

**THE INFLUENCE OF TEENAGE PREGNANCY ON THE ACADEMIC
ACHIEVEMENT OF FEMALE STUDENTS IN KASOKWE
SUB-COUNTY KALIRO DISTRICT**

BY

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN
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DECLARATION

I BABRYE JOY REG. NO 1164-07174-09708 declare that this project report is my original work and has not been presented elsewhere for award of any degree in this or any other university.

Sign 

Date 1-04-2019

APPROVAL

I, the undersigned, certify that I have read and I do recommends for the acceptance of the dissertation titled; **The influence of teenage pregnancy on the academic achievement of female students in Kasokwe sub-county Kaliro district**

that was done under my supervision and guidance for submission to the Kampala international University for the award of a Bachelors Degree of Education

KAKAIRE ABDUL 

Date..... 

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DEDICATION

Dedicated to my parents **Mr. Tiikye Wilson** for advancing me in formal education.

DEFINITION OF TERMS

In the course of this study, a number of terms were employed. Some of the terms will now be defined for the purpose clarity and understanding. They are as follows:

Pregnancy: the state of being pregnant.

Teenager: A person who is between 13 and 19 years old.

Teenage pregnancy: pregnancy occurring in women age 19 and/or younger.

Ovum: A female cell of a human being, animal, or plant that can develop into a young human being or animal or plant when fertilized.

Fertility: The state of being fertile, that is the ability to produce offspring or power of production.

Sexual intercourse: the physical ability of sex, usually describing the act of a man putting his penis inside a woman's vagina.

Contraception: The practice of preventing a woman from becoming pregnant. It is also the method of preventing conception.

Uterus: the organ in women and female animal in which babies develop before they are born.

Ejaculation: the act of ejaculating, the moment when sperm comes out of man's penis.

ABSTRACT

The main purpose of the study was to identify and assess the causes and effects of teenage pregnancy on the academic performance of teenagers in Kasokwe sub-county Kaliro district, Namayingo district. The study was designed to achieve the following objectives; to identify and critically examine the personal and home environmental factors contributes to a high rate of teenage pregnancy, to examine school based factors that contribute to teenage pregnancy and to ascertain the effects of teenage pregnancy on academic achievement of teenagers in Kasokwe sub-county. Data analysis and presentation was presented in tables, graphs and pie charts. The study established the individual and home environment factors influenced teenage pregnancy in schools, unavailability of parents, lack of time for parents to discuss sex matters with young ones, lax parental supervision and monitoring, and poverty were found to be crucial in elevating the level of risky sexual behavior among school girls. The study concluded that about a half of female students are at risk of teenage pregnancy as their teachers play a bigger role in promoting teenage pregnancy that leads to poor performance in class, high absenteeism and high school dropout. The study suggested promotion of the Youth Friendly Reproductive Health Services (YFRHS) for those who are sexually active, guidance and counseling department be strengthened at school and sexual Education be included in academic syllabi

LIST OF TABLES

Table 1.1: Showing response on social demographic information of teachers.....	18
Table 1.2: Showing response on social demographic information on female students	19
Table 1.2 above showing social demographic data of female students respondents revealed that the majority 10/20 (50%) of the respondents were between the ages of 16-18years while the least, 2/20(10%) were between 18-20years of age. This indicated that most of the participants were in the adolescent stage.....	20
Table 2.0 showing personal factors that contribute to teenage pregnancy at school.....	20
Table 2.2.1: Sowing response of female child-parent relationship and teenage pregnancy	21
Table 2.2.2 showing response on the relationship between family economic status and teenage pregnancy	21
Table 2.2.3 showing response of the relationship between child - parent supervision at home and teenage pregnancy.....	22
Table 3.1: showing response of the relationship between bright girls and teenage pregnancy at school n =20.....	23
Table 3.2: Showing the level of boys contribution to girls teenage pregnancy at schools.....	24
Table 3.1 showing responses on the level absenteeism from school by the teenage mothers.....	25
Table 3.2: showing the level of teenage girl school dropout.....	27

LIST OF FIGURES

Figure 1: showing the influence of male teachers towards teenage pregnancy in schools n=20..	24
According to figure 1 above, respondents were asked to comment whether male teachers contribute towards teenage pregnancy in schools. Results indicated that majority 15/20(75%) strongly agreed while the least 1/20 (5%) strongly disagreed.	25
Figure 2 showing response on the level of academic performance in schools by teenage mothers n=30	26

LIST OF ACRONYMS

DHS	Demographic Health Surveillance
HIV	Human Immunodeficiency Virus
NGO	Non government organization
WHO	World Health Organization
USAID	United States Agency for International Development
YFRHS	Youth Friendly Reproductive Health Services

TABLE OF CONTENT

DECLARATION	ii
APPROVAL	iii
ACKNOWLEDGEMENT	iv
DEDICATION	v
DEFINITION OF TERMS	vi
ABSTRACT.....	vii
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF ACRONYMS	x
TABLE OF CONTENT	xi
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background of the study	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the study.....	4
1.4 Objectives of the study.....	4
1.5 Research Questions.....	4
1.6 Scope of the study	5
1.6 Justification of the Study	5

CHAPTER TWO: LITERATURE REVIEW.....	6
2.1 Introduction.....	6
2.2 Factors that contribute to Teenage Pregnancy	6
2.2.1 Individual factors that contribute to teenage pregnancy	6
2.2.2 Home environmental factors contributing to teenage pregnancy	7
2.3 School Based Factors causing teenage pregnancy.....	9
2.4 Impact of teenage pregnancy on academic achievement of learners	12
CHAPTER THREE: METHODOLOGY	14
3.1 Introduction.....	14
3.2 Study Design and Rationale.....	14
3.3 Study setting and rational.....	14
3.4 Study population	14
3.4.1 Sample Size determination	15
3.4.2 Sampling procedure	15
3.5 Definition of Variables	15
3.6 Research Instruments	15
3.7 Data Collection Procedure	16
3.7.1 Data management.....	16
3.7.2 Methods of data analysis.....	16
3.8 Ethical consideration.....	17
3.9 Limitation of the study.....	17

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, AND INTERPRETATION..	18
4.0 Introduction.....	18
4.1 Social demographic characteristics of respondents	18
4.2 Personal and home environment factors that contribute to teenage pregnancy.....	20
4.3 School environment Factors contributing to teenage pregnancy.....	23
CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS.....	28
5.1 Introduction.....	28
5.1.1 Discussion of the study findings	28
5.1.2 Personal and home environment factors and teenage pregnancy	28
5.1.3 School environmental Factors contributing to teenage pregnancy.....	30
5.1.4 Influence of teenage pregnancy on academic attainment of girls.....	31
5.2 Conclusion	31
5.3 Recommendations.....	32
5.4 Suggestion for further research.....	33
REFERENCES.....	34
APPENDICES	37
APPENDIX A: QUESTIONNAIRE FOR TEACHERS	38
APPENDIX B: QUESTIONNAIRE FOR STUDENTS	40

CHAPTER ONE

INTRODUCTION

1.0 Introduction

1.1 Background of the study

Teenage is a stage in life in which the individual (male or female) begins to develop sexual characteristics. It is usually between the ages of 13-19 years. At this stage in life, sexual desires are often at their peak. Teenagers are in what Bible calls “the bloom of youth” a time when their sexual organs develop and they become capable of having children.

Pregnancy begins at the moment a single sperm fertilized a matured ovum (egg). In a normal ejaculation during sexual intercourse, about 200, 400 million sperm are deposited into the upper vagina, of this number; a few thousand remain within the vaginal and die within 3 days. Only a few manage to make their way into the body of the uterus and move upward to the fallopian tubes where fertilization occurs. Only one sperm penetrates the membrane of the ovum to unite with the egg. When this occurs, a zygote is formed. The fertilized egg then makes its way down to the fallopian tube to the uterus for implantation. The journey to the uterus may result in pregnancy.

More so, the fact that most parents pay less attention to their children, coupled with the fact that teenagers today are growing up in a culture in which peers, television and motion pictures, music and magazine often transmit either covert or overt message that unmarried sexual relationship (specifically those involving teenagers) are common accepted and at times expected behaviour have contributed immensely to the moral decadence rampant among our teenagers. Education about responsible sexual behaviour and specific clear information about the consequences of sexual intercourse (including pregnancy, sexual transmitted disease and psychological effects) are frequently not offered in the home, at school or in the community settings. Therefore, much of the sex education teenagers receive filters through misinformed and/or unified peers.

All these of course lead teenagers into early dating behaviour (which lead to premarital sex) and early use of alcohol or other drugs, including tobacco products, which could lead to pregnancy. Research has shown that early dating at age 12 is associated with a 91% chance of being sexually involved before age 19 and dating at 13 is associated with a 36% probability of sexual involvement during adolescent or teenage (Mominic Marchiono, 2002). He went further to say that a sexually active teenage who does not use contraceptive has a 90% chance of becoming pregnant with in 1 years. My boyfriend was a cute guy, he had money and we could go places and have fun. When I missed my period, I realised something was wrong. How was I to tell mom? How could this happen to me? I was only 126 years old, and I didn't know what to do "Nicole".

However, to be pregnant is a right that is supposed to be shared with one's life partners unfortunately, due to various reasons; it has been abused by our teenagers today. Statistically 4/10 girls become pregnant before 20years of age, over 900-1000 teenagers pregnancies annually in united states, but reflects some of the realities faced by pregnant teenagers all over the world. And about 40% of teenage mothers are under 18 years of age (Awake, October 8 2014). This is as a result of various factors, such as the effects of broken homes, ignorance of the conservancies of sexual activities, lack of self-respect on the part of some teenagers to experience sex, as well as their failure to take necessary precautions (for sample, having sexual intercourse without adequate contraception. This in turn has lead to a high rate of school dropout, cycle of poverty, destitution, increased rate of abortion, emotional depression high level of delinquency, high mortality rate, reduced labour force as well as drop in the standard of living of the teenagers involved their families and the society in general.

It should be noted that both teenage mother and father may suffer economic hardship and fail to achieve their education and career goals, for example, at Texas in united states, teenage pregnancy and early marriage are reported reasons for leaving school, among many others, which are correlated to different specific aspects of social, economic and psychological needs

that were not fulfilled (Galimberti, Percy Anthonio, 2005). The related literature suggests that many students who drop out of school does not return.

Chase-Lansdale and Coley (1998) suggest that if they decide to dropout, 30% return and eventually graduate. Those who could not complete their high school (secondary school) education often find themselves in a cycle of poverty out of which is hard to break. Previous studies have also found that by dropping out of school, thus disrupting their education, the school leavers face restrictions and disadvantages in the labour market. Low wages would diminish their likelihood of improving their standards of living (Galimberti, Percy Antonio, 2005).

Despite the continuous concern over the issue of teenage pregnancy and In spite of its captions in Namayingo District, very few study investigations have been carried out to provide relevant data or information for designing appropriate intervention policies and programmes to address the problem.

It is therefore, imperative to the researcher to design a research study to advice teenagers to abstain from sex and should be encouraged to postpone sexual involvement until marriage or until they are mature and skilled enough to handle sexual activities in a responsible manners as well as educate them on the adverse effects of sexual relationship/intercourse at early age. They should also be provided with information on pregnancy prevention if they become sexually active so that they can be in position to complete their studies.

1.2 Statement of the Problem

It has been observed that teenage pregnancy has remained persistent in our local communities due to various contributing factors and has had negative impacts on the life of the youth involved, for example, Spear (2001) affirms that teenage mothers are unlikely to complete upper primary school education and they end up impoverished with their children.

Basing on this, the study was concerned with the identification and assessment of the causes and effects of teenage pregnancy on the academic performance of the teenage girls in Kasokwe sub-county Kaliro district as well as exploring various strategies through which teenage pregnancy could be avoided to enable them achieve their educational and career goals.

1.3 Purpose of the study

The main purpose of the study was to identify and assess the influence of teenage pregnancy on the academic performance of teenagers in Kasokwe sub-county Kaliro district.

1.4 Objectives of the study

This study was designed to achieve the following objectives:

1. To identify the home environmental factors contributes to a high rate of teenage pregnancy in Kasokwe sub-county Kaliro district.
2. To examine institutional based factors that contribute to teenage pregnancy in Kasokwe sub-county
3. To ascertain the influence of teenage pregnancy on academic achievement of teenagers in Kasokwe sub-county Kaliro district

1.5 Research Questions

Three research questions were raised to guide this study. They are as follows:

1. To what extent do personal and home environmental factors influence teenage pregnancy in schools in Kasokwe sub-county?
2. To what extent does the school environment contribute to teenage pregnancy in schools in Kasokwe sub-county
3. What are the influence of teenage pregnancy on academic achievement of learners in Kasokwe sub-county?

1.6 Scope of the study

The study was carried out in Kasokwe sub-county Kaliro district. Data was collected from teachers, school administrators and affected teenage girls from Kasokwe sub-county Kaliro district. The study was carried out from August to October 2018 to January 2019 .

1.6 Justification of the Study

The results of the study will have the following significances;

Provide vital information on the possible causes and adverse effects of teenage pregnancy on the academic performance of teenagers in Kasokwe sub-county. Such information will be vital in providing solutions to the problem.

The findings will help parents and teenagers to clearly understand the adverse effects of teenage pregnancy and will be in position to develop strategies of fighting it in Kasokwe sub-county.

The findings will also provide adequate information to schools under study; concerning the various methods that the administration could use to prevent teenage pregnancy and its effects. The results will assist Kasokwe sub-county Kaliro district local government in identifying contributing factors to teenage pregnancy so that leaders will be able to develop strategies for alleviating the problem.

The results will assist future researchers who may be interested in carrying out further investigation on the topic of teenage pregnancy with relevant literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers literature on teenage pregnancy risk factors that school girls face namely; individual and home environment factors, school based factors and the impact of teenage pregnancy on academic achievement of girls.

2.2 Factors that contribute to Teenage Pregnancy

The study focused much on individual factors, home environment and school based factors contributing to teenage pregnancy. It also examined the effects of teenage pregnancy on the academic attainment of teenage girls.

2.2.1 Individual factors that contribute to teenage pregnancy

According to Muganda-Onyando, (2014) girls individual attributes can lead to early pregnancy and the consequent school disruption. These variables include early maturation and early sexual debut (Musonga, 2014), multiplicity of sexual partnerships, contraceptive use, risk perception and attitudes towards teenage pregnancy (Panday, Makiwane, Ranchold, 2009). However this study only examined the students personal attributes in relation to contraceptive use.

A study by Willan (2013) that explored access to and use of contraceptives in South Africa, established that most teenagers had basic knowledge about contraceptives and protection from unplanned pregnancies however many reported insufficient and incorrect usage as well as limited knowledge on fertility and conception.

In addition teenager's negative perceptions associated with contraceptive use determined whether or not they would use them (Wood and Jewkes 2006). Early sexual debut typically results into a higher number of sexual partnerships and without sufficient knowledge and use

of contraceptives, poor risk evaluation, and ambivalent attitudes, increases the risk of exposure to pregnancy (Panday, Makiwane, Ranchold, et al.).

A study by KHRC/RHRA (2010) established that a whopping 51.9% of the slum girls in Korogocho of 15-17 age bracket were already sexually active. Since the setting of KHRC/RHRA 2010 study was an urban slum that did not specify school status of the respondents, the findings cannot therefore be generalized for the entire population of school going youths especially for rural areas.

Bearinger, Sieving, Ferguson et al., (2007) contend that poor socialization by all adolescents is a key to teenage pregnancy. Bad peer groups encourage members to participate in early sexual intercourse that result into pregnancy.

Boonstra (2007) contends that teens are concerned about and want to protect themselves from both unplanned pregnancy and HIV, but the misinformation about sex from peer members lure many into early sex that result into pregnancy.

2.2.2 Home environmental factors contributing to teenage pregnancy

The transition to healthy adulthood is dependent on the social environment in which adolescents live, learn and earn. This social environment comprises of families, communities, schools and peers. Parents and families are a crucial part of this environment (World Health Organization, 2007) that basically constitutes the home environment.

Quoting Miller, Benson and Galbraith (2001); Panday, Makiwane, Ranchold et al., (2009) state that parent child closeness and physical availability decreases the risk of pregnancy by influencing adolescent sexual and contraceptive behaviors. Ngom, Magadi and Owuor (2003) in a study on parental presence and adolescent health among the urban poor in Nairobi concluded that the presence of the father significantly reduced the likelihood that young girls would engage in sex and have unwanted pregnancy. Parental monitoring and supervision is another home factor associated with teenage pregnancy.

Panday, Makiwane, Ranchold et al., (2009) who cites Berglas, Brindis and Cohen (2003) point out that parents who set rules, and enforce them can positively impact sexual behavior. It encompasses actions aimed at shaping or restricting adolescent behaviors. This is in agreement with findings from a study by Makundi (2010) in Mtwara region of Tanzania that showed that poor parental monitoring and supervision is a key factor leading to teenage pregnancies.

Although parent-child communication on matters sexual has been shown to have considerable influence on teen dating behavior most parents prefer not to discuss reproductive matters with their children as it is considered taboo (Panday, Makiwane, Ranchold et al., 2009). According to Nundwe (2012) barriers that affect parent-child communication include gender differences, economic barriers and low levels of education among parents. Lack of parent to child communication encourages adolescents to seek solace in sexual activity (Muganda-Onyando, Omondi, 2008) whereas open and age appropriate communication on reproductive matters has been shown to delay sexual debut and diminish negative peer pressure that is associated with unwanted early pregnancies (Panday, Makiwane Ranchold et al., 2009). This study endeavored to establish students perceptions about the apparent barriers between parents and their teens when it comes to communicating reproductive issues.

Across the globe a substantial body of evidence points to the fact that poverty is one of the most consistent risk factors for early pregnancy. In the USA adolescents in poor neighbourhoods were found to be more apt to engage in sex leading to pregnancy (Domenico and Jones, 2007). In South Africa poverty in some cases leads to intergenerational transactional sex that decreases a girl's ability to negotiate for safe sex, meaning that she may end up pregnant or with a venereal disease (Willan, 2013). According to a study by FAWE Uganda (2011), the lack of basic necessities exposes girls to the risk of teenage pregnancy as the girls who are not strong willed end up exchanging sex for money.

Kinby (2001) believes that victims of teenage pregnancy lacked information or probably were not adequately educated on safe-sex either by their parents, schools or development agencies

that could have enabled them deal with friends who lure them into sex prematurely. Stressing that, children of single parents are more vulnerable to teenage pregnancy. Again exposure to most sexual content on television, sexuality in the media and pornographic and sex chat rooms by teenagers, could most likely tune them to engage in sexual activities (L'Engle et al., 2006; Park, 2008). Acceptance of gift for sex and some adult deliberately taking advantage of poor teenagers, encouraging them into having sex were also noted as factors responsible for teenage pregnancy (UN, 2001).

Maynard (1997) reported that stress; dislike, malice, boredom and unhappiness experienced by teenager within her home environment could lead to delinquent behaviours including teenage pregnancy.

2.3 School Based Factors causing teenage pregnancy

According to Collins, Allagiri and Summers (2002) the American public wants schools to deliver strong abstinence messages alongside information about self protection for young people who find themselves in sexual situations. They further assert that a majority of parents support sex education in schools, including the provision of information about contraceptives and condom use. Rosen, Murray and Moreland (2004) in a policy working paper developed for Nigeria revealed that comprehensive sexuality education is effective in improving youth reproductive health by delaying sexual initiation, reducing number of sexual partners and increasing contraceptive use among the sexually active.

According to a study by Bearinger, Sieving, Ferguson et al., (2007) sex education programs should provide accurate and comprehensive information while building skills for negotiating sexual behavior. Effective sexuality education can provide young people with age appropriate, culturally relevant and scientifically accurate information. This includes structured opportunities for young people to explore their attitudes and values and to practice decision making and other life skills they will need to make informed choices about their sexual lives

(UNESCO, 2009). Collins, Allagiri and Summers (2002) contend that the substantial portion of school students who report being sexually active should be provided with information so as to protect themselves. At school, the Ministry of Education is yet to provide comprehensive sexuality education curriculum despite the students' strong belief that it is within the schools' ambit to do so (Muganda-Onyando and Omondi, 2008).

A report by The United States Agency for International Development (USAID, 2010) pointed out the inadequacy of Life Skills Education as currently implemented, in covering reproductive issues facing adolescents making them prone to sexual encounters early, resulting to pregnancy.

According to Anya (2013) the main goal of the Life Skills approach in the education sector is to enhance the young people's ability to take responsibility for making choices, resisting negative pressure, meet the demands of everyday life and avoiding risky behavior that can subject to getting pregnant and acquiring HIV/AIDS. From this perspective then Life Skills Education offers valuable social skills but does not adequately respond to reproductive issues in the face of an explosive media driven youth culture that revolves around sexuality (Strasburger, 2010).

The critical lack of information on sexuality either at school or at home means that teenagers source their information from their peers and media (Muganda, Onyando and Omondi, 2008) that is often misleading to sexual activities resulting to pregnancy.

According to the Guttmacher Institute (2012) when knowledge about sexual health education was not forthcoming then American teens turned to the media sources such as websites and television that often provided inaccurate and misleading information associated with increased risk of sex and teen pregnancies.

Obongo writing in the new vision of February 23rd 2015 on the role of sex education suggested that adolescent sexuality has been marked with controversies that have significantly hindered the fight against HIV, other sexually transmitted infections and teen pregnancy. He stated

further that these controversies centered around what is morally right and the fears of encouraging sexual activity. In the wake of the prevailing confusion it is not clear what the perceptions of teachers and students are about comprehensive sexuality education a gap this study set out to fill.

Sexual harassment at school is another factor that predisposes girls to early pregnancy. At school it is largely perpetrated by boys learning in the same school and teachers to some extent (Abuya, 2013).

Sifuna and Chege (2016), in their study, report that there were high rates of girls dropping out of unaided government schools due premarital pregnancies that were linked to sexual harassment by the teachers.

According to Lloyd (2007) who cites studies by Grant and Hallman (2006) and Marteleto (2006) that used longitudinal data sets from South Africa, there exists an association between academic achievement and sexual initiation and therefore pregnancy: showing that those who perform better in school are less likely to initiate sex or use contraceptives if active, and for girls less likely to become pregnant or drop out if pregnant.

According to Yampolskaya, Brown, and Greenbaum (2002), "...approximately 60% of adolescent mothers live in poverty at the time of the birth of their babies, and approximately 73% go on welfare within 5 years of giving birth."(p8)

Hosie, 2007 in the Journal of Educational and Social Research pointed out the following factors for teenage pregnancy; Firstly a strong dislike of school that leads to truancy, dropping out or formal exclusion, secondly lack of educational attainment and thirdly low aspirations and expectations of the education system as being relevant for their future employment.

Luker, 1996 also found out that bullying by teachers or other students that were instrumental in their dislike of school. Those students whose attendance are poor and who dislike school prior to pregnancy have a negative attitude from their schools on disclosure of their condition

and are less likely to remain in school than those who had good attendance beforehand (Hosie, 2007).

2.4 Impact of teenage pregnancy on academic achievement of learners

Van Pelt (2012) observes that in the United States only 50% of teen mothers have a high school diploma compared to 90% of girls who did not have a teen pregnancy whereas fewer than 38% of teen girls who have a child before turning 18 earn their high school diploma. She states further that less than 2% of teens who have a baby before 18 ever earn a college degree. In analyzing DHS data from Cameroon Eloundou-Enyegue (2004) calculated that in Cameroon teenage pregnancies account for 13% of female dropouts in grade 6, 33-41% in grades 7-10 and 4-22% in grades 10-13.

Quoting statistics from the Ministry of Education (2005) Inter Press Service (July 28th 2006) observes that the completion rates in Kenya for secondary school education declined from 92.1% to 89.6% in 2004 with boys recording a 91.5% rate as compared to girls 87.5% with pregnancy accounting for 31% of the school dropout cases among girls.

Dilworth (2000) suggested that statistically, young mothers face a life of poverty, have lower levels of education and have less opportunity in the workplace than non parenting teens. She found that research on teen pregnancy prevention usually focuses on the negative aspects of being a teen parent. It is also alleged that the relationship between teenage pregnancy and education goes in both directions. Teenagers who become pregnant are more likely to drop out of school and teenagers who drop out of school are more likely to become pregnant

Cunningham and Boulton (1996) asserted that teenage pregnancy has a lot of social consequences which include school drop-out or interrupted schooling, falling prey to criminal activity, abortion, ostracism, child neglect, school adjustment difficulties for their children, adoption, lack of social security, poverty, repeated pregnancy and negative effects on domestic life. It is

suggested that school drop-out is a “uniquely predictive factor” of teenage pregnancy and a precursor to, rather than a consequence of, becoming pregnant (Bonell et al, 2004).

Studies by Hoffman (2006) and Haveman et al. (1997) show that less than 2% of young teen mothers of less than 18 years attain college degree before attaining 30 years of age and about 50% of them repeat a grade with lower performance on standardized tests. Teenage pregnancy is phenomenal and cuts across the globe. It is a socio-psychological problem found in both developed and developing societies. In Texas, United States of America 62 out of every 1000 births, were by teenage girls.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter will deal with study design and rationale, study setting and rationale, study population, sample size determination, sampling procedure, inclusion criteria, definition of variables, research instruments, data collection procedures, data management, methods of data analysis, ethical consideration, limitations of the study and disseminations of results.

3.2 Study Design and Rationale

The researcher used a qualitative and quantitative survey design based on random and purposive sampling technique designed for community members. The qualitative survey was believed to be the most appropriate method that enabled the researcher to have thorough analysis of all categories of the respondents. Both the literate and illiterates were examined through questionnaires and oral interview.

The techniques provided an opportunity for intensive analysis of the various specific study details often ignored by other methods.

3.3 Study setting and rational

The study was carried out in Kasokwe sub-county Kaliro district. Kasokwe sub-county was selected because it has the biggest number of girl-child school dropout in Kaliro District due to teenage pregnancy.

3.4 Study population

The study was conducted among female students and teachers teaching in selected schools in Kasokwe sub-county Kaliro district.

3.4.1 Sample Size determination

The study comprised of 30 respondents of whom 20 were female students and 10 were male teachers from the selected schools in Kasokwe sub-county Kaliro district. The sample size was limited because the researcher had limited time and financial resources to enable him investigate more number of respondents. Male teachers were selected because the researcher thought that are more inclined to girl child drop out of schools.

3.4.2 Sampling procedure

In the process of selecting the sample size, the researcher used simple random sampling procedure. A total of 60 papers with even and odd numbers were given to the teachers female learners from the select schools, the 30 female learners and the 10 teachers who choose the even numbers from each of the three divisions were considered for the sample study.

3.5 Definition of Variables

The independent variables will be socio-demographic characteristics (age, marital status, occupation, education level),

The dependent variable for the study will be study will be the factors that contribute to teenage pregnancy and effects of teenage pregnancy to learners' academic achievement.

3.6 Research Instruments

The following research instruments were used;

- Questionnaires. These were used to collect information from the selected respondents of the study.

Questionnaires were used because were cheap and convenient to both the respondents and the researcher as they took limited time in data collection.

3.7 Data Collection Procedure

In the process of collecting data for this study, a letter of introduction was obtained from the director Kampala International University

Thereafter, the researcher went to the field of study that is at Kasokwe sub-county Kaliro district, Namayingo district. The researcher then introduced herself to the town clerk with the letter of introduction, seeking for permission to allow her carryout the study.

After securing permission, the researcher was introduced to the staff to which he introduced the purpose of his visit. She then asked for permission to allow him meet the respondents and administer his instruments.

With permission, she issued out questionnaires to the respondents. Those who answer the questionnaires were interviewed there and then and those who were not ready at the moment; he made later appointments to meet them for the same.

The process of data collection was carried out in a period of one month.

3.7.1 Data management

During data collection process, the data collected was checked for completeness and any incomplete or misfired questions were not considered for the study. It was then arranged, tallied corded and entered manually into a computer

Data collected from the field was handled with maximum confidentiality.

3.7.2 Methods of data analysis

Data analysis and presentation was presented in tables, graphs and pie charts.

3.8 Ethical consideration

The study was ethically cleared by the research approving committee of Kampala international university. Consent was obtained from the town Clark for permission to carry out the study. For confidentiality, the name of the participants was not required on the questionnaire.

3.9 Limitation of the study

The study was limited by the low turn up of men community members for the study because they lacked information about the importance of the study.

Similarly, due to limitations of finances and time, it was also not possible to cover a very big number of clients.

Some respondents failed to return the questionnaires distributed to them.

Finally, respondents failed to reveal the required data due skepticism of the would be consequences for releasing some information to the research

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.0 Introduction

This describes the results of the study with respect to the study objectives and the research questions as obtained by interviewing respondents using a pre-tested questionnaire.

4.1 Social demographic characteristics of respondents

Table 1.1: Showing response on social demographic information of teachers

Social demographic characteristics	Variables	frequency (N=10)	Percentage (%)
Level of school	Primary	6	60
	Secondary	4	40
	Total	10	100
Marital status	Single	3	30
	Married	6	60
	Divorced	1	10
Education level	Grade III teaching certificate	5	50
	Diploma	3	30
	Graduate	2	20
	Total	10	100
Period of service	1-5years	2	20
	6-10years	6	60
	11 above	2	20

Source: Field data 2017

According to table 1 above on the finding of teachers social demographic data, the majority 6/10 (60%) of the respondents were teaching in primary schools while the minority 4/10(40%) were teaching in secondary schools. This indicates that more primary teachers were involved in the study because there are more primary schools in the subcounty.

On marital status, most respondents 6/10(60%) were married while the least 1/10(10%) was divorced. This indicated that that more married teachers were involved in the study and thus had enough knowledge about girl child drop out of schools.

In addition, on education attainment, the majority 5/10 (50%) had grade III teaching certificate, while the least 2/10 (20%) were graduates. This indicates that there were more grade III teachers in the study. This was because more primary schools were considered for the study than secondary schools.

Furthermore, most respondents 6/10(60%) had been in the teaching service for a period between 6 – 10years while the least 2/10 (20%) had serviced equally two years between 1-5years and 11above. This indicates that more experienced teachers were involved in the study.

Table 1.2: Showing response on social demographic information on female students

Social demographic characteristics	Variables	frequency (N=20)	Percentage (%)
Age	15 below	8	40
	16 -18	10	50
	18 – 20	2	10
	20 – above	00	00
Level of school	Primary	10	50
	Secondary	10	50
Nature of school	Day	14	70
	Boarding	00	00
	Day and boarding	06	30

Source: Field data 2017

Table 1.2 above showing social demographic data of female students respondents revealed that the majority 10/20 (50%) of the respondents were between the ages of 16-18years while the least, 2/20(10%) were between 18-20years of age. This indicated that most of the participants were in the adolescent stage.

Furthermore, on the level of the school for the respondents, primary and secondary levels were both represented equally at 10/20 (50%) each. This provided an opportunity for representation of both primary and secondary female adolescents.

4.2 Personal and home environment factors that contribute to teenage pregnancy

Table 2.0 showing personal factors that contribute to teenage pregnancy at school

Personal Factors	Frequency(n=30)	Percentage (%)
Early maturation	10	33
Use of contraceptives	11	37
Poor socialization	5	17
Peer group influence	4	13
Total	30	100

Source: Field data 2017

Respondents were asked to comment on the factors that contribute to individual girl child drop out of school. In table 2 above, most 11/30 (37%) suggested the use of contraceptives while the least 4/30 (13%) suggested bad peer group influence as one of the factors that contribute to their drop out from school.

On another note, respondents were asked to give views on the home environment factors that contribute to teenage pregnancy. Responses were realized as indicated in the tables below;

Table 2.2.1: Sowing response of female child-parent relationship and teenage pregnancy

Factors	Frequency (n =27)	Percentage (%)
Poor child-parent relationship at home		
Strongly agree	12	44
Agree	6	22
Disagree	4	15
Strongly disagree	5	19
Total	27	100

According to table 2.2.1 above showing responses on relationship between poor parent - child relationship and teenage pregnancy, the study revealed that, the majority 12/27(44%) strongly agreed while the least 4/27 (15) disagreed. This indicated that a poor child-parent relation greatly contributes to teenage pregnancy in most families.

On another item, respondents were asked to comment on the relationship between the family economic status and teenage pregnancy. The results obtained are indicated in table 2.2.2 blow;

Table 2.2.2 showing response on the relationship between family economic status and teenage pregnancy

Response	Frequency (n=30)	Percentage (%)
Low Family Economic status		
Strongly agree	18	60
Agree	5	17
Disagree	4	13
strongly Disagree	3	10

Source: Field data 2017

In table 2.2.2 above, respondents were asked to comment on the degree of the relationship between family economic status and teenage pregnancy. From the results, most respondents 18/30 (60%) strongly agreed while the least 3/30 (10%) strongly disagreed. This indicated that family economic status strongly contributes to teenage pregnancy. When respondents were asked to give their views on how it contributes to teenage pregnancy, they said that girls from poor families are much more subjected to early sex for survival which exposes them to teenage pregnancy. In line with this, a study by FAWE Uganda (2011) revealed that lack of basic necessities exposes girls to the risk of teenage pregnancy as the girls who are not strong willed end up exchanging sex for money

Furthermore, on another item respondents were asked to comment on the relationship parent supervision of female children at home and teenage pregnancy. Table 2.2.3 below shows the response;

Table 2.2.3 showing response of the relationship between child - parent supervision at home and teenage pregnancy

Response	Frequency (n=30)	Percentage (%)
Poor parents supervision of children at home		
Strongly agree	8	27
Agree	9	30
Disagree	12	40
Strongly Disagree	1	3

Source: field data 2017

Table 2.2.3 above respondents were asked to comment on whether the nature of parent supervision of female children at home contributes to girl child pregnancy. The majority 13/30(40%) disagreed while the minority 1/30 (3%) strongly disagreed.

4.3 School environment Factors contributing to teenage pregnancy

In this section, the study thought to find out responses from respondents on how the school environment contributes to teenage pregnancy. Four items were tested and responses are indicated in the tables below;

Table 3.1: showing response of the relationship between bright girls and teenage pregnancy at school n =20

Response	Frequency (n=20)	Percentage (%)
Girls who perform poorly tern to sexual relationship at school		
Strongly agree	6	30
Agree	4	20
Disagree	10	50
Disagree	00	-

Source: field data 2017

According to table 3.1 above, the average 10/20 (50%) disagreed while the least 4/20 (20%) agreed. This indicates that most bright girls at school are not much subjected to teenage pregnancy. When respondents were asked to give their views for their responses, the majority said bright girls concentrate on their studies and always aim at achieving a higher qualification. This was supported by Lloyd (2007) who cited studies by Grant and Hallman (2006) and Marteleto (2006) who point out that those who perform better in school are less likely to initiate sex or use contraceptives if active, and for girls less likely to become pregnant or drop out if pregnant.

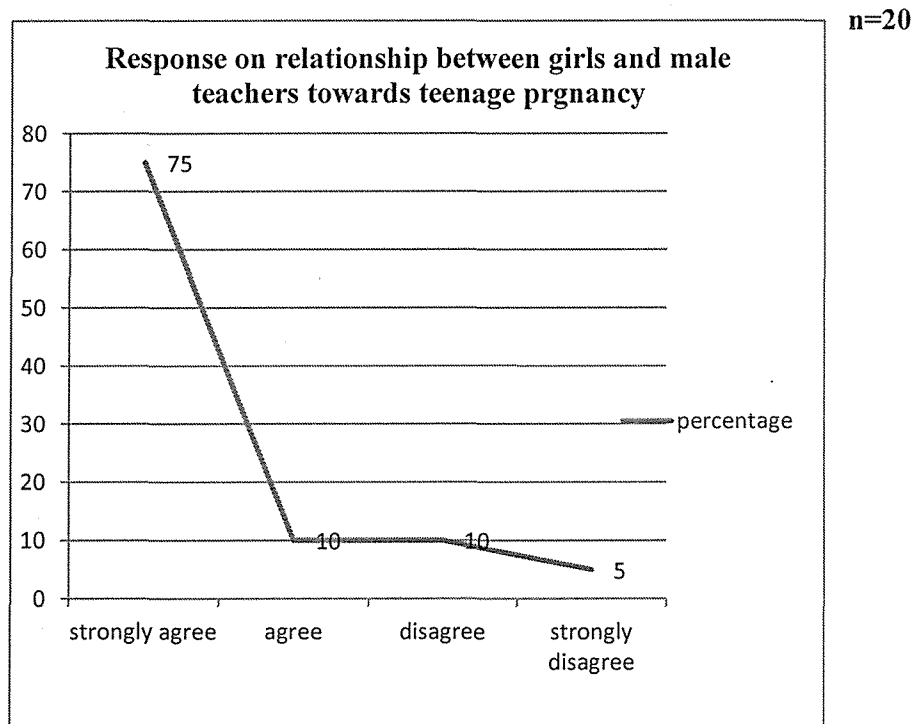
Furthermore, respondents were asked to comment on the contribution of boys to girl's teenage pregnancy at school. The response obtained was summarized in the table below;

Table 3.2: Showing the level of boys contribution to girls teenage pregnancy at schools

Response	Frequency (n=20)	Percentage (%)
Boys disturb girls to make them agree to sexual relations		
Strongly agree	10	50
Agree	5	25
Disagree	2	10
Strongly Disagree	3	15

According to table 3.2 above, respondents were asked to comment on the boys' contribution to teenage pregnancy at school through influencing girls into sexual intercourse. The results indicate that most respondents 10/20(50%) strongly agreed while the minority 3/20(15%) strongly disagreed.

Figure 1: showing the influence of male teachers towards teenage pregnancy in schools



Field data 2019

According to figure 1 above, respondents were asked to comment whether male teachers contribute towards teenage pregnancy in schools. Results indicated that majority 15/20(75%) strongly agreed while the least 1/20 (5%) strongly disagreed.

4.4 Effects of teenage pregnancy on academic attainment of girls

The study was also set out to determine the effects of teenage pregnancy on the academic attainment of girls. a section of the questionnaire was set to determine the effects of teenage pregnancy on the academic achievement of girls. Table 4.1 below shows the responses obtained from respondents

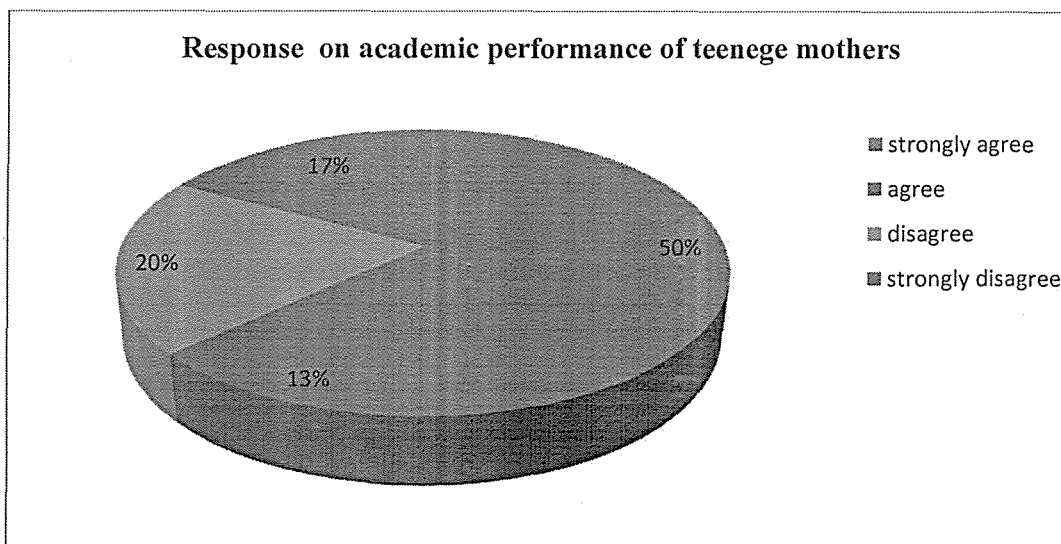
Table 3.1 showing responses on the level absenteeism from school by the teenage mothers

Response	Frequency (n=30)	Percentage (%)
absenteeism		
Very high	15	50
High	4	13
low	6	20
Very low	5	17

Field data 2019

According to table 4.1 above, respondents were asked to determine the level of school attendance by teenage mothers. Half of the respondents 15/30(50%) said very high while the least 4/30(13%) said high

Figure 2 showing response on the level of academic performance in schools by teenage mothers n=30



In figure 2 above, respondents were asked to comment whether teenage pregnancy contributes to the low level of performance in schools. The average number of respondents 15/30 (50%) strongly agreed while the minority 5/30(13%) agreed with the statement. The results indicate that most teenage mothers perform poorly at schools. In an interview with the respondents on the factors that contribute to the poor academic performance, majority irregularity at school as key factor to their poor performance. In support, Van Pelt (2012) observed that 90% of girls who had teen pregnant girls perform poorly in secondary and vocation schools in Nigeria. In addition, the study thought to establish the level of school dropout among teenage mothers in schools. The response is indicated in table 4.2 below;

Table 3.2: showing the level of teenage girl school dropout

Response	Frequency (n=30)	Percentage (%)
Level of School drop out		
Very high	17	56
High	5	17
Low	3	10
Very low	5	17

Source: Field data 2019

Finding in table 4.2 above on the level of school dropout of teens indicated that the majority 17/30(56%) said very high while the minority 3/30 (10%) said low. The results indicated that majority of the girls' subjected to teenage pregnancy drop out of school. This could be due to the reasons that they wanted to look for sources of income that could enable them cater for their children and fear of stigmatization at schools. In support of this, Dilworth (2000) suggested that, young mothers because poverty drop out of school making them less educated and with less opportunity in the workplace than non parenting teens.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a discussion of the study findings, conclusions and recommendations

5.1.1 Discussion of the study findings

The main purpose of the study was to identify and assess the causes and effects of teenage pregnancy on the academic performance of teenagers in Kasokwe sub-county Kaliro district. The study was guided by the following objectives; This study was designed to achieve the following objectives: to identify and critically examine the personal and home environment factors contributes to a high rate of teenage pregnancy in Kasokwe sub-county Kaliro district, to examine school based factors that contribute to teenage pregnancy in Kasokwe sub-county and to ascertain the effects of teenage pregnancy on academic achievement of teenagers in Kasokwe sub-county.

5.1.2 Personal and home environment factors and teenage pregnancy

According to study findings on personal factors that contribute to teenage pregnancy, it was found out that the use of contraceptives by young girls in schools contribute greatly to the occurrence of the problem. From the results, 37% suggested the use of contraceptives, 33% suggested early child maturation and 13% suggested peer group influence. When asked to give their views why young girls get pregnant when using contraceptives, the majority said they engage in multiple sexual relationship and even forget to follow the medical precautions. In addition teenager's negative perceptions associated with contraceptive use determined whether or not they would use them (Wood and Jewkes 2006). In support, Panday, Makiwane, Ranchold, et al. (2012). Early sexual debut typically results into a higher number of sexual

partnerships and without sufficient knowledge and use of contraceptives, poor risk evaluation, and ambivalent attitudes, increases the risk of exposure to pregnancy.

On another item, respondents were asked to comment on level at which the nature of child-parent relationship contribute to teen pregnancy. The results revealed that a poor child-parent relationship contribute much too teen pregnancy. Most of the respondents 44% strongly supported the statement and only 15% disagreed with the statement. In an in-depth interview, many said that the poor child-parent relationship reduces on the time for parent guidance and counseling of the teens exposing them to immoral activities like premature unsafe sex. In support, Quoting Miller, Benson and Galbraith (2001); Panday, Makiwane, Ranchold et al., (2009) state that parent child closeness and physical availability decreases the risk of pregnancy by influencing adolescent sexual and contraceptive behaviors.

In addition, respondents were asked to comment on the level of relationship between family economic status and teen pregnancy. The low family economic status was realized to be a major factor towards teen pregnancy. According to the results, the majority 60% of the respondents strongly agreed with the statement while the minority 10% strongly disagreed with the statement.

Furthermore, respondents were asked to comment if the poor parent child supervision at home contributes to teenage pregnancy. Majority 40% disagreed with the statement while the minority 3%. This indicated that there is a low relation between parents' supervision of girls at home and early pregnancy. In an interview when respondents were asked to give views for their response, many said that girls from families with strict parents get pregnant. However, this was opposed by Quoting Miller, Benson and Galbraith (2001); Panday, Makiwane, Ranchold et al., (2009) who stated that parent child closeness and physical availability decreases the risk of pregnancy by influencing adolescent sexual and contraceptive behaviors.

5.1.3 School environmental Factors contributing to teenage pregnancy

In this section, respondents were required to give their views on the extent at which school environment contribute to teenage pregnancy. In the first item, respondents were asked to give their comments on how bright female students are much more involved into sexual activities that result into teen pregnancy. The 10/20 (50%) disagreed while the least 4/20 (20%) agreed. This indicates that most bright girls at school are not much subjected to teenage pregnancy. When respondents were asked to give their views for their responses, the majority said bright girls concentrate on their studies and always aim at achieving a higher qualification. This was supported by Lloyd (2007) who cites studies by Grant and Hallman (2006) and Marteleto (2006) who point out that those who perform better in school are less likely to initiate sex or use contraceptives if active, and for girls less likely to become pregnant or drop out if pregnant. Furthermore, on the item whether boys' contribution to teenage pregnancy at school through influencing girls into sexual intercourse. The results indicated that most respondents 10/20(50%) strongly agreed while the minority 3/20(15%) strongly disagreed. This indicates that boys play a minor role for teenage pregnancy at school. To ascertain more on their responses, respondents were asked to give views in support of their response. The majority suggested that most of the teenage girls who get pregnant while at school were not pregnant by fellow students but mostly by Boda-boda riders and businessmen. Contrary, Luker, (1996) also found out that bullying of female students by students were instrumental for the girls dislike of school and consequently lowering them into sexual activities that result into pregnancy.

In addition, respondents were asked to comment whether male teachers contribute towards teenage pregnancy in schools. Results indicated that majority 15/20(75%) strongly agreed while the least 1/20 (5%) strongly disagreed. The results indicate that male teachers have a strong influence to causing teenage pregnancy in schools. In an interview with the respondents

on why they believed that teachers play a bigger part in the scenario, the majority suggested that male teachers give gift, free marks and cheat exams for girls that influence them into sex.

5.1.4 Influence of teenage pregnancy on academic attainment of girls

In this section, the study thought to establish the effects of teenage pregnancy on the level of academic attainment of girls. Three items were tested;

In the first item, respondents were asked to comment on the level of school attendance by teenage mothers. According to the results half of the respondents 15/30(50%) said very high while the least 4/30(13%) said high. The results indicate that teenage mothers' attendance of school is irregular. Further, when respondents were asked to suggest what might be leading to a very high absenteeism of teen mothers from school, majority suggested that they attend to their children especially when they are sick. This is in line with Dilworth (2000) who suggested that , young mothers face a life of poverty that make them to stay out of school to look for little money to assist them cater for their children

Furthermore, respondents were asked on comment on the level of school dropout of school teens the results indicated that the majority 17/30(56%) said very high while the minority 3/30 (10%) said low. The results indicated that majority of the girls' subjected to teenage pregnancy drop out of school. This could be due to the reasons that they wanted to look for sources of income that could enable them cater for their children and fear of stigmatization at schools. In support of this, Dilworth (2000) suggested that, young mothers because poverty drop out of school making them less educated and with less opportunity in the workplace than non parenting teens.

5.2 Conclusion

Based on the study findings the following conclusions were put forward in line with the study questions.

Concerning the extent that individual and home environment factors influenced teenage pregnancy in schools the study concludes that about a half of female students are at risk of teenage pregnancy as their teachers play a bigger role in promoting teenage pregnancy.

On the home environment factors that influenced teenage pregnancy the study established that; unavailability of parents, lack of time for parents to discuss on sex matters with young ones, lax parental supervision and monitoring, and poverty were found to be crucial in elevating the level of risky sexual behavior among school girls.

As regards to the extent at which teenage pregnancy the academic achievement of girls, the study found out that it leads to poor performance in class, high absenteeism and high school dropout.

5.3 Recommendations

The following recommendations were made based on findings of the study thereof.

That there is need to create partnerships through policy between public health facilities and schools so as to foster good use of the Youth Friendly Reproductive Health Services (YFRHS) for those who are sexually active.

The government should also sensitize parents to involve their adolescent girls in income generating activities so as to be able meet their own needs. At school the guidance and counseling department and class teachers should monitor and constantly offer academic guidance to girls who are performing poorly in class or those who are deteriorating academically. Boys found to be harassing girls should also be counseled promptly.

Due to the sexual information gap noted in this study the government should consider introducing comprehensive sexuality education with abstinence programs in all schools.

5.4 Suggestion for further research

To get more literature in this area of study, the following recommendations were made for further research:

1. A similar study should be designed to investigate into the role of male teachers in promoting teen pregnancy in schools.
2. A comparative study in girls' boarding schools should be conducted establish the causes of teenage pregnancy in schools and establish the strategies to overcome it.

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APPENDICES
QUESTIONNAIRE

KAMPALA INTERNATIONAL UNIVERSITY

SELF-ADMINISTERED QUESTIONNAIRE

Kampala International University,

November 2019

Dear teachers and students,

I am carrying out a survey research in Kasokwe sub-county Kaliro district; its interest is to determine the causes and effects of teenage pregnancy on academic achievement of learners.

The questionnaire below is for you. It is against that background that you have been selected to participate in the research by completing the questionnaire.

It could be very helpful if you assist me by answering the attached questionnaire as per the instructions provided at the beginning of each section. You should provide the most appropriate answer in your opinion by ticking, circling or writing in the given space as the case may be.

The success of this part of the research will entirely depend on your positive cooperation. Your responses will be kept confidential.

Thank you.

Yours faithfully,

BABIRYE JOY (Researcher)

APPENDIX A

QUESTIONNAIRE FOR TEACHERS

Please kindly respond to all items in the questionnaire by ticking appropriately or filling in the blank spaces. Your identity will remain anonymous while the information sought will be used for the purposes of the study only.

Section I: Background Information

1. Indicate the level of school

(a) Primary

(b) Secondary

2. Your academic qualification level

a. UCE

b. grade III teaching certificate

c. Diploma

d. Graduate and above

3. Your Gender

(a) Male b) Female

4. For how long have you been teaching since leaving college/university? (in years)

(a) 1-5 b) 6-10 c) 11 and above

Section II: Issues related to the effects of Teenage Pregnancy

5. Have you had girls drop out due to pregnancy in this school in the period 2011-2014?

(a) YES b) NO

6. In comparison to the other factors that cause school dropout among girls how do you rate pregnancy?

a) Very high b) High

c) Low d) Very low

7. Suggest other factors that contribute to teenage pregnancy in your school

- a) Sexual harassment b) sex education at school
c) Peer group influence

8. How often do you receive reports of teachers' sexual harassment of girls?

- (a) Very often b) Often
c) Rare d) Very rare
e) Never

9. What was the academic nature of the girls who dropped out due to pregnancy?

- a) Very bright b) Bright
c) Average
(d) Poor e) Very poor

10. How often do you receive reports of boys' sexual harassment of girls?

- (a) Very often b) Often
c) Rare d) Very rare
(e) Never

11. How do rate the level of absenteeism of teenage mothers at school

- a) Very high b) High
c) Low d) Very low

APPENDIX B

QUESTIONNAIRE FOR STUDENTS

Kindly respond honestly to all items in the questionnaire by ticking appropriately or filling in the box. Your identity will remain unknown while the information sought will be used for the purposes of the study only.

Section I: Background Information

1. How old are you (Age in years)

- a) 15 and below b) 16-17
c) 18-19 d) 20 and above

2. Indicate the level of school you are in

- a) Primary b) Secondary

Section II: Individual Factors

3. Are you sexually active?

- a) YES b) NO

4. If YES in 3 above, did you use contraceptives/family planning methods in your last sexual encounter?

- a) YES b) NO

5. In your opinion should students who are sexually active be encouraged to use family planning methods/contraceptives in order to avoid pregnancies?

- a) YES b) NO

6. Are family planning/contraceptive services for students easily available in government health centers"/hospitals?

- (a) YES (b) NO (c) NOT SURE

Section III: Home Environment.

7. In your opinion what hinders students from discussing sexual issues with their parents? (You may tick more than one).

- | | | | |
|----------------------------|--------------------------|------------------------------|--------------------------|
| (a) It is taboo | <input type="checkbox"/> | b) Un available parents | <input type="checkbox"/> |
| (c) No time for discussion | <input type="checkbox"/> | d) Parents not well informed | <input type="checkbox"/> |

8. To what extent do you agree with the following statements?

i) Girls from poor homes are often tempted to accept lifts/money/gifts from boys and men in exchange for sexual relations.

- | | | | |
|-----------------------|--------------------------|--------------|--------------------------|
| (a) Strongly agree | <input type="checkbox"/> | (b) Agree | <input type="checkbox"/> |
| (c) Undecided | <input type="checkbox"/> | (d) Disagree | <input type="checkbox"/> |
| (e) Strongly Disagree | <input type="checkbox"/> | | |

ii) My parent/guardian strictly supervises/monitors my activities in the evenings/weekends/holidays

- | | | | |
|----------------------|--------------------------|-------------|--------------------------|
| (a) Strongly agree | <input type="checkbox"/> | b) Agree | <input type="checkbox"/> |
| (c) Undecided | <input type="checkbox"/> | d) Disagree | <input type="checkbox"/> |
| e) Strongly Disagree | <input type="checkbox"/> | | |

Section IV: School environment related factors

9. Rate the following factors in relation to school environment and teenage pregnancy

i) Girls who perform poorly in class often turn to risky sexual relations.

- | | | | |
|----------------------|--------------------------|-------------|--------------------------|
| a) Strongly agree | <input type="checkbox"/> | b) Agree | <input type="checkbox"/> |
| c) Undecided | <input type="checkbox"/> | d) Disagree | <input type="checkbox"/> |
| e) Strongly Disagree | <input type="checkbox"/> | | |

ii) Boys disturb girls to make them agree to their sexual demands.

- | | | | |
|----------------------|--------------------------|-------------|--------------------------|
| a) Strongly agree | <input type="checkbox"/> | b) Agree | <input type="checkbox"/> |
| c) Undecided | <input type="checkbox"/> | d) Disagree | <input type="checkbox"/> |
| e) Strongly Disagree | <input type="checkbox"/> | | |

iii) Some teachers want sexual relations with girls against their will.

- a) Strongly agree b) Agree
c) Undecided d) Disagree
e) Strongly Disagree

10. In the light of teenage pregnancy risk should students be taught comprehensive sexuality education at school?

- a) YES b) NO

SECTION V: Effects of teenage pregnancy on academic attainment

11. Rank the following effects of teenage pregnancy on academic achievement of girls

i). Absenteeism from school

- a) Very high High
c) Low d) Very low

ii). Low academic performance

- a) Very high b) High
c) Low d) Very low

iii) School drop out

- a) Very high b) High
c) Low d) Very low