

**EFFECTS OF EARLY PREGNANCY ON THE PERFORMANCE OF THE GIRL  
CHILD IN SECONDARY SCHOOLS OF AKALO SUB COUNTY  
KOLE DISTRICT**

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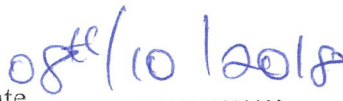
**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION OPEN  
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**DECLARATION**

I **ACIO SHARON ENON** declare that this research report is my original work. It has not been submitted to any other University or higher institution for any award and where it is indebted to work for others.

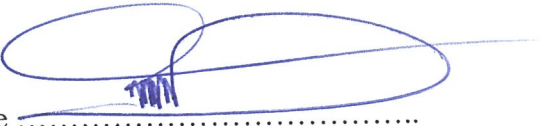
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**APPROVAL**

I hereby certify that this work entitled “effects of early pregnancy on the performance of the girl child in secondary schools of Akalo Sub County Kole district” has been submitted with my approval for examination as university supervisor.

Signature  .....

Date: 08.10.2018 .....

**NSIMIRE GODWIN**  
**UNIVERSITY SUPERVISOR**

## **DEDICATION**

To my Dad MR.Enon Tonny and my two mothers MRS Jennifer Akwero and MRS Atala Rose Enon, for their financial support towards my education. May God bless them so much.

## ACKNOWLEDGEMENTS

I thank the lord almighty for continuously protecting and giving me good health all throughout my course of study.

I would like to appreciate the work of my supervisor **Nsimire Godwin** who diligently guided me during my research. May the Almighty God reward him abundantly?

Special thanks go to my parents for their love and support in form of tuition for my education.

I would like to recognize the work of my beloved brother Okello Brian for his support and courageous attitude towards my education, my sisters; Acen Edith, Atim Irene, Asengo Fortunate and Enon Daisy for their endless company and advice given to me during the course of the study.

Special thanks should also go to my aunties Ajok Harriet and Ngida Sandra for their advice and encouragement during my studies. May the lord give them heavenly blessings.

I also wish to thank my lecturers for their advice, knowledge and guidance towards my education. May God richly bless them.

I also acknowledge the efforts of my respondents who availed all the necessary data to me as needed throughout this research study.

## ABSTRACT

This study investigated the effects of early pregnancy on the performance of the girl child in secondary schools of Akalo Sub County Kole district. It was aimed at identifying the causes of teenage pregnancies among students and how they affected their academic performance in the two selected secondary schools as well as putting across amicable solutions for this challenge in Kole District. To achieve the objectives of the research, the researcher used a mixed method approach of qualitative and quantitative measures of data collection and conducted survey of students in two secondary schools who were randomly selected and questioners were also administered in this study. The study revealed that majority of the victims of early pregnancy have the same causes such as rapid transition, cultural practices and lack of sex education. Nevertheless, there was high sexual immorality among school girls which increased the cases of early pregnancies in secondary schools. In addition, the study suggested that there be a close watch and supervision on school girls by their parents and teachers. Furthermore, recommended that sex education be extended to the girls in the adolescence stage to help them cope up with the pressures of body changes. Further recommendations are for research studies about the “*impact of rapid transition on the academic performance*”, “*The relationship between morality and student academic performance*” in secondary schools of Akole District which were found to be the main causes of early pregnancies. Respondents that shared ideas, discussed and shared examination questions among themselves on the effects of early pregnancies in this District.

**Keywords:** *pregnancy Students, Academic Performance,*

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## CHAPTER ONE

### 1.0 INTRODUCTION

This chapter will elucidate on the problem of early pregnancy in Kole district a sample of secondary schools in Akalo Sub County. This chapter contains background and statement of the problem, objectives, purpose and significant of the study.

### 1.1 BACK GROUND OF THE STUDY

Early pregnancy is also known as teenage pregnancy; it refers to female adolescents becoming pregnant between the ages of 13-19. These young females have not yet reached adulthood and the causes of teenage pregnancy vary greatly

Education is considered as a human right and also crucial to economic growth and development. The various international conventions that recognize education as a basic human right include; The African Charter on the Rights and Welfare of the Child, Article 11 on the right to free and compulsory basic education; While the United Nations International Convention on Social and Economic rights, Article 13, declares the recognition of the right of all to education. Uganda being party to these conventions has entrenched the right of everyone to basic education through the constitution and the universal education program since 1977.

Having established education as a human right and key to development both the Millennium Development Goals (MDGs) and the Education for All (EFA) agenda committed governments to achieving gender equality in basic education by the year 2015, with a focus on ensuring girls full access to and achievement in basic education of good quality (Burnett and Felsman, 2012). This becomes a basis for further education and training. However this has not been the case the world over due a variety of challenges, like teenage pregnancy that specifically contributes to girls non completion of school (Muganda-Onyando and Omondi, 2008; Sifuna 2and Chege, 2006) although the primary aim of any school system being to enable all those enrolled to complete their education as scheduled (UNESCO, 2008).

According to Molosiwa and Moswela (2012) school girls' pregnancy is an international crisis that affects the social economic welfare of countries, societies and families at large because it is one, if not the leading cause of school dropout for female students. In the United States of America 30% of all teen girls who drop out of School cite pregnancy as a key reason (Shuger,

2012) and fewer than 38% of the teen mother sever earned their high school diploma(Van Pelt, 2012).

Adolescent pregnancy trends in percentage terms are quite worrying in Sub Saharan Africa because of the health, social, economic and educational consequences. Niger is worst affected at 51%, Chad at 48%, Uganda at 33%, Tanzania at 28% and Kenya at 26% (Loaiza and Liang, 2013).

According to a study by William in 2013 in South Africa, approximately 30% of teenage girls report of having been pregnant with a devastating impact on their secondary schooling.

In Cameroon teenage pregnancy is responsible for 30% gender gap difference between boys and girls in secondary education (Eloundou Enyegue, 2004), while in Kenya 14.8% of 15-19year olds were either pregnant or mothers [Kenya Demographic and Health Surveys (KDHS), 2008/2009), a cohort that should ideally beat secondary school level.

Teenage pregnancy is linked to things such as lack of education and information about reproduction, peer pressure and early engagement of sexual activity. UNICEF, Malaysia reports that although some teenage pregnancies are intentional, the majority of them is unintentional and lead to many negative outcomes for the teenage mother (student), the child as well as other family and peers. Teenage mothers generally do not have the resources to care for a child and often they are not able to sustain healthy habits throughout pregnancy to ensure they produce a healthy baby. These young females often do not complete their education and they begin a perpetual cycle in which their child may further go on to become a teenage parent as well. Research shows that Kole District is one of the areas in Uganda where students are still affected by this problem. A number of cases of early pregnancies are reported every yeah in Akalo secondary school, and Abeli girls secondary school as selected schools from Akalo sub county Kole district.

## **1.2 PROBLEM STATEMENT**

Education is a continuous process that takes place in a series and periods of time, it is expected from every student perusing any course of education at any level to follow the existing program until the level is completed. However, this does not happen to every student in Kole district. Many of the youth in secondary schools fail to finish their studies in the prescribed time. This is because of many reasons especially early pregnancy of students in Akalo Sub County. In the past decades the number of students who enroll in secondary schools in senior one drop when it

comes to enrollment in senior five. The number of students who enroll for advanced certificate is relatively lower than as it was in senior one. According to statistics, the number of students who were admitted in senior five dropped by 30% compared to those who were admitted in senior one Kole district 2015. This decline is said to have been as a result of many factors like change of school where by students go to schools in different districts, others join vocational schools while others girls drop out because of early pregnancies. According to the observation, kole district is likely to lose more students every year who drop out of school due to early pregnancies. The researcher therefore asserts that this problem needs quick response from the government, parents and students.

### **1.3 PURPOSE OF THE STUDY**

The main purpose of this study is to identify the impacts and solutions of the problem of early pregnancies on the education of the youth girls in Akalo Sub County, Kole District.

### **1.4 OBJECTIVES OF THE STUDY**

This research study will be guided by the following objectives

#### **1.3.1 General objectives**

1. To identify the effects of early pregnancies in Akalo sub county.

#### **1.3.2 Specific objectives**

2. To examine the impact of adolescent stage on the education of the girls
3. To establish amicable solutions to the problem of school dropouts due to early pregnancies.

### **1.5 RESEARCH QUESTIONS**

1. Why are there increased early pregnancies in Kole secondary schools today?
2. What are the causes of teenage pregnancies in schools of Akalo Sub County?
3. What has can the government and institutions do to curb the problem of early pregnancies in AKalo Sub County?
4. How is this problem affecting the education of the girl child education programme ?

## **1.6 SIGNIFICANCE OF THE STUDY**

This study will be relevant to the public, individuals and non-governmental institutions and the government programs as well due to its ground surface coverage of the contemporary issues affecting the societies.

To the government, this research will help in identifying the prevailing issues in the community and be in position to offer necessary leadership and guidance.

To social psychological institutions and organization, this research paper has been designed to provide the facts about human growth and development, how individuals and groups especially the members of the adolescent stage respond to the changes and challenges they face so that they can offer relevant and needed guidance and counseling the needy.

To the schools this paper will help to unveil the hidden causes and effects of this ever increasing problem that affects students in adolescent stage such that the responsible personnel can understand how to deal with the issue of prevention before anything harmful happens

The research will further help school students to know what causes this problem, to understand its negative effects on their future in order to be careful and avoid it completely.

## **1.7 SCOPE OF THE STUDY**

This study will be conducted in within the scope bellow

### **1.7.1 Geographical scope**

The area of study as identified in the topic will be conducted in AKalo Sub County Kole District located in the northern part of Uganda. Kole district is bordered by Apac district in the north lira in the south Alebtog in the west and Oyam in the east. It is also located in the north of the equator in about 267 km from Kampala and is covered by savanna vegetation.

### **1.7.2 Contextual scope**

This research study is centralized on the effects of teenage pregnancies that are affecting the school girls in the two selected schools.

### **1.7.3 Time scope**

This research study will be conducted for a period of two months, from February-May 2018

### 1.7.4 Historical scope,

Although the study analyses the effects of early pregnancies in girl child and performances in Akalo sub county Kole district. It draws a rich vein of literature on numerous researchers that have researched about the performance of girl child for the last 10yrs.

This has been done initially to allow the researcher reconstruct literature from a rich source of history in order to solve a problem of early pregnancies on academic performance in the girl child.

### 1.8 CONCEPTURAL FRAME WORK

#### Independent variables

- ❖ Rapid transition
- ❖ Moral decay
- ❖ Mishandling of adolescent stage
- ❖ Culture & religion

#### Dependent variables

- ❖ School drop out
- ❖ Poor performance
- ❖ Early marriages
- ❖ Economic hardships

#### Intervening variables

- ❖ School rules and regulations
- ❖ Home environment

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter involves the impacts of early pregnancies on youth in general over time. It shows what various authors have noted or realized from the definition and background of early pregnancies to its relations to school drop outs, violence, truancy and concentration which all contribute to poor academic performance in secondary school students

In Kole and many other districts in the north, the practice of child marriage is hunted down from the past and has been a challenge that authorities have struggled to eliminate, through the years. As a consequence, many naive young girls have become victims and have ended up dropped out of school.

#### 2.1 Literature survey

##### 2.1.1 Causes of early pregnancy

Research evidence from various studies across the globe in different fields highlights some of the factors behind teenage pregnancy as either individual, home, community or school associated (Panday, MakiwaneRancholda et al., 2009; Ramirez and Carpenter, 2008; Willan, 2013).

Some individual behaviors of secondary school girls are responsible for pregnancy. These include early sexual involvement (Musonga, 2014) that results in multiple and concurrent partnerships.

(Muganda Onyando and Omondi, 2008) with boys and men that may be transactional in nature due to poverty.

Poverty at home affects individual attributes of some girls in that it may Force girls "into survival sex for subsistence (FAWE Uganda, 2011); and for economic security girls can engage in multiple relations. Multiplicity of sexual relations reduces the chances that teenagers would use contraceptives to prevent pregnancies hence escalating the problem (Willan, 2013). Issues emanating from the home environment that are relational in nature may also contribute to teenage pregnancy. Physical presence of parents in the home (Ngom, Magadi and Owuor (2003),

close parental supervision and monitoring of 4(four) adolescents (Makundi, 2010) and age appropriate communication delays sexual debut and diminishes negative peer pressure that could lead to unwanted early pregnancies (Panday, Makiwane Ranchold et al., 2009). Within the school environment a number of factors expose young girls to pregnancy risks.

According to Hallman and Grant (2006) poor school performance is a strong marker for pregnancy. Poor performance often leads to repetition, meaning that girls physically mature while still in school and experience a lot of peer pressure to have sex (Kirby, 2002).

In addition poorly performing girls have low educational expectations, are not sure they will graduate and as such have little motivation to avoid pregnancy (Coles, 2005; Turner, 2004).

Lack of comprehensive information on sexuality either at school or at home makes teenagers to rely on peer misinformation and may therefore succumb to peer pressure to have sex that could lead to early pregnancies (Panday, Makiwane, Ranchold et al., 2009).

Another school based factor that contributes to pregnancy related school dropout is sexual harassment perpetrated by boys and sometimes teachers, where girls are coerced into having sexual intercourse (Abuya, 2013; Sifuna and Chege, 2006) Mensch et. al (2001), also found out that girls who attended schools where girls felt they received equal treatment with boys were less likely to have engaged in sex than those who attended schools where fewer girls reported equal treatment. It thus appears that school environment is also a factor affecting the likelihood that a girl will be at risk of pregnancy.

The great majority of sexually active girls do not want to become pregnant. Teenage pregnancy can usually be attributed to abundance of sexual mythology that they have learned from their peers and lack of factual information that they have received from their parents. This causes them to believe that their sexual practices are safe and will not result in pregnancy.

### **2.1. 2 Measures against Child Marriages**

Measures are also been taken to stamp out child marriages, which are rife in both districts. "For young vulnerable girls, child protection committees have been formed in both districts and around 50 culprits have already been arrested. Early marriages are counterproductive to girls. They have in many ways affected development in Lango sub region," explains Christine Amuge, the Aboke sub county chief. Aboke and other sub counties in Kole have also become by words



for poor hygiene. Of late however, the states of hygiene and access to safe water coverage have been improving.

Before the World Vision project set forth, hygiene coverage in Kole was at 57%. With the project in its stride, hygiene coverage now stands at 84% and at present, more than 200 village training teams have been sent out and 2,400 households have been mobilized to see to it that hygiene, sanitation and pit latrine coverage are improved. In the past, pit latrine coverage in Kole was at 7%. It is now at 14%. Access to safe water coverage in Aboke for example is now at 100%. 18 boreholes were constructed in Aboke sub county in Kole district.

Kayunga, (16 June 2015) The Government of Uganda launched its first ever National Strategy to end Child Marriage and Teenage Pregnancy as the country joins the rest of Africa to celebrate the Day of the African Child (DAC). Developed by the Ministry of Gender, Labour and Social Development with technical and financial support from UNICEF, the strategy outlines approaches and interventions that will end child marriage and teenage pregnancy in Uganda.

“The strategy has been developed because for the last 30 years, there has been no change in the average age at first marriage which, in spite of multiple interventions, has remained at 17.9 years,” says Ms. Evelyn Anite, State Minister for Youth and Children Affairs.

With 49 per cent or nearly three million women of all 20-49 year old Ugandan women married by the age of 18 and 15 per cent (around 900,000 women) married by the age of 15, child marriage remains a serious issue in Uganda. Observed since 1991, the DAC provides governments, development partners and communities an opportunity to renew their on-going commitments towards improving the plight of children. The theme this year is “25 Years after the Adoption of the African Children’s Charter: Time to take action to End Child Marriage in Uganda.” with the main commemoration taking place in Mbaale Sub County, Kayunga district.

The prevalence of child marriages is highest in Northern Uganda at 59%, followed by Western region (58%), Eastern region (52%), East central (52%), West Nile (50%), Central (41%), South west (37%), and lowest in Kampala (21%). While child marriage - defined as marriage before the age of 18 - applies to both girls and boys, the practice is far more common among girls, especially those in rural areas. Child marriage affects all aspects of a child’s life and is a

violation of their rights. The practice exposes girls to health risks associated with adolescent/early pregnancies, HIV/AIDS, sexually transmitted diseases, which negatively impact on their physical and psychological wellbeing. More often, infants born to adolescent mothers have a higher risk of being born premature, dying soon after birth or having a low birth weight, which subsequently affect the infants' health, physical and cognitive development.

Apart from the violation of health rights, child marriage disrupts children's education and exposes them to violence and abuse. "While a number of national and international legal instruments have been put in place and ratified by the Government of Uganda to protect the fundamental right of children to not be married before the age of 18, including the national Constitution, the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of Discrimination Against Women (CEDAW), more needs to be done to ensure they are fully adhered to," says Ms. Aida Girma, UNICEF Representative.

To effectively launch the Africa-wide campaign in Uganda, a two week media campaign dubbed End Child Marriage UG will be run on NTV. The campaign is intended to raise awareness on the causes and consequences of child marriage in Uganda, particularly its impact on adolescent girls.

Uniquely, the campaign will call for the public to share their stories of actions taken to end child marriage within their communities and feature some of the most compelling and inspiring stories at the end of June. Last year, in close partnership with the Ministry of Gender, UNICEF launched the national helpline SAUTI 116 a platform that is utilized by the public to report all forms of violence and abuse against children. According to statistics in 2014, the helpline received 166 child marriage cases, of which 92 were followed and successfully closed. Since the beginning of this year, 131 cases have been received with 33 responded to and concluded.

In addition, using U-report, a free SMS-based system supported by UNICEF, young people across the country have reported cases of child marriage within their communities. In January 2015, 13,000 U reporters across the country said child marriage is a big issue in their communities. They mentioned a number of measures underway in their communities to prevent child marriage; sensitization through the media, monitoring by the district and local

governments, initiatives by non-governmental/community based organizations, support from religious and cultural leaders and peer support and youth networks.

Ending child marriage not only breaks an intergenerational cycle of poverty but also allows girls to participate more fully in society thereby contributing towards the development of their country.

Although pregnancy and motherhood do not always interrupt a schoolgirl's education they do introduce a new set of circumstances that influence future decisions related to the girl's education (Grant & Hallman, 2006:11).

According to Panday et al. (2009:27) schoolgirl pregnancy can have a profound impact on the mother and child by placing limits on her educational achievement and economic stability as well as predisposing her to single parenthood.

Bezuidenhout (2008:44) states that an unmarried, pregnant teenager (schoolgirl) finds herself in the midst of a multifaceted crisis characterized by the emotional and physical reality of a pregnancy, the interruption of normal physiological and psychological development, a possible change in education and career pursuits, as well as in parental and kinship support, an increase in medical risks during pregnancy, and premature assumption of the adult role with its associated responsibilities. According to Karra and Lee (2012:4) pregnancy immediately places a teenager at an educational and economic disadvantage. She may now take longer to complete her studies, and may therefore be economically inactive for a longer period of time. She may also fail to complete her education, struggle to find proper employment and may have to make ends meet from a government grant or support from relatives.

In their research Bhana et al. (2010:873) found that the presence of a pregnant girl(s) in a classroom is not only a threat to their own academic achievement but also to the collective academic performance of the class as well as the classroom harmony. In particular, most pregnant schoolgirls are not able to cope with the school's academic demands. Kramer and Lancaster (2010) in agreement with Lynch (2008) opined that in most Africa cultures, women are expected to subordinate their needs and desire to those of their children and families. Thus, students with infant have to grapple with the role of motherhood and studentship. As a student mother, the student blends two identities the role of which conflicts. To be a good student, one needs to be fully committed to the academic demands.

A pregnant schoolgirl missed some classes during the day when she was not feeling well, when the pregnant schoolgirl had to visit a clinic or doctor and during the final stages of her pregnancy, delivery and after the birth of the baby (Bezuidenhout, 2008; Changach 2012). Frequent absenteeism from school results in school girls missing a lot of school work e.g. lessons, assignments, tests, (Bhana, Morrell et al,2010).

Dhlamini (2009) stated that the future of most pregnant school girls was bleak as indicated by available statistics which showed that a third of pregnant school girls did not complete their schooling. Education played an important role in the future of young people as it prepared them for work and life as an adult. He noted that after the birth of the baby they were saddled with the responsibility of bringing up a child while they were themselves still “children” that were supposed to be in school. The possibility of furthering their studies, in order to qualify for choice career prospects, was remote because of financial constraints and the responsibilities of motherhood. Marteleto and Lam (2008:3) maintain that if a girl returns to complete her schooling after the birth of a child it is because of the support received from her family and being provided with flexible child care options. However, childbearing impedes on most girls’ educational careers. Research has found that pregnancy in school often resulted in poor results, failure, repeating of grades and school dropout (Dietrich, 2003:29).

According to a research done by Vundule, Maforah, Jewkes & Jordaan (2001) in South Africa, the reasons why school girls were not using contraception included ignorance, fear of parents finding out, shyness in going to a clinic, and disapproval from the boyfriend.

A study by Jonathan, Klein, & Committee on Adolescence (2005) showed that a school girl pregnancy had been associated with frequent sex without reliable or no contraception, sexual coercion, inadequate communication about matters pertaining to sex between partners, to prove one’s fertility, poor socio-economic conditions and promiscuity. In the following discussions some of the reasons that emerged from the literature received attention. The following reasons for school girl pregnancy were Knowledge about sexuality, Peer pressure, Independence, Media, **Poor socioeconomic conditions.**

Every individual responded to sexual stimulation, but the teenager (adolescent), because of inexperience, was especially vulnerable as the intensity of the responses was confusing and difficult to understand (Ferguson, 2004). A study that was done in Norway by

Macleod, (1999) emphasized that peer pressure sometimes involved exclusionary practices, as when sexually inexperienced teenagers were sent away during the discussion of any sexual matters. The educational stakes were also very high for young parents in the developed countries whereas a high percentage of young mothers drop out of school, which made early motherhood the number one reason for dropping out of school among young girls in these countries. In their research on schoolgirl pregnancy, Marston and King (2006) in South Africa established that lack of authentic knowledge about sexuality issue seemed to be one of the major causes of pregnancies amongst primary schoolgirls. Adequate knowledge about sexuality could only be obtained by education and the family milieu and parents were regarded as the most suitable to inform the child about sexuality issues (Bezuidenhout, 2004). However, in certain cultures sexuality issues were the least spoken about or discussed by members of the family, any sex topic was taboo (Rangiah, 2012).

According to Newman (2008) mothers often failed to communicate the 'facts of life' to their daughters and information about menarche was acquired from an elder sister, peers or nurses from health departments who visit schools. International Journal of Scientific and Research Publications, Volume 7, Issue 11, November 2017 168 ISSN 2250-3153 [www.ijsrp.org](http://www.ijsrp.org)

The perception by many adolescent concerning friends' pregnancy, liberal attitudes towards casual sex, the use of alcohol or drugs, fear of hormonal contraceptives and poor school-based sexuality education was associated with schoolgirl pregnancies (Oni et al., 2005). School girls shared a great deal of their lives with the peer group; they went to school with them, participate in sport with them, spend leisure time with them and slept over at their homes (Burger et al. 1994). Matters that could not be discussed with parents in some homes were freely discussed with the peer group, for example personal problems, educators, parents, clothing, the future, sex, contraceptives, drugs, alcohol etc.

However, the sexual information that peers had was not always authentic. Thus incorrect information received about sex from the peer group, peer pressure or the need of the teenager to be like her peers all contributed to causing unwanted pregnancies (Bezuidenhout, 2008). Burger et al (1994) maintained that relationships with peers and peer pressure played an important role during adolescence. They spent a lot of time together in groups and the individual had to conform in order to be accepted by the group. The implication was that conformity was either

implicitly or explicitly enforced and schoolgirls often engaged in sexual activities to be accepted in their peer group despite the possibility of an unwanted pregnancy (Vundule, et al., 2001). The adolescent schoolgirl conformed even if it meant a contravention of social or parental norms (Bolton, 2003). Personal independence for the adolescent (schoolgirl) involved leaving the safety of the family environment and orienting into the world outside (Jonathan, Klein, & Committee on Adolescence, 2005). The adolescent must be physically and physiologically prepared to let go of their dependence on their parents (guardians) and to value identification with the peer group rather than attachment to the home and family (Burger, Gouws & Kruger, 2000). Becoming emancipated (independent) and gradually loosening her ties with parents they could not hope to contract adult relationships or develop her own identity and value system and became a member of society in the fullest sense. There were two sides to the independence of the adolescent schoolgirl, on the one hand the adolescent's readiness to take her own decisions and accept responsibility for them and on the other hand the parents' readiness to permit this (Very, 1990).

Studies showed that parents were very reluctant to discuss openly and freely issues concerning sexuality and reproductive with their children especially the adolescents with focus on age group 12-17 years (Human Science Research Council (HSRC), 2008; Panday et al., 2009).

Harrison (2006) said teenagers (adolescents) who experienced physiological and other changes often found it difficult to discuss these experiences with their parents. In need of information, they turn to their peers for guidance or seek information from other sources (e.g. books) to satisfy their curiosity (Panday et al., 2009). Although there were health clinics available to adolescents where they can obtain appropriate information on sexuality matters, many did not use these facilities for fear of being identified as sexually active or the belief that such facilities were only for adult mothers, the elderly and the sick (Bezuidenhout, 2008).

The mass media with its sexualized content was also a contributing factor that perpetuated schoolgirl pregnancies as it gave teenagers easy access to pornographic and adult television programs (Oni et al., 2005). Pornographic material and sexuality information was freely accessible via devices such as computers and cell phones. Devenish, Gillian & Greathead (2004) said teenagers had access to books, films, videos and magazines that are explicit in describing sexuality issues. Many were factually incorrect, creating unrealistic expectations from teenagers and increasing the myth about sexuality issues. In her research (Rangiah 2012) established that

adolescent girls who were exposed to sexuality in the media were also more likely to engage in sexual activities. Bezuidenhout (2004) said that “sexually arousing material, whether it was on film, in print or set to music, was freely available to the teenager and such information was often presented out of context of the prescribed sexual norms of that society”. According to Panday et al., (2009) there was no question that television also contributed to sexual activities amongst school children.

In their research on teenage pregnancy Kanku and Mash (2010:567) found that teenage girls may feel the need to prove that they are able to have children before marriage. Although current research indicates a change in the belief that it is important to prove one’s fertility before marriage, this value is still found to be one of the reasons of teenage pregnancy (Masemola, 2008:6). Wood and Jewkes (2006:111) reported in their research findings that many girls was often pressurized to get pregnant at an early age. Amongst their respondents many girls described the importance of proving fertility in order to attain status and acceptance as a woman. They described it as having a “strong snake in the womb”. Many of the girls also admitted that they fell pregnant because of the pressure put on them by a boyfriend or family members to prove their fertility. According to Macleod (1999:9) a girl’s sexual partner also often wanted to prove his fertility by fathering a child and pregnancy will prove love and commitment.

## CHAPTER THREE RESEARCH METHODOLOGY

### 3.0 Introduction

This is the third chapter of this research study; it involves the research methodology that was used to collect data from the field.

### 3.1 Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that combines relevance to the research purpose with economy in procedure (Kothari, 2007). The study adopted a descriptive survey research design; as such it was an intensive descriptive analysis of academic progression by teenage mothers who drop out of the school due to pregnancy and those who remain in schools after getting pregnant. Descriptive survey research study allowed both quantitative and qualitative methods. The adoption of descriptive survey was useful for educational fact finding because it provided a great deal of information.

### 3.2 Study Area

This was carried out in the selected schools in Akalo Sub County Kole District.

- 1) Abeli girls secondary school (Private)
- 2) Akalo secondary school ( public)

The area and the schools were randomly selected because of the past record of teenage pregnancies in both schools hence sufficiency of study population as required to make any research meaningful to the community and the state. The Sub County had several educational institutions but the above mentioned were selected at random to act as the sample, representing the rest of the schools in the region

### 3.3 Target Population

The target population of the study consisted of two schools within Akalo Sub-County. Akalo secondary school consisted a total of 764 students and 34 teachers both males and females according to the Head Teacher while Abeli had a total number 699 students and 35 teachers both male and females. The target population also consisted of 600 respondents. The study was biased in that the researcher targeted teachers and the head teachers/mistress as well as parents to be the primary sources of information.



### **3.4 Sample size and sampling procedure**

The sample size for the study was arrived at after taking the authorities (government local leaders and school managers) and discovering the geographical coverage of Akalo Sub County. Stratified sampling technique was used in selecting schools from the zones, day and boarding, girls and, boys and mixed schools. Stratified and simple random sampling was used. Then simple random sampling was used to selecting the students to be used to generate data, as well as teachers and head teachers.

### **3.5 Data Collection Instruments**

The researcher used questionnaires, interviews as the main tools for data collection instruments. The research instrument of choice for this study was the written questionnaire. The questionnaires were used because they are able to gather large amounts of data from many subjects very inexpensively. They are also easily administered and analyzed. The target population was also a little literate to the demands of the research paper and therefore unlikely to have difficulties responding to the questionnaire items. Empirical observation of the target area was also used in data collection given the fact that some information cannot be satisfied by the questioners. Finally the researcher carried out interviews and got different ideas and information from relevant and knowledgeable groups and individuals in this region

### **3.6 The data collected**

Through this study were collected through actual visits to the schools within Akalo Sub County. The structured questionnaires were administered by the researcher. The researcher used the class registers and class attendance lists to find out those who had dropped out of school and the reasons for their exit

### **3.7 Ethical Considerations**

The researcher sought permission from schools for data collection purposes. This was facilitated through a letter of introduction from university. The letter also confirmed that the research was solely meant for academic purposes. The researcher also sought permission from the college of Education of the University. The researcher also declared that the identity of the respondents was highly confidential. The research also undertook to accept any errors due to omission or commission while compiling the report of the study.

**CHAPTER FOUR**  
**DATA ANALYSIS AND PRESENTATION**

**4.0 Introduction**

This chapter is comprised of the presentation and analysis of data collected from the field. The researcher compiled information and presented it in form of table and graphs to explain the variables in form illustrations.

**Table 1 table of population**

Table 1 gives the distribution of students and sample size per school.

Schools	Total number	Sample Size	No. of Respondents	Percentage %
Abeli girls secondary school	764	300	250	50.5%
Akalo secondary school	699	300	245	49.4%
Total	1463	600	495	82.5%

Table of Population

From the above table 82.5% of the entire population responded in this research study

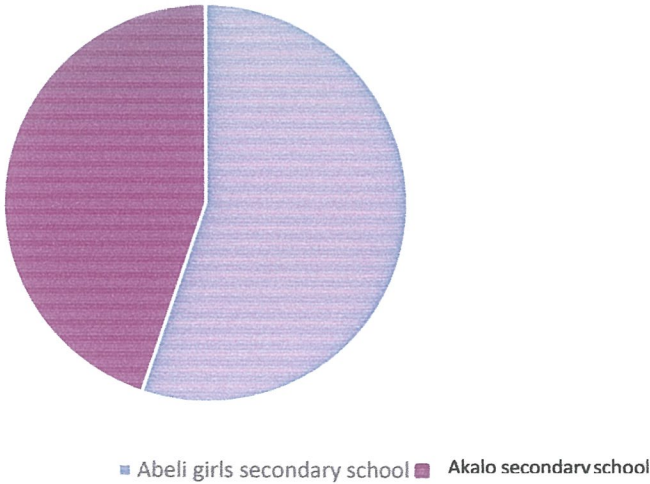
**Table 2 victims of early pregnancy**

The following shows the number of students affected by early pregnancies in Akalo Sub County schools

Schools	Total number of students	Victims of early pregnancy	Percentage %
Abeli girls secondary school	764	16	2.0
Akole secondary school	699	13	1.8
Total	1463	29	6.2

Findings in table II indicate that number of students whose performance was sabotaged by the challenge of early pregnancy in the two selected schools. Research found out that 16 of the total population of 764 representing 2.0% of Abeli girls secondary schools were affected by early pregnancy and out of 699 students from Akalo Secondary School 13 students representing 1.8% were affected by domestic violence totaling to 6.2% of students in the two selected schools in Akalo Sub County experiencing challenges of early pregnancies.

**A PIE CHART BELOW REPRESENTS THE PRESESNCE OF EARLY PREGNANCY IN THE TWO SELECTED SCHOOLS**

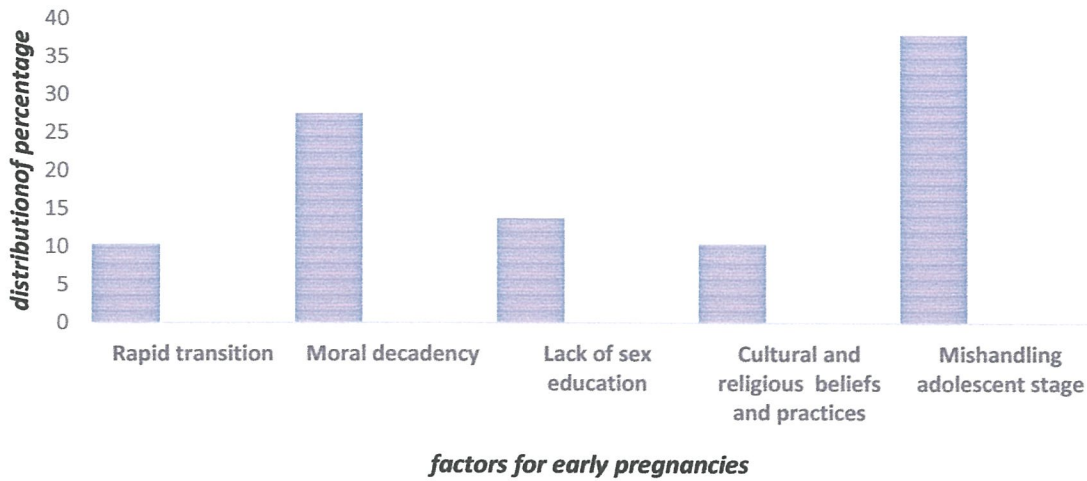


**Table III causes of early pregnancy**

A table below the causes of early pregnancies tendencies in Akalo sub county.

<b>Causes</b>	<b>Distribution of blame</b>	<b>Percentage%</b>
Rapid transition	3	10.3
Moral decadency	8	27.5
Lack of sex education	4	13.7
Cultural and religious beliefs and practices	3	10.3
Mishandling adolescent stage	11	37.9
Total	29	99.7

**A BAR GRAPH REPRESENTS THE FACTORS FOR EARLY PREGNANCIES AND THEIR PERCENTAGE DISTRIBUTION IN AKALO SUB COUNTY**



Results showed that many factors led to early pregnancy in Akalo sub county however the degree or the rate of increase vary for different factors as shown in the graph above. Findings have shown that mishandling the adolescent stage (37.9%) in schools and at home has resulted into increasing early pregnancy. Here an adolescent fails to cope up with the ongoing pressures in his body and the presence of a pervasive community gives them an upper hand leading to early pregnancy. Moral decadency (27.5%) among the youth is also on a rapid increase in secondary schools in Akalo Sub County. This has been attributed to mass media and the so called modernization country wide. Many students especially in senior three and four reported that they want to cope with the changing society; this has been increased by lack of sex education (13.7%) from both parents and teachers hence leading to early pregnancies in Kole district. Rapid transition representing (10.3%) and cultural and religious teaching and beliefs representing (10.3%) have also contributed to occurrence of early pregnancy in Akalo sub county

A table below shows a summary of causes of early pregnancies and their effects in Akalo Sub County

<b>Causes</b>	<b>Effects</b>
Rapid transition	<ul style="list-style-type: none"><li>• School dropout</li><li>• Early marriages poverty</li></ul>
Moral decadency	<ul style="list-style-type: none"><li>• Poor grades</li><li>• Lack of moral values</li></ul>
Cultural beliefs and practices	<ul style="list-style-type: none"><li>• Child suffrage</li></ul>
Religious teachings	<ul style="list-style-type: none"><li>• Lack of moral ethics</li></ul>
Mishandling adolescent stage	<ul style="list-style-type: none"><li>• Loss of future plans</li><li>• Poor grades</li></ul>

## CHAPTER FIVE

### DISCUSSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter includes the last part of this research study. It includes discussions, recommendations and summary of the findings in this study

#### 5.1 Discussion of Findings

When respondents were asked about the causes and effects of early pregnancies in secondary schools, out of the total respondents of 1463 representing 6.2% responded in the affirmative. A follow up question as to whether the respondents had an idea of the causes of this problem was asked and 3 respondents representing 10.3% reported that it is due rapid transition among school girls, 8 representing 27.9% said is due to moral decadency, representing 13.7% reported that it is due to lack of sex education, 3 Representing 10.3% said it is because of culture and religion.

Research showed that a majority of the respondents representing 37.9% indicated that they are mishandling adolescent stage affects that causes early pregnancy in Kole district,

It can be deduced from the above investigation that many students (37.9 and 27.5%) of the respondents revealed that mishandling adolescent stage and moral decadence among the students are the leading causes of early pregnancy in Akalo Sub County

Results have also found out that early pregnancy is the leading cause of school dropout and poor student performance in secondary schools in Akalo Sub County.

99.7% of the respondents agreed on the same causes and effects of early pregnancies and 6.2% of the total number of students responded in early pregnancies leads to poor performance in secondary schools in Akalo sub county Kole district.

## **5.2 Conclusion**

The study was conducted to examine the impact of early pregnancy on the student academic performance in the two selected secondary schools in Akalo sub county Kole district. The study revealed that 6.2% of the total numbers of students in secondary schools in Akole Sub County are faced with the challenges of early pregnancies and the consequences fell on their academic performance among other effects and economic development of the community.

In addition, the study revealed that the use of early pregnancy had affected academic performance of the respondents negatively and further confirmed that there was a strong negative relationship between early pregnancy and academic performance.

The study raised concerns about the need to solve the problem of early pregnancies as one way of improving on the student academic performance and foster economic development in Kole district

## **5.3 Recommendations from the study**

Based on the findings, the researcher made some recommendations as follows;

The study recommends that the local government should extend strict reinforcement of education and set strict rules on school dropout for whatever reason, they should try measures like imprisoning the culprits of sexual abuse as one way of reducing teenage pregnancies in Akalo Sub County.

The researcher recommends that religious and cultural leaders should play a big role in reducing this problem in schools, church leaders are strongly argued to teach and preach against sex before marriage and cultural leaders are advised to educate the youth in the community about sex and early marriages instead of pushing teenagers in marriage as some have been found in this practice of material and social gains.

Parents and teacher at home and school respectively have been argued to talk about sex matters with their children (students) and much care with adolescents. This will help them cope with the pressures of body changes in their lives and feel normal not excited and ignorance about this stage of development



Students and parents should be advised to allocate much time to academic work rather than any other thing especially during leisure time. Missing classes or student absenteeism has been found to be the major cause poor performance in this study. Time allocated to revision also determine ones performance therefore students are recommended to spend enough time revising so that they can foster their academic performance in secondary schools especially in science subjects.

The researcher further recommends that Parents and students' guardians give students some courage and motivation such that they can see the importance of education as a priority next to nothing else, if students are motivated, they are most likely to stay in education rather than engaging in immoral behaviors like sex before marriage.

#### **5.4 Recommendations for further studies**

Basing on the situation in Akalo Sub County, and subsequent Kole district, the researcher recommends that further studies be conducted about the following fields

1. The impact of rapid transition on their academic performance
2. The relationship between morality and academic performance
3. The relationship between cancelling and guidance and student performance in class.

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## APPENDICES

### APPENDIX: A

#### QUESTIONNAIRE FOR THE RESPONDENTS

**Dear respondents**

I am **Acio Sharon Enon** a student of Kampala International University pursuing a bachelor's of arts with education. I am carrying out a study research entitled **the impact of early pregnancy on student academic performance in Akalo Sub County Kole district**. You are among the respondents randomly selected to provide information. Please you are requested to respond to the questions by ticking on the appropriate box or write a brief statement where applicable. The information provided will be kept confidential and will only be for academic purposes.

**SECTION A**

**BIO DATA OF THE RESPONDENTS**

**Instructions tick where appropriate**

**1. Gender**

A	Male	
B	Female	

**2. Age**

A	18 – 30	
B	31 – 40	
C	41 – 50	
D	51 – 60	
E	61 –Above	

**3. Level of Education (Tick where appropriate)**

Primary	Post primary	Certificate	diploma
A	B	C	D

**4 Marital Status**

A	Single	
B	Married	
C	Divorced	

**5 Occupation**

No,	Years	Tick
A	Teacher	
B	Doctor	
C	Soldier	
D	Specify	

**SECTION B:**

**CAUSES OF EARLY PREGNANCY ON ACADEMIC PERFORMANACE IN AKALO SUB  
COUNYTY**

Using a Liker scale of 1 – 3 to rate the following alternatives from A – I where 1- Agree (A),  
2- Not Sure (NS), 3 - Disagree (D)

Tick where appropriate

<b>STATEMENT</b>	<b>AGREE</b>	<b>NOT SURE</b>	<b>DISAGREE</b>
Rapid transition			
Moral decadency			
Mishandling of adolescent stage			
Cultural and religious teachings and practices			
Poverty			
Lack of sex education			



### SECTION C

#### EFFECT OF DOMESTIC VIOLENCE ON ACADEMIC PERFORMACE

Using a Liker scale of 1-3 to rate the following alternatives from A – I where 1- Agree (A), 2- Not Sure (NS), 3 - Disagree (D)

Tick where appropriate S

STATEMENT	AGREE	NOT SURE	DISAGREE
School dropout			
Poor grades in class			
Poverty/ economic hardships			
Increased illiteracy			
Early marriages			
Generation gap between parents and students			

## SECTION D

### MEASURES OF CONTROLLING EARLY PREGNANCY IN AKALO SUB COUNTY

Using a Liker scale of 1 – 3 to rate the following alternatives from A – I where 1- Agree (A), 2- Not Sure (NS), 3 - Disagree (D)

Tick where appropriate

STATEMENT	AGREE	NOT SURE	DISAGREE
Local Government intervention in family and school issues related to school dropout and immorality			
The youth be taught sex education			
Students be motivated to concentrate on their academic affairs more than anything else			
Religious and cultural leaders should preach /teach about and against the act			

**APPENDIX B**  
**INTERVIEW GUIDE**

I want to thank you for taking your time to meet with me today. My name is **Acio Sharon Enon** and you have been purposively selected to be interviewed because of your strategic position in new vision. This interview is designed to assist me to complete an academic research project on the impact of early pregnancy on student performance. This research is a partial fulfillment for the award of Bachelors of Arts with Education and the interview will take about 15 minutes. All responses will be kept confidential and will purely be for academic purposes.

1. Why are there increased early pregnancies in Kole secondary schools today?  
.....  
.....
2. What are the causes of teenage pregnancies in schools of Akalo Sub County?  
.....  
.....
3. What can the government and institutions do to curb the problem of early pregnancies in Akalo Sub County?  
.....  
.....
4. How is this problem affecting the education of the girl child education program?  
.....  
.....

**Thank you for your cooperation.**

**APPENDIX D: ACTION PLAN**

February 2018- May 2018

weeks	Week1	Week2	Week3	Week4	Week5	Week6	Week7	PERSON RESPONSIBLE
Activities								
Formulation of research topic								Researcher & supervisor
Proposal writing								Researcher
Approval proposal								Supervisor
Data collection								Researcher
Data analysis								Researcher
Report writing & approval								Researcher & supervisor
Presentation of the report								