnancy. Everyone should feel responsible for guiding children into the path of good behavior. This requires massive campaigns, sensitizations.

### **Revitalization of parent-child relations.**

Very many children have become pregnant at an early stage when in primary schools because of poor relations with their parents. Parents should be taught how to maintain a harmonious atmosphere in the family. Among the recommendations cited by the respondents are;

reconciliation and forgiveness on the part of the parents, avoid harsh punishments all of which promote harmonious relationships in the family.



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**APPENDICES**

**QUESTIONNAIRE**

**INFLUENCE OF SOCIOECONOMIC STATUS ON EARLY PREGNANCY IN CHILDREN IN PRIMARY SCHOOLS**

This information in this questioner is strictly for educational and scientific purposes only. No name of respondents are required to be kept as anonymous as possible.

**General information on respondents.**

1 sex

Female

Male

2. Age.....

3. Religion

Catholic

Muslims

Protestants

Other specify.....

4. Education status before getting pregnant.....

**BACK GROUND INFORMATION OF FAMILY.**

Are your parents alive?

4 father

Yes no

5 mother

Yes

no

- 6 If alive, are they staying together?
- 7 If not, what could the reason for not staying together?
- 8 Is your family polygamous?
- 9 How many brothers do you have?
- 10 How many sisters?
- 11 Where you leaving together before getting pregnant?

### **SOCIAL ECONOMIC STATUS**

- 12 WHAT IS YOUR FATHER'S JOB?  
Famer/peasant  
Civil servant  
Business person  
Others specify
- 13 What is your mother's job
- 14 What is the education of your father?
- 15 What is the education of your mother?