

**THE IMPACT OF TEENAGE PREGNANCIES ON SECONDARY SCHOOL
STUDENTS: A CASE OF MAGU DISTRICT OF TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF SOCIAL WORK**

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CERTIFICATION

The undersigned certifies that she has read and does hereby recommends for acceptance by The Open University of Tanzania a dissertation titled: **“The impact of teenage pregnancies on secondary school’s students: A case of Magu District of Tanzania”**. In partial fulfillment of the requirements for the degree or Master of Social Work of The Open University of Tanzania.



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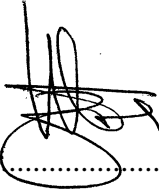
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DECLARATION

I, **Witgal Mgomera**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirements for the degree of Master of Social Work of The Open University of Tanzania.

A handwritten signature in black ink, consisting of stylized, overlapping loops and lines, positioned above a horizontal dotted line.

Signature

.....

Date

DEDICATION

This study is dedicated to all who in one way or another have given me great support to reach this stage. To my wife Ms Diat Edward Mbwetwa, my son Gian Witgal and daughter Eliana Witgal; to my beloved parents Mr. and Mrs. Ildefonso Mgomera, Brother George Mgomera, Sister Dina Mgomera and my supervisor Dr. Hyasinta Kessy your encouragements, care, direction and support made it possible.

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ABSTRACT

The aim of this study is to assess the impact of teenage pregnancies to secondary school students, Magu district in Tanzania. Three specific objectives are used namely; to assess factor contributing to teen's pregnancies, the role of parents in addressing teen's pregnancy, and to examine the impacts of teenage pregnancies among secondary school girl. The study employs both qualitative and quantitative approaches and guided by social learning theory. The study has a sample size of 100 subjects, included students, counseling and guidance teachers, parents, and social welfare officers. Questionnaires and interview tools are used to collect data from the respondents. Quantitative and qualitative data were analyzed, by using Microsoft excel and thematic respectively. Findings indicate that cultural factors were leading contributing factors to teen's pregnancy. Moreover, the study reveals that, among the identified roles of parents are, imparting the knowledge of reproductive health, provision of basic care and quality time with teens. Lastly but not least the identified leading impact of teenage pregnancies is school dropout followed by family conflicts, physiological impacts and contraction of STIs. The study recommends that secondary school girls and parents have to be imparted with knowledge of contributing factors of teen's pregnancy; roles of parents in addressing teen's pregnancy and the impact of teen's pregnancy. Finally, social welfare officers have to work closely with secondary school girls to impart knowledge on reproductive health.

Key Words: *Teenage Pregnancy, Parent Roles, Social Learning, Academic performance.*

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LIST OF ABBREVIATIONS

AIDS	Acquire Immunodeficiency Syndrome
DEO	District Education Officer
DEO	District Executive Officer
HIV	Human Immunodeficiency Virus
REPOA	Research on Poverty Alleviation
STIs	Sexual Transmitted Infectious
TV	Television
UNESCO	United Nations Educational Scientific and Cultural Organization
UNFPA	United Nation's Population Fund
UNICEF	United Nations Children's Fund
WB	World Bank
WHO	World Health Organization
WLUML	Women Living and Muslim Law

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE RESEARCH PROBLEM

1.1 Introduction

This chapter consists of seven subsections namely; background information of the problem, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study and scope of study.

1.2 Background of the Study

Worldwide, teenage pregnancies are a challenging phenomenon normally taking place in high, middle and low incomes nations. It is from this view that nearly 11% of the world births are girls ranging from the years 15–19 (Kirchengast, 2016). According to the World Health Statistics (2014), the average global birth rate among 15–19-year-old is 49 per 1000 girls, whereas country rates range from 1 to 299 births per 1000 girls. Also, Spencer (2011) states that teenage pregnancy is a universal social and educational concern in developed, developing and underdeveloped countries. Statistics show that in 2008 adolescent girls aged 15-19 years had an estimation of 14.3 million births, and 3.2 abortions (WHO report, 2015).

In developed countries, there is a severity of teenage birth rates, which is low compare to the situation from developing countries. The severity is low because advanced nations consider teenage pregnancies as a societal and public health problem (Kirchengast, 2016). However, in the same manner the occurrence of teenage pregnancy in developed nations differ from one country and another, as from

this view; UK has highest teenage birth rates with 27%. Also, majority of teenage mothers (60%) are accounted for by the United States, this is about four times that of the European Union (EU) (*ibid*). Therefore, from these first world countries such as the United States to the third world countries, this problem has been a source of worry for policy makers, social workers and other human service providers due to its negative repercussions on the girl-child (Grunseit, 2007). Additionally, New Zealand is the next with the highest number of teenage pregnancies in the developed countries with the rate of 51 per 1,000 women in the same year (WHO report, 2015). Furthermore, Europe with exclusion of the former Soviet Bloc, the highest adolescent pregnancy rates is found in England and Wales whereby 47 pregnancies out of 1,000 teenage girls were recorded in 2011.

In developing countries, the likely 21 million girls aged 15–19 years become pregnant each year and almost 12 million of them give delivery (Wado, 2019). Yet, 777,000 births happen to teenage girls younger than 15 years (WHO, 2020). In view of that, nearly half of all teenage pregnancies occur in developing countries which is (49%) are unplanned. On the other hand, this outcome estimated to have 16 million births and further more than 3.2 million abortions per annum (Wado, 2019).

In Africa context, women get married much earlier than women elsewhere leading to earlier pregnancies (Kapileh, 2019). This is because to some African societies, the practices of girls involving in early marriages are still prevailing as they are married in their adolescences and reproduce which further enhance the girls' low status in new family (WHO, 2016). This is evidenced by girls (8-15% of girls) from some

African countries such as Cameroon, Liberia, Malawi, Niger, and Nigeria who given birth before the age of 15 years. For that reason, young girls below 15 years are likely to be in high risk that might be the result of adolescences Pregnancy and during birth period (Kirchengast, 2016).

In sub-Saharan Africa, there is high level of teenage pregnancies compare to other continents of the world, that is to say 143 per 1,000 girls with the age from 15 – 19 years are found in sub-Saharan Africa (WHO, 2014). The adolescent pregnancy has been revealed in four countries, namely; Burkina Faso, Ethiopia, Kenya and Malawi. Statistics reveals that in 2008, 121 out of 1000 teen girls were found to have pregnancies in Burkina Faso and the Sub-Saharan Africa as a whole; about 35% of pregnancies among girls of 15-19 years of age in 2007 were unintended (Mbelwa & Isangula, 2012). In this region, early marriage and early start of child bearing are common. Also, Mbelwa & Isangula (2012) argue that, premarital sex and adolescent pregnancy are issues of great concern to parents, school stake holders and society at large.

Tanzania has increasingly provided adolescents with family planning information and services for example UMATI, a Family Planning Association of Tanzania, have been attempting to set up youth-friendly family planning centers. However, adolescent girls are not reached with the family planning services partly as a result of a countrywide misconceptions on adolescent risk of pregnancy, fear of being considered “promiscuous” upon attending the family planning clinics, few urbanized UMATI clinics and lack of awareness on the right to access contraceptive services

among girls (Rasch *et al.*, 2000). More ever teenagers perceive the Reproductive and Child health clinics as clinics for pregnant mothers and under-five children only.

In Tanzania, teenage pregnancy is a severe difficult amongst young girls, in some areas of the country about 21% of girls ranging from the aged 15 to 19 years have given birth (All Africa, 2019), this is because teenage girls are not touched with the family planning services as a result of a general misunderstandings on youthful risk of pregnancy, fear of being measured immoral upon going to the family planning health center whereas they lack awareness on the right to access contraceptive services relating with girls (Mbelwa, 2012). Further, due to lack of awareness on the effects drawn from early pregnancies, teenagers recognize the Reproductive and Child health center as treatment center for pregnant mothers and children under the age of 5 years.

The problem of teen pregnancy is big where many girls drop out of school due to stigma (Madeni *et al.*, 2011). In 2006, for example, about 44,742 dropped out of primary school, whereby 7 out of 34 students dropped out of Secondary School, over 60% being girls. In Mtwara Southern region of Tanzania for example, in 2006 about 400 school girls become pregnant and in Rukwa Region located from southwest of Tanzania 200 school girls dropped out of school because of pregnancy (Women Living and Muslim Law website; WLUML Website, 2007).

World Bank (2020) presents that, giving girls with durable and safe, quality secondary education is a fundamental for Tanzania's future. While this is true, Adler & Israeli (2016), believe that the society 's future depends on the success of schools.

The success of schools, however, depends on various school related factors. According to Bjorn, (2014), teenage pregnancy is the most important factor next to class room instruction to study in order improve student learning.

While strong measures are taken against men who engage in sex with adolescents, especially those under eighteen years, cases of adolescent pregnancies are still frequent. Tanzania is one of the countries in the world with high rates of adolescent pregnancies (Madeni *et al.*, 2011). Other statistics on the extent of adolescent pregnancies in Tanzania, is shown in different literatures; Mbelwa & Isangula (2013), once quoted the UNICEF Statistics which shows that, while 18% of adolescent in Tanzania are married or live with partners, 28% of women give births before the age of 18 years. The paper also shows that common reasons for school dropouts are teen pregnancy and teen marriage, thus resulting to higher rates of dropouts for girls compared to boys. While this is true, little is known about the impact of tin pregnancies and academic performance. Knowing the impact is very imperative for both the government and other educational stake holders to take immediate actions to solve the problem. It is this reason that this study was designed to assess the impact teenage pregnancies in Tanzania on teenage school performance among four secondary schools in Mwanza.

The need for better education in these days has become a global phenomenon. Parents and guardians spend millions and millions of their family income to make sure that their children both boys and girls get better education. In most families, Education is perceived as a basic means of economic, social and political

development for all society. It is widely recognized as one indicator of development (Abebayew, 2015). One of the basic purposes of education is to produce trained human resources which can overcome development impediments of a given country. As Gunter (2001) argues, the purposes of schools and schooling are to educate as well as train, and enable children to engage in the theory and practice of what it means to be a citizen in an unfolding and reforming democratic project (Addis, 2014).

Education has prime importance in the development of nations. The nations' history is replete with changes and revolutions in the field of education. The school organizations have become the symbol of changes and revolutions in the industrialized world (Enon, 2018). Because of this, Governments in all countries of the world strive to provide education to their citizens with the understanding that it is essential, not only for economic growth but also for social stability (REPOA, 2008). Education is expected to produce human resources who are able to thrive in a fast-changing world, meet challenges and solve problems; be entrepreneurial and create jobs, critical and active citizens (Grandvaux, 2016). Because of these benefits of education, developmental organizations like schools highly require the participation of all citizens to bring sustainable development through Education.

1.3 Statement of the Problem

The struggles from different organizations and government to provide better education to boys and girls are enormous and remarkable. However, teenage pregnancies to girls in secondary school seem to be an alarming obstacle that has

rendered many girls dropping out of schools and fail to achieve their dreams. Instead, there is an increasing number of girls who are becoming mothers under the age of 18 years old (WHO & UNFPA, 2006). Not only the efforts on provision of better education, but also further efforts particularly on writing numerous studies have been done, for instance; Nyangarika (2020) carried the study on the question of teen pregnancies and academic performance. Also, Masuda (2017) performed on teen pregnancies among day government secondary school students in Ruvuma Region of Tanzania. Likewise, Kapileh (2019) deals with the effects of female education on adolescent pregnancy and child health, contributing factors to early pregnancy among girls in public secondary schools and the like others. Yet none of these studies tried to assess on the impact of the teenage pregnancies to secondary school students.

However, despite all of the above efforts made, the problem of teenage pregnancy has continued to prevail and still increasing. Thus, by using social work perspective, the study wanted to fill this gap by assessing the impact of teenage pregnancies to secondary school students, Magu district. Therefore, this study specifically focused on the following objectives namely; to identify factors that causing teenage pregnancies among secondary school girls, to assess the role played by parents into addressing teenage pregnancies to secondary school girls, and also to examine the impacts of teenage pregnancies among secondary school girls.

1.4 General Objective

The general objective of this study was to assess the impact of teenage pregnancies on secondary school students in Magu District.

1.4.1 Specific Objectives

The study had the following specific objectives

- i) To identify factors causing teenage pregnancies among secondary school girls in Magu District.
- ii) To assess the role played by parents in addressing teenage pregnancies to secondary school girls in the study area.
- iii) To examine the impact of teenage pregnancies on secondary school girls in the study area.

1.5 Research Questions

The following sub-research questions were addressed in order to answer the main question of the study

- i) What are factors causing teenage pregnancies among secondary school's girls in Magu District?
- ii) What roles played by parents into addressing teenage pregnancies to secondary school girls?
- iii) What are the impacts of teenage pregnancies on secondary school girls?

1.6 Significance of the Study

The results of this study might to a large extent be useful to educators at secondary school levels, ministry of education officials and social welfare ministry. Educators acquire knowledge on how handle behavioral problems related to teenagers in secondary schools. Behavioral challenges at times lead to early pregnancies. The

rural secondary schools and their communities at large will be educated and encouraged to prevent more incidences of teenage pregnancies.

Adding on, authorities and policy-makers in the department of education may use information derived from this study to come up with policies to address teenage pregnancy in secondary schools. On the side of the ministry of health and social welfare can use this information or the results of this study to assist the affected learners. The study is directed towards the knowledge base of the social work profession so as to create a better understanding of the issue's teenagers are confronted with. Social workers can gain more insights on teenage pregnancies will enable them to respond positively and effectively towards extending a helping hand to learners who fall victim of teenage pregnancy. The study may be useful to the future researchers since they may use it as baseline information.

1.7 The Scope of the Study

The study was conducted in Magu district council to assess the impact of teenage pregnancies to secondary school girls in Magu district in Tanzania whereby four secondary school namely Magu secondary school, Itumbili secondary school, Kinango and Kandawe secondary schools were involved. The rationale for the selection of these areas was based on the premises that most of the researches done, 90% of them are carried in big towns and cities such as Nyamagana, Ilemela, Kinondoni and so on. This has necessitated some pessimists to think that researchers are biased to some areas. To avoid that biasness and bridge that gap, the study was

focused in Magu district council specifically in four schools found in very remote areas.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter evaluated different literatures which relates to the study topic. The chapter contains definitions of key concepts, theoretical literature, empirical literatures and research gap.

2.2 Definition of key Concepts

This section presents definitions of key concepts.

2.2.1 Teenage Pregnancy

Teen pregnancy (adolescent pregnancy and early pregnancy) is a phrase used synonymously to refer to a pregnant girl usually with the age of between 13 to 19 years. The term in every day speech that refers to girls who have not reached legal adulthood, which varies across the world (Basch, 2011). To the setting of this study, teenage pregnancy refers to a pregnant girl under the legal age of the majority (with the age below 18 years).

2.2.2 Teenage Pregnancy Rate

East (2012), define the term teenage pregnancy rate as the rate of pregnancies (Including live births, still births, abortion and ectopic pregnancies) of women under the age of 20 years. To the context of this work, teenage pregnancy rate is the rate of pregnancies of women under the legal age of majority (with the age below 18 years).

2.2.3 School Performance

School performance refers to the achievement of what is attended to measure in academic setting (Lamas, 2015). To achieve this goal their different actors that need to be involved such as teachers, students, government, parents and the community at large. According to this study, school performance is the measurement of student achievement across various academic subjects.

2.3 Theoretical Framework

The study was guided by one theory regarding teenage pregnancy; the theory is Social Learning Theory.

2.3.1 Social Learning Theory

The theory of social leaning was developed by Albert Bandura in Marshel (1962). In social learning theory Albert Bandura states that behavior is learned from the environment through the process of observational learning. Bandura believes that humans are active information processors and think about the relationship between their behavior and its consequences. Observational learning could not occur unless cognitive processes were at work (Grusec, 2020). Children observe the people around them behaving in various ways. In society, children are surrounded by many influential models such as parents within the family, characters on children's TV, friends within their peer group and teachers at school (Neighbors, 2013). These models provide examples of behavior to be observed and imitated e.g., masculine and feminine, pro and anti-social etc. Children pay attention to some of these people (models) and encode their behavior. At a later time, they may imitate (copy) the

behavior they observed (Detweiler, 2010). They may do this regardless of whether the behavior is gender appropriate or not but there are a number of processes that make it more likely that a child will reproduce the behavior that its society deems appropriate for its sex.

The child is more likely to attend to and imitate those people it perceives as similar to itself. Consequently, it is more likely to imitate behavior modeled by people of the same sex. Second, the people around the child will respond to the behavior it imitates with either reinforcement or punishment. If a child imitates a model's behavior and the consequences are rewarding, the child is likely to continue performing the behavior.

What a theory tries to suggest is that a child has a tendency of imitating from people he or she considers being the role models such as parents, teachers and his or her peer group. The theory therefore suggests that a child will be able to imitate whether good behavior or bad behavior outside the class. Therefore, this theory seems to be relevant to this study since it has tried to explain all what need to be known by the researcher especially the question of teen pregnancies and academic performance. The theory has helped to inform and provide the reasons as to why girls get pregnancies at the very tender age. The reasons therefore according to this theory are through imitation to people they consider them role models (Detweiler, 2010). They mostly learn and engage in sexual affairs through Medias such as televisions, telephones and other internet gadgets. The most and important strength of this theory is that it has tried to explain how best a child can learn and acquire new knowledge outside the

class (Detweiler, 2010). Considering teachers, friends and other prominent people as role models can motivate students to study hard if and only if those considered role models are interested in educational matters.

Through formulation, preparation and development of curriculum, Education laws/acts, policies, guidelines and directives that consider the importance of extra curriculum activities that have relationship with eight Gardner's intelligences. Also, since the teachers are most significant stimulus in making students participate school learning and avoid engaging in unethical and other silly behavior. Therefore, the theory calls upon the teachers to be good role models and behave decent before their students.

2.3.2 The Relevance of Social Learning Theory to This Study

Despite the available policies and other intervention from government or efforts in place from various groups dealing with the wellbeing of teens which intends to continue to perpetuate the secondary studies among students, teenage pregnancies have continued to persist. Teenage pregnancy is commonly happening to those girls from the underdeveloped and the developing countries whereby to every year teens have children (WHO, 2014).

Therefore, Social Learning Theory recognizes the arrangement for a social learning model that explaining teenage sexual manners and the application or illiterate of serving to prevent pregnancies. This theory provides information by relating the behavior forms responsible for common measures towards teenage pregnancies

(Detweiler, 2010). For that reason, Social Learning Theory gives the directions on the ways that can end teenage pregnancies. It interprets series of social-cultural factors, with the assumptions around the person's livelihood goals. Moreover, Social Learning Theory offers the useful interventions and better ways for prevention of bad manners to teenagers (Neighbors, 2013).

2.4 Empirical Literature Review

The empirical literature review covers the following, namely: factors that causing teenage pregnancies among secondary schools, role played by parents into addressing teenage pregnancies in secondary school girls, and impacts of teenage pregnancies among secondary school girls. More details are provided below as follow;

2.5 Factors on Teenage Pregnancies among Secondary School Girls

Early sexual ingress and premarital sex are increasingly common features of female teenage years (Osulah, 2007). For that reason, young grownups are becoming sexually active at increasingly younger ages. This sexual ingress is contributed by various factors surrounding girls at their teenage ages which result to the emergence of teenage pregnancies. Below is the discussion about the factors for the teenage pregnancies among secondary school girls. Teenage pregnancy normally be attributed to plenty of sexual mythology that they have learned from their peers and lack of factual information that the. To a large extent the contributing factors have close relationship with causing factors. More details are provided below as follows; fighting for the teenage wellbeing and growth is a worldwide responsibility. According to WHO (2014), teenage pregnancy is commonly happens to those girls

from the underdeveloped and the developing countries whereby to every year teens have children. It is from this view that, teenage pregnancies are contributed by several factors such as poverty, peer pressure and the like others. As the consequence, girls lack the chance of making decision on the use of the family formation means on their own (Kapileh, 2019).

Teenage pregnancy among young girls influenced by family's financial status that affect possible care accessible after the child is born (Osulah, 2007). As a result, the greater occurrence of teenage pregnancy rates is commonly related with Poverty (WHO, 2014). It is from this perspective whereby large number of teenage girls decides to be involved in the relationships with older men so that they can offer for them their need as logic of security. As a result, majority teenagers found to be in families with low economic status are more likely to involve in dangerous conduct and thereafter have a child during their teenage ages than those in families with high economic level (Chen, 2013).

Also; factors like single parenting, advancement of technology, little access of family planning methods and family separation are also the influences contributing to the occurrence of teenage pregnancies. Also, low education has been the causative aspect leading to teenage pregnancies to secondary school girls. This is supported by UNESCO (2014) which shown is a correlation concerning knowledge and pregnancy. This is because education empowers girls to be informed with full sexual information and hence be able to grow skills and discuss for harmless from sexual practices and access better services for their reproductive health.

In South Africa, majority girls in needy regularly are being enforced to involve trade-offs concerning health and economic security during their teenage age, as the consequence many girls in their teenage found to be in abusive relationships that sometimes is the result of having multiple partners, as the result young women lack capacity to have discussion leading to sexual matters that can lead to unplanned pregnancy (Kapileh, 2019). Therefore, teenage pregnancy among secondary school girls is seen to be a vital problem that has to be everyone's concern because the difficulties of teenage pregnancy especially during childbirth leading cause of death among.

The guardians' occupation and level of education and teenage pregnancy is seen to be another pushing factor facing teen girls unreached towards their dreams. This is because majority girls whose families are working in unskilled manual labor are the most expected to become mothers in their teenage ages than those of parents with skilled qualifications. Therefore, family economic disadvantage effects child conduct, the situation can result into more difficulties to parents to raise their teens in a good manner (successfully). Furthermore, Clarke (2015) presented those young moms are less inclined to finish their secondary school training as the outcome won't have the necessary degree of training or adequate abilities to enter the open work market and she will stay subordinate both on the state as well as the silent majority.

Apart from poor education, social cultural activities are another factor contributing to the increase of teenage pregnancies among secondary school girls, this is due to the available positive relationship between social cultural factors and high rate of teen

pregnancies. As from Mauna (2015) who revealed that early participation of some social and cultural activities such as the initiation rites ceremony have an impact on early sexual practice whereas in future lead to teen pregnancy or to be exposed to high risk of sexually transmitted diseases and HIV due to the fact that sexual activities among youths are a common conduct.

2.6 The Role Played by Parents in Addressing Teenage Pregnancies

Parents are the main role models for their teenagers (The Australian Parenting Website, 2019). According to that view, children are therefore being guided by what they observe and experience from their parents or custodians in the course of their childhood. This is because what parents or caretakers acts and say are directly adopted and further used as a guiding tool to their children's behavior, attitudes and beliefs in the course of their life. Therefore, to assess the role played by parents in addressing teenage pregnancies, below is the discussion;

Teenage girls require life and social skills such as making positive decisions, self-esteem, patience, confidence and a bargaining power which could help them better navigate life's challenges and avoid early sex and or early pregnancies (Nabugoomu, 2020). This is due to the fact that teenagers adore some things delivered by boys or men. As the result, girls become into contradictions with the side part where as a return of the delivered things, boys or men tend to demand for sex and it is therefore observed that the girls used such things can't reject by saying no (WHO/UNFPA, 2013). It is from this perspective where some girls observed to invite the concern of

boys for close relationships that mostly end up into sexual matters henceforth lead to occurrences of teenage pregnancies.

In response of the above, teenage pregnancy can bring health, economic, and social outlays for mothers and their children. Therefore, parents have to talk with their teenagers by providing all fundamental issues relating with sex together with encouraging them not to have sex. The parental concern especially by making aware their teen girls on the side effects results from involving in unsafe sexual matters. The awareness can be built on the encouragement to use effective birth control to prevent pregnancy, along with condoms to protect against sexually transmitted diseases or to avoid sexual matters.

In Uganda, teenage girls from the rural areas mostly impregnated by fellow school mates or youths who had dropped out of school and who are working (Nabugoomu, 2020). Therefore, due to poor support from their parents not providing pocket money, majority of teenage girls get seduced by motorbike (boda boda) riders, sugarcane harvesters, and food and retail workers through provision with some things as the way to meet their daily needs. As a result, they offer sex in return and hence being impregnated and get dropped from their schools, also occurrences of early pregnancies (WHO/UNFPA, 2013).

Also, some parents do not have time with their teenage girls whereby a number of social determinants of early pregnancy like failure by teachers and medical personnel to teach secondary school girls about how to avoid pregnancy, such as abstinence

and use of the safe days of their menstrual cycle is observed as a failure of parents to adequately educate or supervise their children (Nabugoomu, 2020).

Adding on, shy and shame observed to be a parental care obstacle, this is because some parents and community involvement to openly advise their children fail (WHO/UNFPA, 2013). Also, sensitization of parents to specially to support teen girl, but also giving counselling therapy to the school girls about effects of early pregnancy and the responsibilities that come with it, community care and responsibility to keep girls in school, and using the law to legally act against offenders.

In Tanzania, teenage pregnancies are a prevalent development concern that continues to be a severe problem, generating adverse effects in the lives of the poorest people (Birn & Jackson, 2015). In that perspective, a girl under 18 years of age cannot consent to having sex; this means that schoolgirl pregnancy is classified as an offence against morality. Girls who have fallen pregnant are not allowed for re-admission hence excluded from school.

The dominant increase of teenage pregnancies is sometimes contributed by the available challenges of single young mothers living in urban areas such as Dar es Salaam mostly lack an access of education, health services and employment opportunities (Maluli & Bali, 2014). Therefore, discrimination and stigma alongside pregnant girls and teen mothers in Tanzania obscures the development from being made by NGO programs and government rules planned to care the marginalized people (Birn & Jackson, 2015).

2.7 The Impact of teen's Pregnancies among Secondary School Girls

Teenage pregnancy is a worldwide challenge takes place frequently in needy and demoted societies (Namkwahe, 2020). So, several teenage girls encounter extensive force to marry early and become mothers despite the fact that they are still a teenager. For that reason, teenage pregnancies rise as soon as teenagers are underprivileged on decision making to sexual and reproductive health and well-being of their health. As a result, girls are the first responsible for cultivating the wellbeing of their bodies and further to have access of proper healthcare facilities and education. Therefore, to examine the impacts of teenage pregnancies among secondary school girls, bellow is the discussion;

To education context, teenage pregnancy led to poor academic performance, school absenteeism before they become school dropouts (Newman, 2018). To other nations, teenage pregnant girls return to school after they have given birth, this means that their acquired education level remains at a low standard.

In Canada and the United States, unexpected much of the time of not appearing to school used as one among the signs of pregnancy and going with indications to teachers and others. Tipper (1997) presented the study indicated that young mothers are at incredible danger of leaving school or accomplishing a lower level of education, and accordingly arriving at proficient impasses or passing up a major opportunity open position. Due to early pregnancy, majority teen pregnant girls' dropout from their schools this is because they fail to take care of the pregnancy

lifelong while they are at school, also some countries don't allow pregnant girls to continue with their studies.

The Australian Bureau of Statistics (2009) states that quite possibly the most long-haul suggestions for adolescent moms aren't finishing their schooling, and that this absence of training can bring about long-haul joblessness or work alternatives that are ineffectively paid and shaky. This assertion is upheld by Williams (2010) who expresses that "teenager moms typically never finish secondary school, not to mention enter a school, so the lower level of instruction doesn't permit them to find an appropriate line of work or be ready for the nurturing that is in front of them.

In view of the above, Chigona & Chetty (2007) in their study discussed that; there are a few schools that don't permit pregnant young ladies and youthful moms to go to class in sub-Saharan nations of Africa. Natalie-Rico (2011) added that most exiting secondary school is a negative impact of adolescent pregnancy. Adolescent pregnancy is normally connected with school non-participation and dropouts. Pregnancy and its intricacies frequently incline youth to for all time leave school.

In South Africa as presented by Mokwena (2003) that, it is hard for a pregnant youngster to go to class and finish their studies. Adolescent moms are simply half as prone to finish secondary school as their non - mother partner (Howel, 2001). More, Chigoma & Chetty (2008) are against this training by sub-Saharan nations of Africa and some of South Africa schools of not permitting pregnant youngsters to go to class. They carry their plans to the surface by thinking about the Bill of Rights as

contained in the constitution of the Republic of South Africa (RSA) 108/1996, Section 29 which insists that everyone has the option to essential training. They further fight that it could not be right to deny adolescent moms to proceed with their tutoring when they are prepared to do as such.

Mensch *et al.*, (2001) and Eloundou-Enyegue (2004) kept up that despite the fact that the writing tending to juvenile fruitfulness and childbearing in the creating scene is huge, not many examinations center around the predominance of student pregnancy and its relationship to school, encounters and resulting instructive fulfillment. Runhare & Vandeyar (2011) contend in their examination which analyzed Zimbabwe and South African instructive approach structures that there is instructive admittance to all youngsters, including pregnant youngsters. They found that the two nations have Constitutional Bills of Rights and Acts of parliament that give equivalent instructive, rights to all residents, including youngsters who fall pregnant. The current examination attempted to see whether teachers in Magu District share similar perspectives about school participation of all students including pregnant young people.

Hofferth & Mott (2000) referred to Kearney (2008) who indicated that there is a contrast between numbers of years spent at school between young people who held up until they were developed by expressing that adolescent mother total fewer long stretches of tutoring than ladies who don't conceive an offspring before the age of 30. Nurturing as a juvenile expands the teenager's anxiety, particularly if that pregnancy is undesirable or unintended. Further indicated that being a teenager parent can be

particularly upsetting because of schooling interruptions, being not ready for parenthood, disturbance in their life plans, abrupt financial weight, acknowledgment that the high schooler will have a deep-rooted association with the other parent or cutting off the association with the other parent (East *et al.*, 2012). The later, considered the outcomes of young people's pregnancy goals undesirable and lament for their youngsters' prosperity. The aftereffects of their investigation demonstrated that the juvenile young ladies who changed best to nurturing were the individuals who self-revealed their pregnancy as exceptionally needed and proposed. They additionally found that youths who assessed their pregnancies as profoundly unintended and undesirable seemed to encounter an underlying dangerous adaption to nurturing.

Hosie (2002) exposed that the minority of adolescent ladies who consider younger than 16 and whose pregnancy led to a disturbance of instruction including formal prohibition by school specialists, had a restricted scope of chances accessible to them concerning their proceeded with training. The examination tried to survey the effect of adolescent pregnancy and young lady's successful learning in Magu optional schools.

This isn't the situation with Ladbrook (2009) who keeps up that in certain schools, directors don't completely comprehend the ramifications of the strategy on incorporation or they feel the instructors are insufficiently gifted to oblige youngsters or students with uncommon necessities or boundaries to realizing (which incorporate, for instance, transient students, students who have deficient schools or improper

curricular and educating or students who are pregnant) with the end goal that the requirements of students with hindrances to learning are not being satisfactorily met in standard homeroom settings.

Gultig (2002) propose that the comprehensive training framework in South Africa has been started and organized through National Education and conveys a message of help from top down to the study hall with systems administration on all levels, so all students are relied upon to arrive at similar basic results as figured by the South African Qualification Authority (SAQA, 1997). These results are pointed toward advancing among others, a nation liberated from separation and bias.

Farrel (2000) and Farrel (2001) delivered their thoughts spinning around the topic of the Jomtien World Conference of Education for All (EFA) of 1990, that standard schools ought to provide food for every one of their students as "comprehensive schools for all" and kids should take a full and dynamic part in the life of a standard school, be invited as full individuals from the gathering and esteemed for the commitment they make, with esteem put resources into variety. This examination attempted to build up whether teachers have similar perspectives about consideration and convenience of pregnant young people for participation in standard optional schools. There is a solid connection between young parenthood and absence of investment in schooling, preparing and work at age 16 and 17, yet exactly 90% of adolescent guardians get pay benefits which will improve their instructive and business openings (Swann, Bowe, McCormic and Kosmin, 2003).

Swann *et al.*, (2003) contend that if youthful guardians are given the help to proceed with their schooling, they will improve their instructive and work results, particularly on the off chance that they get early instructive intercessions. To add to this assertion, Seamark (2004) keeps up that being an adolescent mother doesn't imply such somebody's reality and future are all finished. Parenthood and raising youngsters are in his investigation, esteemed as the young ladies' occasion to make arrangements about their future and to build up their professions. Seamark (2004) contends that ladies who become pregnant in their adolescents may well have their schooling intruded, yet it is imperative to know about the way that this may have occurred before pregnancy, and that there are expanding open doors for individuals to proceed with their schooling at more seasoned ages or it might likewise be suitable to consider instructive status sometime down the road instead of at the hour of a young pregnancy.

Falling pregnant while still at school or at an educational organization creates a bunch of issues for which the youngster needs to discover an answer (Bezuidenhout, 2009). She needs to choose if she conveys the unborn infant to full term or to have a premature birth. Should she choose to convey the unborn child to full term, her examinations are clearly going to be hindered and she would quickly be set in a distraught position, particularly when raising her own infant (Bezuidenhout, 2004), and helpless scholarly execution prompts helpless business and monetary possibilities, which thus may affect the wide range of various parts of the life of the mother and her infant (Enderbe, 2000).

Alternately, a few long-haul subsequent investigations demonstrate that most previous juvenile moms are not government assistance subordinate; many have finished secondary school, have made sure about standard business, and don't have huge families, and that far reaching young adult pregnancy programs appear to add to great results (Klein *et al.* 2005). The examination led in California about the Hispanic adolescents brings to the surface guardians' perspectives about young pregnancy which is as per them, "an image of accomplishing womanhood or masculinity", despite the fact that the influenced youngsters have all the earmarks of being encountering restricted open doors for scholastic and professional success, the Africa-American families to a great extent approve high schooler parenthood (Russels and Lee, 2004). The current examination will zero in on instructors' perspectives on the marvel. At the point when pregnancy interferes with a young adult's schooling, a background marked by helpless scholastic execution generally exists (Jonathan, Klein, MPH and the Committee on Adolescence, 2005).

Jonathan *et al.* (2005) further expresses that having rehash births before 18 years old negatively affects secondary school execution and finish and that variable related with school execution and expanded secondary school culmination for pregnant young people incorporate race being brought up in a more modest family, presence of perusing materials in the home, work of the youngster's mom, and having guardians with advanced education. In the Daily News (23 July 2011) Allen cites an assertion by Thompson (2004) that young pregnancy is related with helpless secondary school execution and diminished income later on throughout everyday life.

Mpaza (2006) keeps up that once the infant is conceived, the adolescent mother needs additional time nurturing the infant and a significant part of the obligation is done during the evening, which leaves the young person with less an ideal opportunity to contemplate and do schoolwork a definitive outcome of this being an adolescent mother neglecting to amass in the study hall since she would feel languid and depleted, prompting terrible showing in school subjects and disappointment. This investigation attempted to set up whether teachers see young pregnancy as negatively affecting school execution.

Ashcraft & Lang (2006) indicated that high school pregnancy can profoundly affect youthful moms and their youngsters by setting limits on their instructive accomplishments and monetary security, and inclining them to single parenthood and conjugal flimsiness later on. Studies have indicated that early parenthood is related with low instructive accomplishment, long haul advantage receipt, low or no pay, low word related status or joblessness and this can influence high school young lady's prosperity (Tsai & Wong, 2003). Also, Scaffolds & Alford (2010) keep up that however understudies who are engaged with young pregnancy experience troubles or difficulties, for example, STIs or HIV as significant impediments to their scholastic achievement, schools have the occasion to assist understudies with dodging these boundaries to progress. They further express that from one viewpoint far reaching sex training can assist understudies with ensuring their sexual wellbeing, advance scholastic execution and assist them with dodging negative results while then again, adolescent pregnancy profoundly affects school execution in that a higher level of youngster moms neglect to finish school than youngsters who don't have kids, for

instance, "short of what 33% of teenagers who start families before age 18 actually complete secondary school (McManis & Sorensen, 2000). Youngsters who conceive an offspring will in general finish fewer long stretches of tutoring than the individuals who postpone parenthood and each extra year that passes without a live birth emphatically compares with an Increase in instructive accomplishment (Moore & Waite, 1977).

MacManus & Sorensen (2000) keep up that youngster guardians are probably going to accomplish all the more inadequately in school and rehash reviews more regularly than adolescents that are not guardians, and that high-hazard sexual conduct among teens, for example, different accomplices and not utilizing insurance, can likewise prompt HIV/AIDS, other STI's and hindered school execution. Agarwal (2006) underpins this explanation when he expresses that subsequent to conceiving an offspring, the youthful mother thinks that it's hard to stay aware of her friends where scholastic execution is concerned and she is compelled to rehash classes and display helpless scoring in state sanctioned tests. The current examination wished to build up whether instructors in Magu zone accept that young people who fall pregnant in optional schools do perform sufficiently in the homeroom circumstance when contrasted with their companions.

High school pregnancy is essential for the "pattern of destitution" in which youthful moms remain poor, and their kids proceed to encounter teenager pregnancy, neediness and lower scholarly results (Brigdes & Alford, 2010). Most youngsters face long stretches of disappointment for their choices to engage in sexual relations

their potential as youthful grown-ups are rarely acknowledged, and they become a weight on their families and society on the grounds that their horrible showing at school put a breaking point on their instructive. Also, monetary strength (Gallop, 2004) as per Mpaza (2006), instructors accept that when pregnant school young ladies missing themselves from school to go to bet natal centers, this infrequent disturbance of tutoring may lead, over the long haul, to underachievement, which will bring down the school's pass rate. Mohasc (2008) took a gander at pregnant and mothering youngsters' perspectives on the impacts of adolescent pregnancy on school execution. The current investigation dove into instructors' perspectives.

Offspring of adolescent guardians are at a high danger of pursuing issues going from lower scholarly and scholastic accomplishment to social issues, and are less inclined to move on from secondary school (Wirkus & Maxwell, 2012). Additionally, Hollaran (1998) states that early childbearing adds to bring down degrees of instructive accomplishment for the young adult mother and her youngster, high paces of single parenthood, bigger family size and expanded dependence on open help.

2.8 Synthesis and Research Gap

In spite of national efforts to address concerns in the provision of better education in public secondary schools, the efforts have yielded little return. Mass failures in secondary schools have been day to day realized. Evidence from various studies has shown that this mass failure is associated with teenage pregnancies. The reviewed literatures have attempted to generalize the mass failure with little attempt to identify the relationship between teenage pregnancies and academic performance. This study

therefore filled this gap by identifying the impact of teenage pregnancies and academic performance in public secondary schools in Magu district, Tanzania.

2.9 Conceptual Framework

A conceptual framework is a transcribed or visual demonstration of an expected relationship between variables (Swaen, 2015). It is further an analytical research tool with numerous variations and contexts. So, the Conceptual framework of this study indicates that the contributing factors to teen's pregnancy were composed of poverty, social factors, cultural factors and unfavorable educational policy. Moreover, impact of teen's pregnancy consists of school dropout, contraction of STI's, family or community conflicts and physiological. These two variables such as contributing factors to teen's pregnancy and the impact of teen's pregnancy were the independent variables. It is the interaction of these two variables when interplays with roles of parents (quality time, provision of basic care, reproductive health education and equality among teen's) it can lead to decreased or increased.

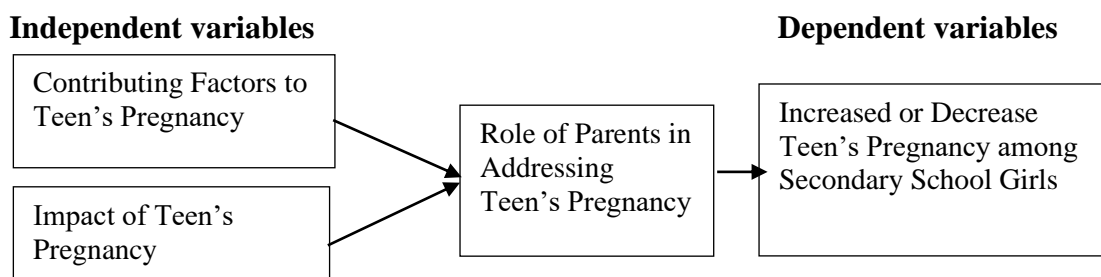


Figure 2.1: Conceptual framework adopted from Hofferth & Mott (2000) with some modification

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapters show the whole process on how the study was done systematically. It included: research approach, research design, description of the study area, and population of the study, sample size, sampling procedures, data collection method, data analysis and ethical consideration.

3.2 Study Approach

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedures (Kothari, 2004). According to Creswell (2012), design might be considered mixed if it employs qualitative and quantitative approaches at any stage, including research question development, sampling strategies, data collection approaches, data analysis methods, or conclusions. This study employed a case study design to assess the perceptions of teachers and students on the influence of pregnancies on class attendance, examination performance and future progress of impregnated teenagers in secondary schools in Mwanza region. This design is chosen because it facilitates comprehensive analysis of study unit. Also, the case study allows in depth understanding of research problem using sample drawn from entire population through probability and non-probability method. Furthermore, by allowing the use of different methods like questionnaire, interview and observation

to collect data, the design enabled the researcher to get an in-depth understanding of the studied topic.

3.3 Research Design

This study employed a mixed research approach where by both quantitative and qualitative approaches were employed. According to Johnson & Onwuegbuzie (2004) mixed research approach is a class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study. This approach enabled the researcher to get diverse data which made the analysis of data to be easy. The approach allowed the researcher to obtain answers to the research questions by using both qualitative and quantitative techniques. Therefore, the choice of mixed method approach was based on the advantages it offers compared to pure quantitative or qualitative approaches.

3.3.1 Study Area

Study Area is a geographic boundary formed to describe the scope of investigation (Ethiopia Journal of Science, 2012). The area of this study was Magu district in Mwanza. Consequently, Mwanza region is in Northern part of Tanzania. Therefore, Magu was chosen because in northern region of Tanzania, access to youth friendly and sexual reproductive health information and services is still challenging to teen girls (Temu, 2021). As a result, teenage pregnancies and the unmet requirement for modern contraceptives continue to negatively affect the health status of teenage girls and young women in Tanzania.

Magu district is one of the seven districts of Mwanza Region of Tanzania. Its administrative center is the town of Magu on the Simiyu River. The north, is bordered by Lake Victoria and Busega District, to the east is bordered by Bariadi District, also it is bordered by Itilima District to the south, Maswa District, Kwimba District and Misungwi District, and to the west by the city of Mwanza, which consists of Nyamagana District and Ilemela District. This study conducted in four ward secondary schools found in Magu District Council which will be purposively selected namely Magu secondary school, Itumbili secondary school, Kandawe secondary school and Kinango secondary school. These schools were purposively selected because of the geographical area close to the researcher's area.

3.3.2 Study Population

Neuman (2003) defines population as the pool of cases from which the sample is selected. It is a set of all cases of interest of the researcher. Providing the context of this study, the sample population taken from 4 administrative wards and also from four secondary schools (students and educators), parents and social welfare officers found in Magu district council. The four schools involved in this study were Magu secondary school, Itumbili secondary school, Kandawe secondary school and Kinango secondary school. During the study in 2020 DEO's office provided data from the selected schools that the total number of students was 4,967 (males 2,647, females 2,320). The distribution was as followed; Magu secondary 2,203 (males 1,189, females 1,014), Itumbili secondary 840 (males 403, females 437), Kandawe 881 (males 492, females 389) and Kinango secondary 1,043 (males 563, females 480). The total number of teachers from selected schools was 135 (males 87, females

48). The distribution was Magu secondary 45 (males 33, females 12), Itumbili secondary 29 (males 17, females 12), Kandawe secondary 30 (males 19, females 11) and Kinango secondary 31 (males 18, females 13). 20 parents of impregnated students were selected schools from four schools. Magu district council has 8 (males 3, females 5) social welfare officers. Therefore, the total number of subjects was supposed to be 5,130 however, the subject selected was 100 only.

3.3.3 Sample and Sample Size

This refers to the number of items to be selected from the universe to constitute a sample (Kothari, 2004). Thus, in this study; the sample of 100 research subjects used, involving Social welfare officers, parents, students as well as teachers from the selected schools in Magu district council. The size is convenient to the researcher since it serves time, money and energy. On the other hand, it is possible to search the available information when the area of coverage is wide. This sample was reached from a given population of 5,130. Yamane formula (1967) was used and its demonstration is shown below.

From Yamane formula;

n =	N
	1+N(e) ²

Where n – sample size

N – Population size

E – Marginal error which represents 10% = 0.1 but not limited to change

$$n = ?$$

$$N = 5,130$$

$$e = 0.1$$

From the formula $n = 5,130 / 1 + 5,130 (0.1)^2$

$= 5,130 / 1 + 51.3$

$= 5130/52.3$

$= 98.087$

$= 98$ Approximated to 100

Therefore, sample size (n) = 100

Table 3.1: Study population

No	School	Students		Teachers		Parents	SWO
		Boys	girls	males	female		
1	Magu sec school	4	11	3	4	5	
2	Itumbili sec school	3	9	2	3	5	
3	Kandawe sec school	4	8	3	4	5	
4	Kinango sec school.	4	7	2	4	5	
	TOTAL	15	35	10	15	20	5

Source; field data, 2020

3.3.4 Sampling Techniques

In selecting the sample, the researcher used both methods of selecting the sample namely non probability sampling and probability sampling as explained below.

Under non-probability sampling technique, purposeful sampling was used. Also, under probability sampling technique simple random sampling was used.

3.3.4.1 Purposive Sampling

This study used purposive sampling procedure because “In a qualitative inquiry, the intent is not to generalize the findings to a population but to develop an in-depth exploration of a central phenomenon” (Creswell, 2012). Purposive sampling technique was employed to participants who have no alternative or substitution such

as the social welfare, counselling and guidance teachers, students and parents because of their full knowledge over the studied problem. The sample obtained was used to collect qualitative data because in qualitative approach only few participants are needed in order to learn the in-depth experience and obtain detailed information on the subject under study.

3.3.4.2 Simple Random Sampling

Simple random sampling was used because every element in the population has equal chance of inclusion in the sample. Not only that but also the study was able to obtain sampling frame by preparing it with the help of village executive officers. In simple random sampling, the researcher selects participants (or units, such as schools) for the sample so that any individual has an equal probability of being selected from the population (Cresswell, 2012). Simple random sampling therefore, was employed to teachers and students from the selected schools where lottery method was used to avoid bias where both teachers and students were required to pick a piece of paper from the mixed papers written YES or NO. Those who picked a paper written YES were included in the sample (See table 1.2).

3.4 Methods of Data Collection

In collecting the data, the researcher used multiple data collection technique in which interviews, questionnaires and observation.

3.5 Types and Sources of Data

The researcher collected both primary and secondary data. Primary data was obtained from the teachers and students from the selected schools as stated above.

Secondary source included interviews, journals, policies, literature and other resources from the websites. Diaries, Rosters, Books, Articles and various publications were consulted to get the first-class information from Magu district council.

3.5.1 Primary Data Collection Methods

Under primary method, data were collected through the use of Questionnaires, interviews and observation.

3.5.1.1 Questionnaire

Questionnaire is well-designed lists of questions to be answered by respondents (Kothari, 2004). In Questionnaire, questions were prepared and distributed to the respondents for the purpose of asking facts on the studied area. Both closed and open-ended questions were asked in English language. The researcher used this method because it is less time consuming and also helped the respondents to express themselves through writing. Also, questionnaire method gave more time to the respondents to give well thought out answers. The questionnaires were employed to teachers and students from the selected secondary schools in Magu district council.

3.5.1.2 Interview

According to Kothari (2004), interview is the collection of data by asking people questions and following up or probing their answers. In collecting qualitative data, the researcher applied unstructured interview, where the researcher constructed an interview guide containing key point for interview which provided detailed and rich

results about the study. In order to get first class information, the researcher conducted a face-to-face interview with DEO and Heads of schools as illustrated above. The method was chosen because of its flexibility and it is easy to control so as to get adequate and detailed information.

3.5.2 Secondary Data Collection Method

Under secondary data collection method, data were collected through journals, policies, literature and other documented information in the Magu district council. The main source of information gathered self-administered questionnaires and structured interviews which were designed in such a way to allow the researcher to collect the desired information about tin pregnancies and academic performance.

3.5.3 Validity and Reliability

In order to measure the reliability of the instruments the researcher used test–retest reliability procedure. The researcher administered the questionnaires to ten students and after two weeks the questionnaire was administered to the same students. According to Creswell (2012), to determine this form of reliability, the researcher administers the test at two different times to the same participants at a sufficient time interval. If the scores are reliable, then they will relate (or will correlate) at a positive reasonably high level.

To measure the validity of the instruments, the researcher asked the research supervisor to pass through the instruments in order to determine whether the instrument show that the questionnaire’s content relates to what the questionnaire is

intended to measure. According to Creswell (2012) typically researchers go to a panel of judges or experts and have them identify whether the questions are valid.

3.6 Data Analysis

Wilkinson and Bhandarkar, (2002; Kumar 2002) define the analysis of data as the act of involving a number of closely related operations that are performed with the purpose of summarizing the collected data and organizing them in such a way that they will bring responses to the research questions.

For the case of questionnaire, data were edited, classified, coded and tabulated using Microsoft excel. Qualitative data were analysed by using thematic by identifying key code. The analysis procedures involved data screening and transcribing them to match the research questions. The analysis also involved the use of quotes in order to capture the respondents' own talk and experiences.

3.7 Ethical Considerations

The researcher adheres to all ethical norms such as asking for permission from the authority of Open University where he is studying, permission from the Magu district authority where the research was to be conducted and asking the respondents to participate voluntarily in the whole exercise.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents findings of the work under study. The main findings of the study are presented in accordance to research objectives of the study.

4.2 Demographic information Among Research Subjects

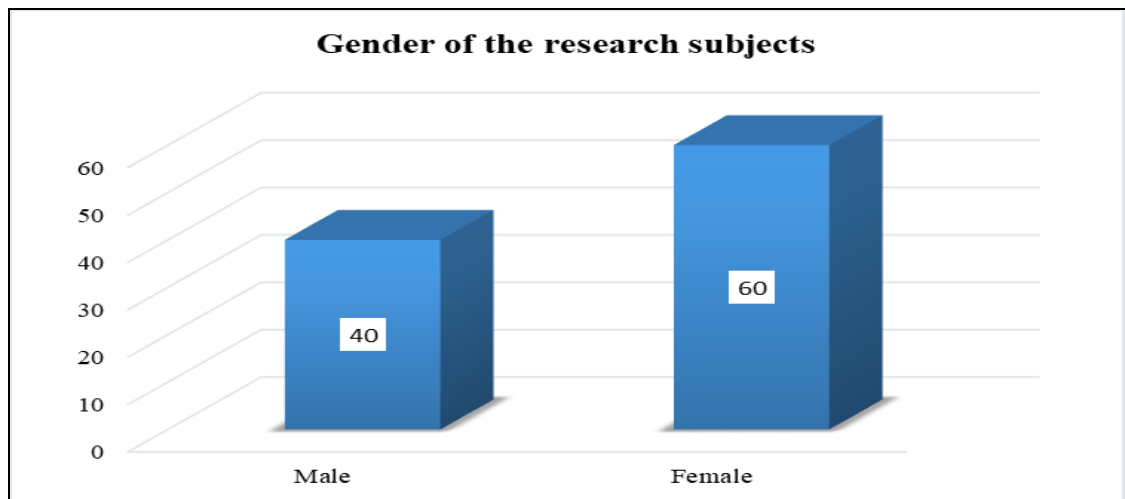


Figure 4.1: The research subjects' gender profile

Source; field data, 2020

Figure 4.1 presents the research subjects' gender profile whereas the distribution of the research subjects to the work under study were as follows; 40 were male and 60 were female. The implication of this profile to have high number of females it is because girls are the most affected by teenage pregnancies among secondary schools. Also, the findings are in line with the 2012 National Population Census of Tanzania which presents that more than 50% of the total population of all Tanzanians.

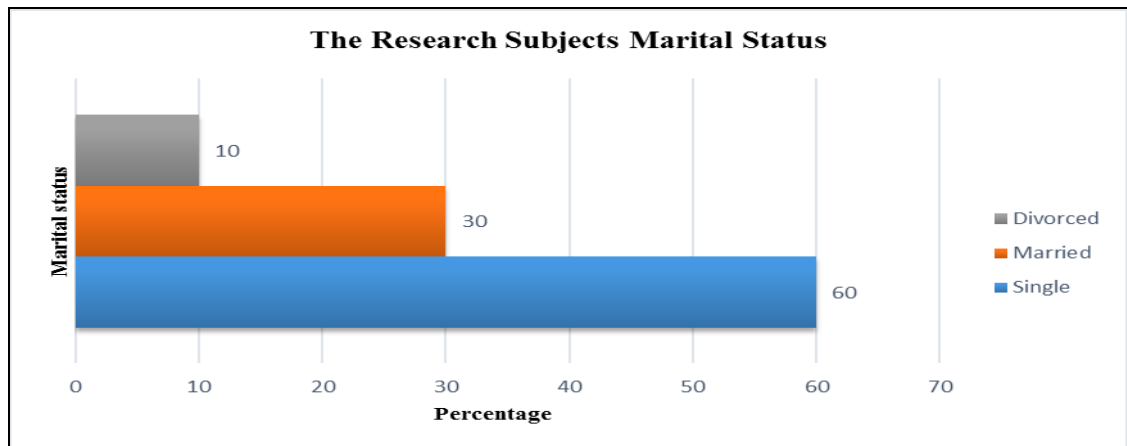


Figure 4.2: Marital status

Source; field data, 2020

Figure 4.2 as presented, indicates that most of the research subjects were from single cohort of with 60; while the cohorts with fewer research subjects were recorded with 10. Other cohorts of marital status were the married research subjects which is 30. The findings imply that majority were single because the study composed of large number of secondary students. Wirkus & Maxwell (2012) amplifies this work as it included high number of students, they tried to show side effect result from teenage pregnancy which may end up by school drop outs.

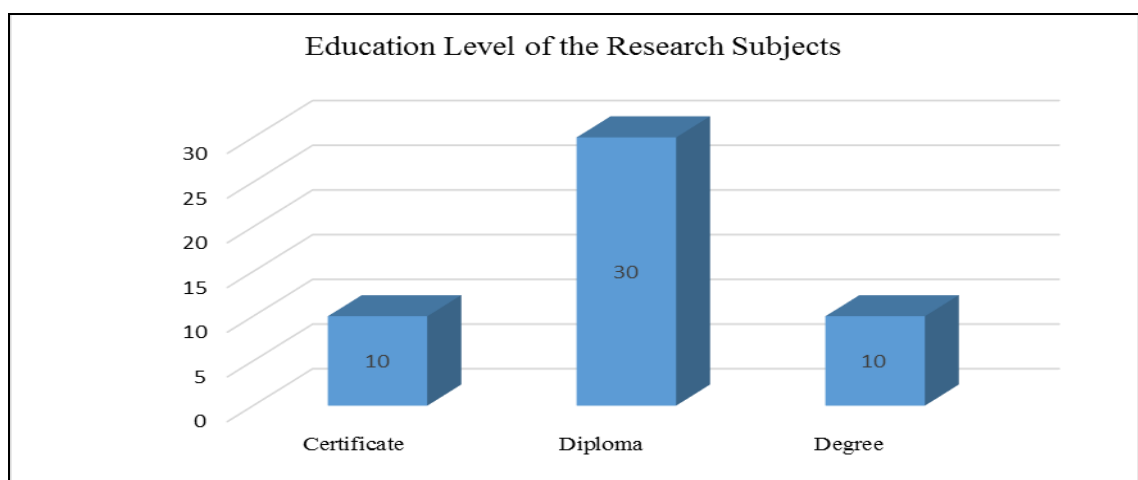


Figure 4.3: Education levels of the research subjects

Source; field data, 2020

Figure 4.3 shows the education level of the research subjects excluding students. The students involved in the study were excluded because all were in the same level of education namely secondary education. From the majority research subjects had diploma. This is to say 30 research subjects had diploma while to both certificate and degree there were 10 research subjects per each. This implies that majority had enough understanding about the topic under study. The findings are in support with UNESCO (2014) which presents that there is high relationship between education and teenage pregnancies. Education creates awareness on the side effects results from teenage pregnancies.

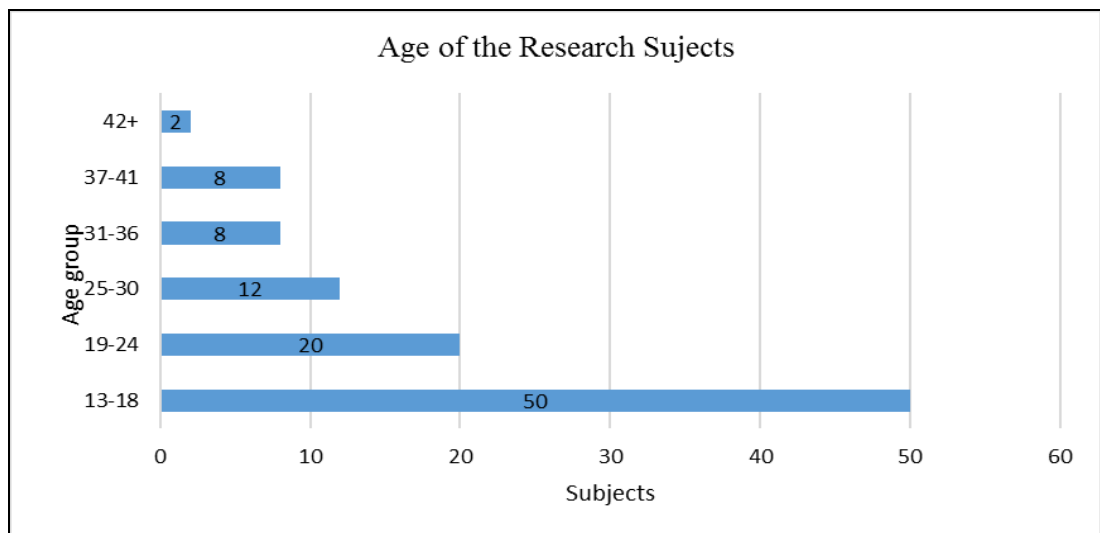


Figure 4.4: Age of the research subjects

Source; field data, 2020

Figure 4.4 shows the distribution of age of the research subjects whereby large number of the research subjects range from 13 – 18 years with 50 subjects followed by 20 research subjects from 19 – 24 years. The lowest group age was 42+ with only 2 research subjects. The findings show that majority secondary school students in Magu district range from 13 to 18 years. This implies that majority students join to

school in their early childhood period. As from this view, this may seem to be a contributing factor as in their early ages they lack self determination to escape from the risk environment (Kapileh, 2019).

4.3 Factors Causing Teenage Pregnancies among Secondary Schools Girls

The subsection presents the awareness of contributing factors to teen's pregnancy and the identified factors. More details are provided as follow;

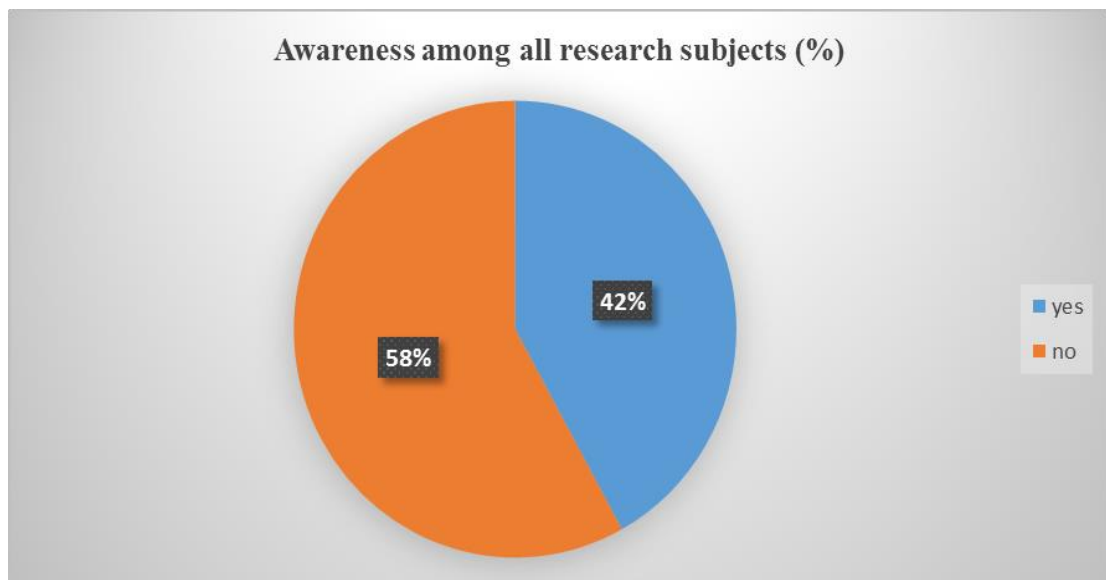


Figure 4.5: All Research subjects' general awareness on the contributing factors of teenage pregnancies

Source; field data, 2020

Figure 4.5 shows the distributional of the general awareness among all research subjects on the contributing factors of teenage pregnancies. As shown from the figure above; 58% had no awareness on the contributing factors of teenage pregnancies whereas only 42% had the knowledge on the contributing factors of teenage pregnancies. The findings imply that majority had no awareness on the contributing factors towards teenage pregnancies. Therefore, the results are in line with UNESCO

(2014) which presents that the occurrence of teenage pregnancies corresponds with the knowledge of majority.

4.3.1 The Students Awareness on the Contributing Factors to Teen Pregnancies

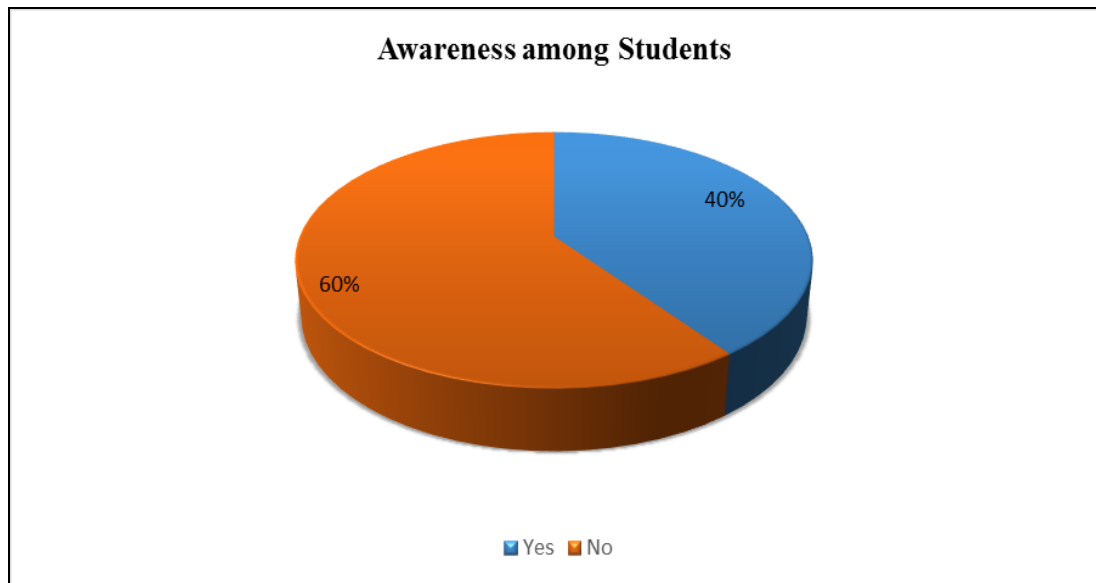


Figure 4.6: Awareness among students on the contributing factors of teenage pregnancies

Source; field data, 2020

The figure 4.6 presents that 40% were aware of the contributing factors while 60% of all students involved in the study had no awareness of the contributing factors towards teenage pregnancies among secondary school girls. The findings imply that to a large extent majority students have no idea on the contributing factors towards teenage pregnancies. The results are in line with Ashcraft & Lang (2006) who shown the side effects of unawareness on contributing factors towards teenage pregnancies. They presented that school pregnancy can severely affect teen moms and their teenagers through parameters on their educational undertakings.

Depending on one's exposure, some parents of school girls are aware of contributing factors while others are not. To some extent, the awareness of contributing can be linked with each person's interest around child protection issues. This was illustrated with one of the student's during the in-depth interview,

“There are several efforts made at schools especially using school clubs where various issues related to reproductive health are talked about. It is however related to interest that each child has around the topic shared everyday wherever we meet” (One of the students, 2020).

4.3.2 Parents Awareness on the Contributing Factors to Teen Pregnancies

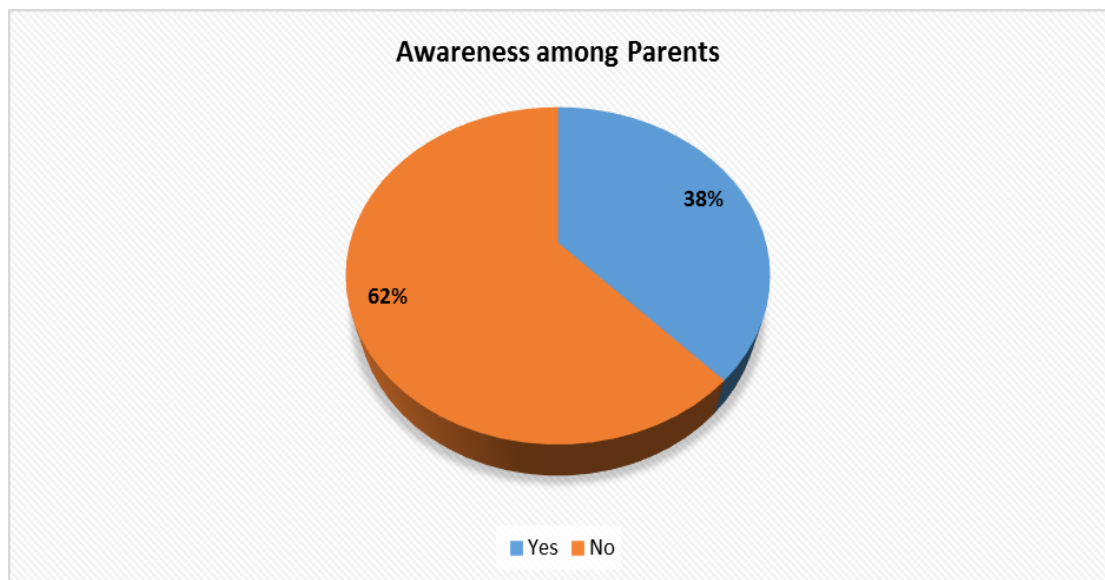


Figure 4.7: Awareness among parents

Source; field data, 2020

Figure 4.7 shows that 62% of all parents included in the study were not aware of the contributing factors towards teenage pregnancies whereas only 38% of the remained parents involved in the study were aware of the contributing factors towards teenage pregnancies among secondary school girls. The findings imply that majority parents are not well equipped with the knowledge on the contributing factors towards

teenage pregnancies. WHO/UNFPA (2013) supports the results by showing the effects of the irresponsible parents to their teens leads to the occurrence of more teenage pregnancies.

Awareness of reproductive health education is very significant towards reducing teen pregnancies. Though is common among many parents to talk to their children about it. This is related to socio-cultural factors, as many parents, still cannot talk about issues related to sexuality with their children. This is further illustrated by one of the counselling and guidance teacher as follows,

“Due to socio-cultural factors which prohibit some parent to talking about issues related to sexuality with their children, have denied the rights of their children to carry on with their school. The children from these families have ended up falling pregnant” (One of the counselling and guidance teacher, 2020).

In most cases, socio-cultural factors continue to undermine various efforts intending to address the rights of girls, especially on education. Parents and community members at large, due to strong cultural hold, have continued to deny the right to reproductive health education among girls. In additional, it was noted that the education policy environment is not conducive for girls. It is common when a girl is pregnancy, can be eliminated from school. This action marks the end of the studying for this girl; while the boy can still carry on with studies elsewhere. This was illustrated by a social welfare officer,

“It is true we have good policies that are formulated looking at the cultural aspiration of our lovely country. However, time should be used to determine the usefulness of each policy so that the rights to education is not compromised with own discretion” (A social welfare officer, 2020).

The qualitative information presented above from counselling and guidance teacher, students and teachers show varying levels of knowledge of the contributing factors to teen's pregnancy. However, the emphasis among all of them, have been pointed on the education related to reproductive health among girls. The qualitative finding of this study was supported by World Health Organization (WHO, 2014) which noted that there is still limited awareness of contributing factors to teen's pregnancy among parents and children themselves. Many parents are still holding on the strong socio-cultural factors which deny them the rights to talk about issues related to sexuality with their children or teen's.

4.3.3 Identified Contributing Factors to Teen's Pregnancies among Secondary School Girls

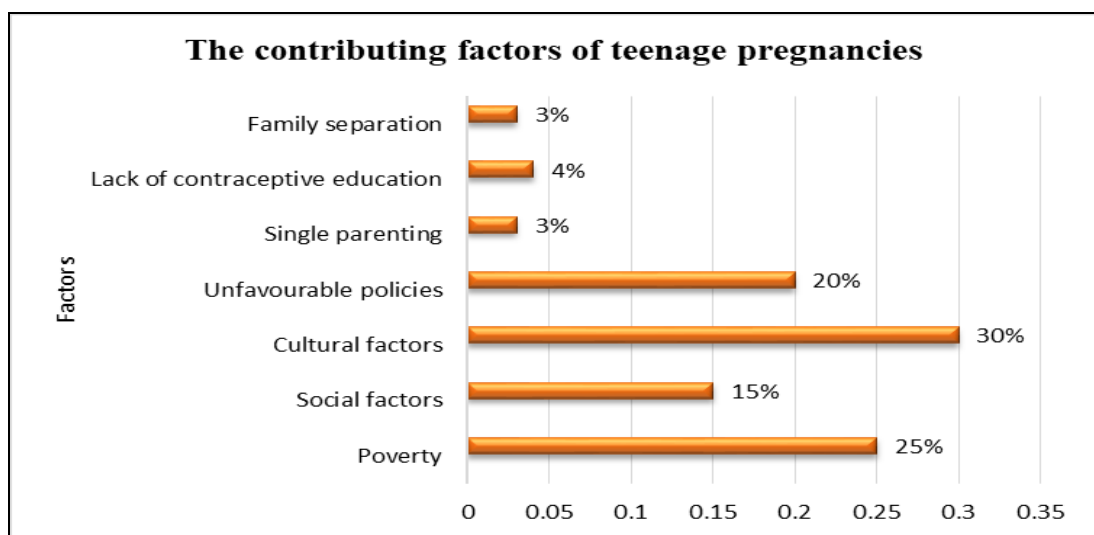


Figure 4.8: Contributing factors of teenage pregnancies

Source; field data, 2020

The figure 4.8 above shows the contributing factors towards teenage pregnancy. Cultural factors observed to be the leading factor of teenage pregnancies represented

for 30% followed by poverty which represented by 25%. Other contributing factors discovered were unfavorable policies equal to 20% and social factors for 15%. The results imply that cultural practices contribute much to the occurrence of teenage pregnancies. The findings are in line with Mauna (2015) who presented that teenage involvement in some cultural activities brings impact on premature sexual practice that later result in future lead to teen pregnancy that end up to high risk of deaths.

The qualitative information collected from key informants was able to identify the following factors, namely: poverty, socio-cultural factors and unfavorable policies around girl child education. Many girls from poor families are commonly the victims of teen's pregnancy. They have no access to basic necessities; hence they easily fall in the hands of men just for little money, sometime just a lift to school. This is illustrated by a social welfare officer as follows,

“It is very common for many students’ especially girls to walk more than ten to fifteen kilometers to and from school. There is motorcyclist on the way that needs money for their service. However, a girl can resist for some time, it comes a time where cannot hold on, due to hunger or other reasons” (A social welfare officer, 2020).

The illustration shows some interwoven factors that continue to perpetuate the rights of girls around education. Poverty is identified one of the leading factors, since it denies parents to provide the basic necessities to their children. Further, the current policy of education which does not allow girls to continue with school after falling pregnant is another stumbling block. This is illustrated by one student as follows,

“Tanzania has a good policy not only for education but also in other sectors. However, to have a policy which does not take into account factors that may cause a girl to fall pregnancy, it sounds very unfair. Many girls have remained out of school while in case where the father is

a fellow peer continue with school immediately. Hence these practices, created an educational gap between girls and boys” (One student, 2020).

As indicated above, education policy does not allow girls after falling pregnant to carry on with studies in public schools. They can do that in private school of which the charges are not affordable to them. Many of these children are from poor families which struggle for the single meal. It is not possible to meet the demands in the private school. In most cases, when a girl from poor family fall pregnancy, it is the end of their secondary school education. Moreover, due to socio-cultural factors, some parents still find it difficult to talk about issues related to sexuality with their children while others see taking to school, girls as wastage of family resources. This is illustrated by a counselling and guidance teacher as follow,

“Any good upbringing of children depends on parents’ awareness of the children needs to care and protection. However, many parents due to socio-cultural factors such as taboos and myth cannot talk about issues related to sexuality. While others, still sees a girl as reliability to the family. Where taking a girl to school is perceived as wastage of family resources” (A counselling and guidance teacher, 2020).

For girls to enjoy equality treatment at home and access to education as their counterpart boys, education has to be imparted to all parents and community members at large on the benefit around educating girls. Further, the taboos and myths which still hold back, the realization of girl’s education, have to addressed accordingly so that, can be allowed to access secondary education.

The qualitative findings have showed that socio-cultural factors, poverty at family level and available policies contribute significantly on the increasing cases of teen’s pregnancies. The findings were echoed with the work of Mauna (2015) who noted that due to traditions and belief, parents see no need to invest in girl’s education

while others perceive taking girls to school as wastages of family limited resources. Further, Clarke (2015) noted that it is the socio-cultural factors which continue to perpetuate to rights to education among girls. The aspect of giving access to education among girls is not a priority among many families in developing countries, Tanzania in particular.

Applying the lens of social learning theory where the theory indicates that the acquisition and care of behaviors depend on the connections between personal factors, environmental factors, and the behavior (Neighbors, 2013). Therefore, from this view of social learning theory, it is worth to note that teens are being shaped by their surroundings. Henceforth, it is from this perspective where teenage pregnancies may increase or decrease depending to the intervention made.

4.4 The Role Played by Parents into Addressing Teenage Pregnancies in Secondary School Girls

This subsection presents the following; knowledge of the roles of parents and the identified roles of parents in addressing teen's pregnancies. More details are provided as follows;

4.4.1 The Research Subjects Knowledge on Roles Played by Parents in Addressing Teen's Pregnancies

This subsection presents the following; knowledge of the roles of parents and the identified roles of parents in addressing teen's pregnancies. More details are provided as follows;

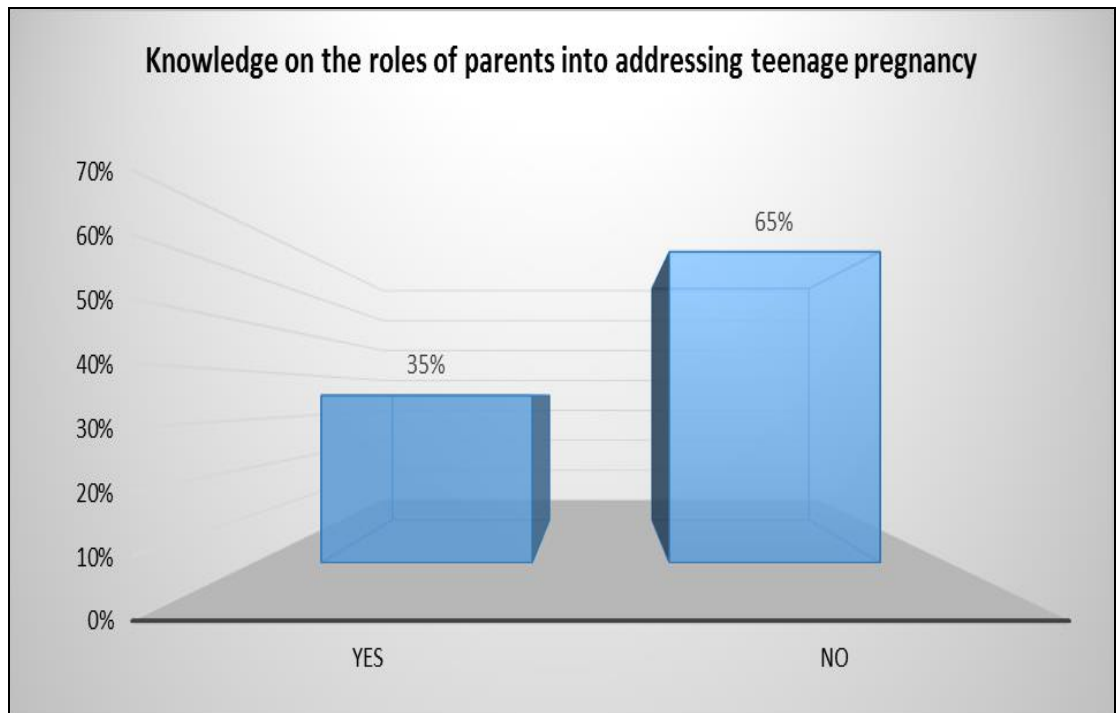


Figure 4.9: Roles of parents into addressing teenage pregnancies among secondary school girls

Source; field data, 2020

Figure 4.9 presents the understanding on the roles of parents in addressing teenage pregnancies. Findings revealed that only 35% had knowledge on the roles of parents in addressing teenage pregnancies while 65% had no knowledge on the roles of parents in fighting against teenage pregnancies. The findings imply that poor knowledge on the roles of parents is a factor contributing to the occurrence of teenage pregnancies as presented by Mauna (2015).

The question was exposed to selected parents, social welfare officers and counselling and guidance teachers from secondary schools. It was revealed that the knowledge of

the role of parents varies; this was illustrated by counselling and guidance teacher as follows,

“It is easy for any person to claim being knowledgeable of the role of parents in addressing teen’s pregnancy; however, you may find that the same person is not informed of the rights of children, girl’s education in particular. Hence, this person is not knowledgeable at all” (A counselling and guidance teacher, 2020).

The illustration above entails that any person claiming to be knowledgeable of the role of parents, have to be informed of the rights of girls to education. However, the same rights have to be informed with knowledge of the specific and unique needs of girls. The treatment of one size fits all continues to hardly affect girls than boys. Further, the knowledge has to include provision of basic necessities and protection. This is illustrated by social welfare officer as follows,

“In order to be in a position to claim a good knowledge of the role of parents in addressing teen’s pregnancy, one has to understand the unique needs of girls but also the need for protection and provision of basic necessities. Some parents have decided not to provide the basic needs, just because the child is a girl” (A social welfare officer, 2020).

In a situation as this, the responsible parents cannot claim to be informed of the role and responsibilities of parents in addressing the teen’s pregnancy. It has to begin from the knowledge of basic needs and protection. In support of the qualitative findings on the role of parents in addressing teen’s pregnancy, Nabugoomu (2020) noted that parents have a significant role to play around protecting girls from falling pregnant; this is done by understanding their unique needs, provide emotional and psychological support. It is these roles among parents that can help girls to remain safe from falling pregnant.

4.4.2 The identified Roles Played by Parents in Addressing Teen's Pregnancies

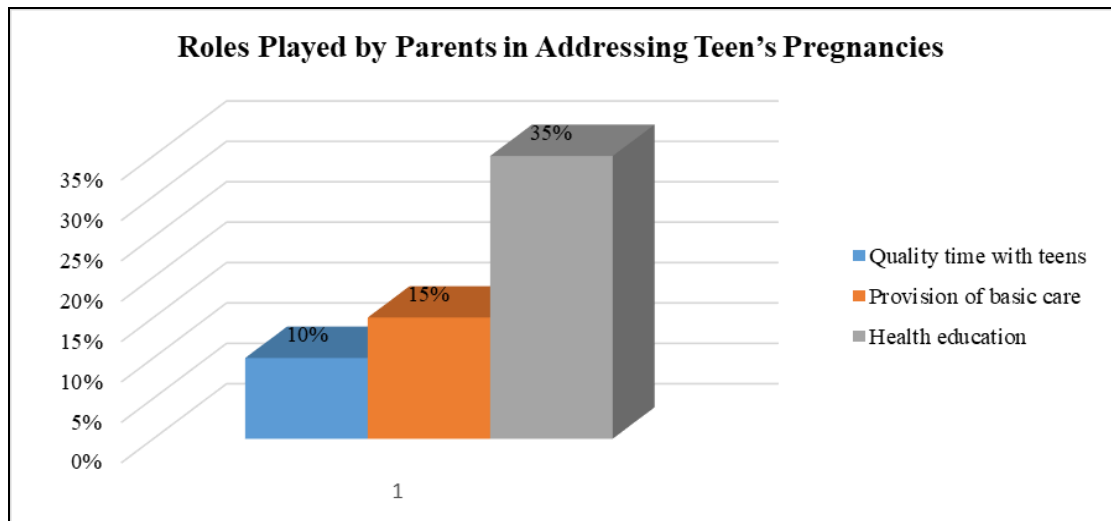


Figure 4.10: Roles played by parents

Source; field data, 2020

Figure 4.10 shows that 40% of the respondents approved that imparting reproductive health education was a foremost role to be played by parents. Whereas 15% reveals that provision of basic care was a following leading role of parents in addressing teenage pregnancy in secondary school girls. Also, apart from imparting health education and provision of basic care; quality time with teens for 10%, the findings imply that majority secondary school girls lack reproductive health education from their parents by which later creates the increase in risk of more teenage pregnancy.

The qualitative findings from parents, social welfare officers and counselling and guidance teachers identified the following as the key role of parent in addressing teen's pregnancies, namely; quality time with teen's, provision of basic care, imparting of reproductive health education and equality among teen's regardless of their sex or gender. More details are provided below as follow;

Due to various transformations taking place globally, where parents have to be involved in different socio-economic activity, it denies time of many parents with their children. Children are left alone without knowing who to share with their challenges related to sexuality. This is illustrated with a social welfare officer, who noted,

“Parents are occupied to the extent that are not aware of what happens in schools around their children, what happens on their way to and from school and the time in school. Many parents when they see their children going to school, it is over and done for them. They do not care of other rights such as quality time with their children as very important” (A social welfare officer, 2020).

The presented illustration shows that parents are occupied to the extent that does not provide any support related to education to their children. In such situation, parents can hardly know of the basic needs of the children due to unavailability of time for talking or sharing. This is further illustrated as follows,

“Parents have a role to provide basic care for their children including provision of food, clothing, emotions and love. However, it all depends on the knowledge and priority of each parent so that each child is in position to get access to these rights” (One of the parents, 2020).

When parents are not aware of the basic needs of their children, this may end up denying the rights of children to reproductive health education. Talking about it demand time to establish rapport with children so that can be free to share their experiences and clarify where are not clear. This is illustrated by a parent as follows,

“Imparting reproductive health education is very important tool towards reducing the increasing cases of teen’s pregnancy. However, without creating time with children, the problem will persist despite its impact on the welfare of girls” (A parent, 2020).

The presentation above, have showed the good side of built trust between parents and children, which can necessities sharing of significant information such reproductive

health. Moreover, it is the quality time that can help family members, children in particular to respect each regardless of one's sex. This is illustrated with a parent as follow,

“Due to limited knowledge of equality among children, some parent favors boys in provision of basic necessities. It is this practice which continues to perpetuate the aspect of equality at family level. Children observe the ways are treated with their parents; it is the same treatment that will be used later on in their life” (A parent, 2020).

From the findings, it is noted that the teen's pregnancy problem is accelerated with the fact that parents have not quality time with their children, girls in particular but also the information related to reproductive health to a large extent is lacking. The findings also, have showed that provision of basic care and promoting equality among children as an important tool towards addressing teen's pregnancies.

The qualitative findings of this study were supported with the work of Birn & Jackson (2015) who revealed that without parenting creating quality time with their children in order to hear from them, the problem of teen's pregnancy is difficulty to deal with. Further, they noted that imparting knowledge of reproductive health is highly influenced with trust between parts involves, that is children and parents.

Social learning theory acknowledges that persons acquire new behaviors by observing from those around or nearby. From this perspective, they then come up with decisions resulted from what they observed from those surroundings (Hunter-Reel, 2013). As the result, if their surroundings own positive or negative consequences likewise teens or children will adopt the same behavior or situation.

Therefore, it is from this view where social learning theory emphasizes members of the teenagers such as parents or friends, using substances with positive consequences that are likely to develop positive potentials from the application of such materials or environment (Anderson, 2008).

4.5 Impact of Teen's Pregnancies among Secondary School Girls

Teenage pregnancies have numerous impacts to the secondary school girls. Therefore, to analyze and present the findings, this specific objective used the following variables namely; Parents and Students Awareness on Teen's Pregnancies to Secondary School Girls; Identified Impacts of Teen's Pregnancies among Girls.

4.5.1 Parents and Students Awareness on Teen's Pregnancies to Secondary School Girls

The subsection presents the students and parents' awareness of teen's pregnancies. More details are provided as follows;

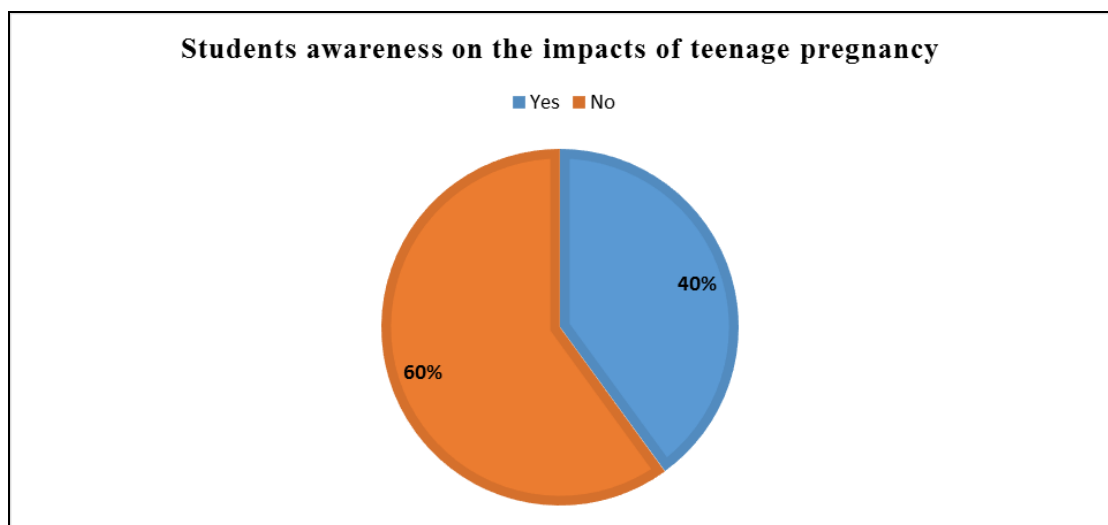


Figure 4.11: Students awareness on the impacts of teenage pregnancy

Source; field data, 2020

Figure 4.11 reveals that 60% of all students involved during the undertaking of this study was not aware of the impact result from teenage pregnancies while only 40% of students aware of the impacts of teenage pregnancies to secondary school girls. The findings imply some students involved in teenage pregnancies are due to poor awareness on impacts of early pregnancies. As from Newman (2018) who described that poor knowledge can lead to school dropouts that is the result of teenage pregnancies.

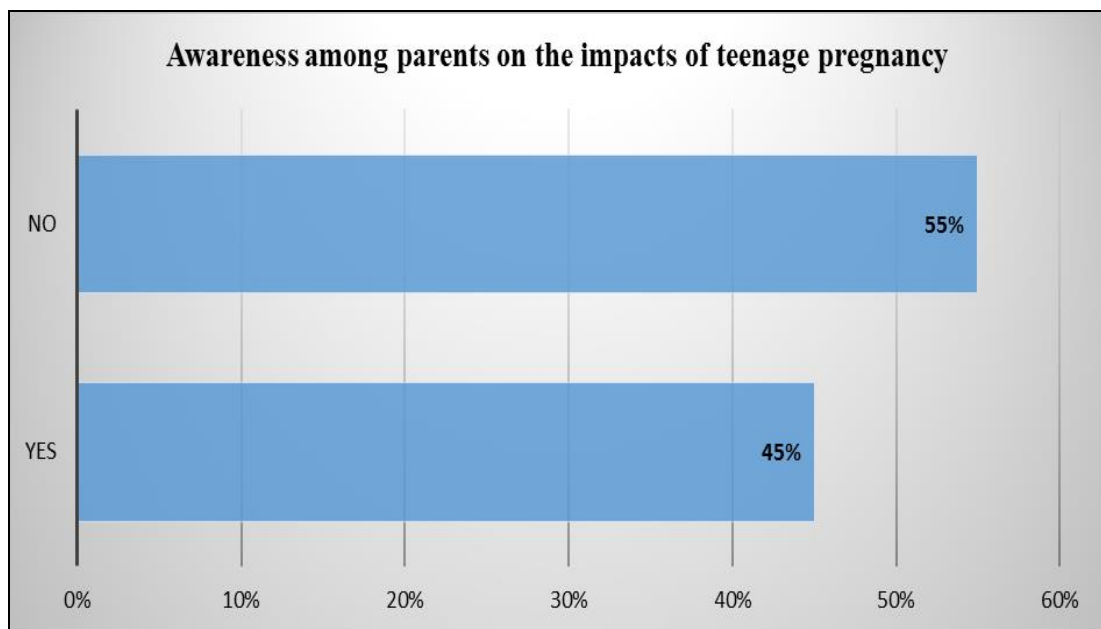


Figure 4. 12: Awareness among parents on the impacts of teenage pregnancies

Source; field data, 2020

From figure 4.12 majority parents are not aware of the impacts of teenage pregnancies as it is indicated from the figure above that 55% were not aware while only 45% were aware of the impacts of teenage pregnancies among secondary school girls. The findings imply that the occurrence of some teenage pregnancies result from poor awareness among parents on the impacts of teenage pregnancies. This is

supported by WHO/UNFPA (2013) which addresses the impacts results from failing in parental care due to irresponsible parents such as not spending time with their teen girls and keeping them aware of the expected impacts that may be due poor awareness of parents. The qualitative question was administered to secondary school students and some parents in order to understand their awareness on the impact of teen's pregnancies. The follow was observed,

“We do see the impact of teen's pregnancy as we often observe it from our peer once they fall pregnancy. The immediate consequence is that they drop off school. At this point, it is just few of them, but after delivery they may carry on with their studies” (One of the secondary school students, 2020).

The illustration above, presents the immediate impact of teen pregnancy. It is actually the short-term punishment for any girl who is found pregnant. Other impact was associated with the complication related to pregnancy as illustrated with a parent,

“Due to the fact that many girls who fall pregnancy have not matured enough, when they fall pregnant, they normally witness some constant pain while other they cannot deliver the child naturally, they have to undergo surgical delivery. At this point other complication may arise depend from one girl to the other” (One of the parents, 2020).

The presented illustration shows the awareness of the impact related to teen's pregnancy among parents and students who participated in this study. The findings from this study were supported by the work of Newman (2018) who pointed that girl who fall pregnant may begin to be absent from school, which affect their academic performance while other many fails to continue with their education as the result of pregnancy.

4.5.2 Identified Impacts of Teen's Pregnancies among Girls

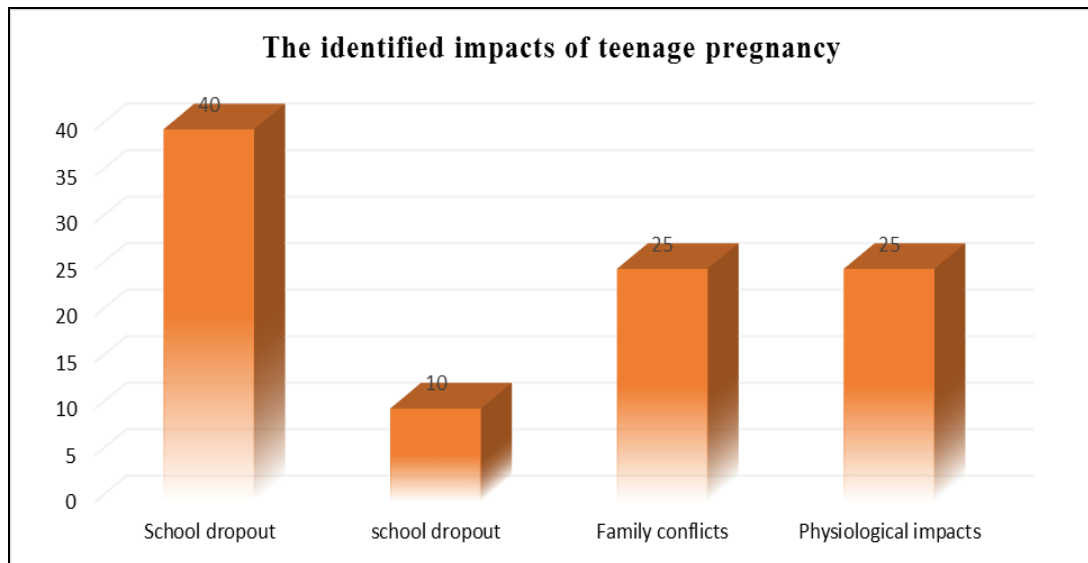


Figure 4.13: Identified impacts of teenage pregnancies in secondary school girls

Source; field data, 2020

Figure 4.13 shows that school dropout identified to be the leading impact of teenage pregnancies represented by 40%. Also, family conflicts and physiological impacts with 25% each identified to be the following leading impacts of teenage pregnancies. Apart from the identified leading factors also contraction of STIs identified to be another factor of teenage pregnancies to secondary school girls.

The qualitative information collected from students and parents, identified four impacts of teen's pregnancies among secondary school girls, namely; school dropout, contracting STI's, family conflict and physiological. More details are illustrated below as follow,

“Regardless of what happened to the girls whether it is rape or she did it willingly, the Tanzania Education Policy does not allow any student to

carry on with studies while pregnant. It is therefore due this policy, when a girl fall pregnant has to drop from studies” (One of the parents, 2020).

The illustration from one of the parents, shows the immediately impact of teen’s pregnancy, that is dismissal from school. The policy takes into account of the general outcome and not what happened; in other words, the pregnancy carries the evident for the decision of dismissal to be done. Adding on, it was revealed that some girls end up contracting STI’s as many of them still have no knowledge of reproductive health while other have no power to bargain for safe sex. This is illustrated by one of the students as follow,

“Not only the girls who fall pregnant may drop out of school but also, some of them contract STI’s which changes their lives completely. They have to deal with double sword that is pregnancy and the STI’s” (One of the students, 2020).

The illustration above from the student, actually presents the really picture of what commonly happens around the girls. Moreover, it was observed that teen’s pregnancy it led to family or community conflicts. This is illustrated by one of the parents,

“We have witnessed in our community, due to teen pregnancy when it is within the family, conflict normally arises and family members if not intervention done, may end up becoming enemies. On the same note, when the boy is from the same community, some parents of the girls may decide to take their daughter to the boy’s family. This kind of movement normally creates tensions in the community and among the involved” (One of the parents, 2020).

The illustration has shown the way family can break down due to teen’s pregnancy; on the same note, the community may develop tension due to the same problem.

Further, teen's pregnancy may lead to physiological challenges, since the girls is not matured enough to bear with the various changes related to pregnancy.

The qualitative findings from parents and students have shown that the impact of teen pregnancy may include physiological, family or community conflicts, contraction of STI's and school dropout. The findings of this study were supported by the work of Bezuidenhout (2009) who pointed on the physiological complication among teens when they fall pregnant. Further, Ashcraft & Lang (2006) noted of school dropout while Mpaza (2006) identified contracting STI's the impact of teen's pregnancy.

According to the findings, teen pregnancy has many problems that have an effect on the health of teens. It is from this view where social learning theory calls a networking concern of teens guardians such as parents, community members and the surrounding environment at large so that to support the wellbeing of teens. Social learning theory shows the impacts so that majority to be aware and avoiding the consequences of teenage pregnancies. This is because, a child having a baby as a teenager may face some problems such as school dropouts, poverty, poor health issues.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study is assessing the impact of teenage pregnancies of secondary schools in Tanzania. A case of secondary schools in Magu district summaries the findings, presents the conclusion and recommendations for further actions to be taken in order to develop awareness on child protection.

5.2 Summary

By going through various literatures relating to the impacts of teenage pregnancies of secondary school girls, it was possible to raise the topic under study. The assessment on the impact of teenage pregnancy in secondary school girls Magu district was guided by three specific objectives, namely: to identify factors causing teenage pregnancy among secondary school girls, to assess the role played by parents into addressing teenage pregnancies in secondary school girls and also to identify the impacts of teenage pregnancy. Considering the nature of this study and the impacts of teenage pregnancy among secondary school girls, the study used Social Learning Theory to address the topic under study.

5.2.1 The Identified Factors Causing Teenage Pregnancy among Secondary School Girls

In assessing the impacts of teenage pregnancy to secondary school girls the following identified as factors causing teenage pregnancy among secondary school

girls namely; poverty, social factors, cultural factors and unfavorable policies. Cultural factor identified to be the leading factor causing teenage pregnancy followed by poverty and social factors.

5.2.2 The Role Played by Parents in Addressing Teenage Pregnancies in Secondary School Girls

The following were identified as the roles of parents in addressing teenage pregnancy in secondary school girls namely; parents to spend quality time with their teens, provision of basic care, and also provision of health education especially reproductive health among secondary school girls. As from the findings of this study, health education identified to be the leading role of parents followed by provision of basic care.

5.2.3 The Identified Impacts of Teenage Pregnancy to Secondary School Girls

The identified impacts of teenage pregnancy among secondary school girl namely; school dropouts among students, contraction of STIs, family conflicts and also physiological impacts. The school dropouts are the leading impact followed by family conflicts and physiological impacts.

5.3 Conclusion

The study entitled “Assessing the impacts of teenage pregnancy to secondary school girls” is guided by three objectives namely; to identify factors causing teenage pregnancy to secondary school girls, to assess the roles of parents in addressing teenage pregnancy to secondary school girls and also to identify the impacts of

teenage pregnancy among secondary school girls. The study is underpinned by Social Learning Theory and 100 research subjects included in the study.

By using the lens of Social Learning Theory, teens learn by observing what adults do or practice. In the context of this work, girls find it worth to hold on the cultural factors contributing to teenage pregnancy despite of its implication. Also, as noted from the results, poverty leads teens to lack their basic care, as an alternative they look on the other sources where to meet their needs whereas in return they have to pay for by engaging in sexual matters as the easiest way and hence fall into teenage pregnancy or contraction of STIs. Teens or children treat or look at their parents as role model. Wherever parents fall about, it makes a lot of sense to teens. Hence, in the context of this study, parents have a role of imparting reproductive health education or information to their teenagers in order to prevent teenage pregnancies. Furthermore, parents have to provide full of basic care by maintaining equality among their teenagers.

Moreover, in a situation where members of the family or community sees school dropout as a normal event, it is imitated by the young ones such as teens not to carry on with their studies due to pregnancies. Henceforth, parents or guardians are responsible to avoid family conflicts as observed to be out of teenage pregnancy that further harms the teens or child interests.

5.4 Recommendations

The results have shown that cultural factors contribute significant to increasing cases of teenage pregnancies. This work therefore recommends that measures should be

taken to challenge all cultural factors contributing to teenage pregnancy. Government, NGOs, parents and community members have equal role.

Parents have significant role towards imparting knowledge of reproductive health information to their children. However, parents demand support from government and other interested parts in order to carry on well with this responsibility. Likewise, parents are recommended to provide basic care to their teenagers or children especially students so that to avoid their teens to look for other alternatives to meet their needs.

Despite having a policy which promote free education for all, government should look at other factors that continue to hold back girls from completing their secondary education. Challenges such as school dropout have to be dealt with all parts involved in the best interest of a child. As observed that some students use long distance to reach their schools, therefore as government normally put effort in addressing teenage pregnancy, it is further recommended to invest more to the secondary school infrastructures such as to make sure that enough dormitories available at the school compounds.

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APPENDIXES

Appendix 1: Questionnaire to the research subjects

Dears,

You are being invited to participate in research titled “Assessment of the impact of teenage pregnancies to secondary school girls in Magu district, Mwanza region, Tanzania”. This study is being done by Witgal Mgomera, a student from The Open University of Tanzania pursuing Masters of Social Work.

The purpose of this research is to conduct a thoroughly investigation to the impact of teenage pregnancies to girls in secondary schools. It will take you ten minutes to complete. Your participation in this study is entirely voluntary.

To the best of my ability your participation in this study will remain confidential. I request you to help me in filling the questionnaire. Thank you in advance.

PART A: Demographic information

Please put a tick () in the relevant box

Gender

Male	()
Female	()

Age

13 - 18 years	()
19 – 24 years	()
25 – 30 years	()
31 – 36 years	()
37 - 41 years	()
42+ years	()

Marital status

Single
Married
Divorced

Education level

Certificate

Diploma

Degree

PART B. The contributing factors to teenage pregnancy among secondary school girls

Awareness of the contributing factors of teenage pregnancy among secondary school girls (to all research subject)

Yes

No

Awareness among students on the contributing factors of teenage pregnancy to secondary school girls

Yes

No

Awareness among parents on the contributing factors of teenage pregnancy among secondary school girls

Yes

No

The contributing factors of teenage pregnancy among secondary school girls

Poverty

Social factor

Cultural factor

Unfavorable policies

PART C. Roles parents in addressing teenage pregnancy to secondary school girls

Knowledge on the roles of parents in addressing teenage pregnancy

Yes

No

PART C. Impacts of teenage pregnancy to secondary school girls

Awareness among students on the impacts of teenage pregnancy in secondary school girls.

Yes

No

Awareness among parents on the impacts of teenage pregnancy to secondary school girls

Yes

No

The impacts of teenage pregnancy to secondary school girls

School dropout

Contraction of STIs

Family conflicts

Physiological impacts


Appendix 2: Ethical documents

JAMHURI YA MUUNGANO WA TANZANIA

OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

HALMASHAURI YA WILAYA YA MAGU
(Barua zote zipelekwe kwa Mkurugenzi Mtendaji Wilaya)

MKOA WA MWANZA
Simu:- 028 – 2530002
FaxNo.:-028 – 2530199



Sanduku la Posta 200
MAGU.

Kumb.Na. MDC/S.10/21/VOL.XX1/65

Tarehe: 08.09.2021

1. Mkuu wa Shule,
Shule ya Sekondari Magu.
2. Mkuu wa Shule,
Shule ya Sekondari Itumbili.
3. Mkuu wa Shule,
Shule ya Sekondari Kandawe.
4. Mkuu wa Shule,
Shule ya Sekondari Kinango.

YAH: KUMRUHUSU MWANAFUNZI WITGAL MGOMERA KUKUSANYA TAKWIMU SHULENI KWAKO KWA AJILI YA UTAFTI WA MIMBA ZA UTOTONI ZINAVYOATHIRI WANAFUNZI WA SHULE ZA SEKONDARI

Husika na somo tajwa hapo juu.

Mtajwa ni Mwanafunzi wa Chuo Kikuu Huria cha Tanzania. Anachukua masomo ya Udhhamini katika fani ya Sayansi ya Jamii. Anafanya Utafiti hapo juu kwa ajili ya kufanikisha masomo yake.

Kwa barua hii aruhusiwe kufanya utafiti huo, na atanza tarehe 10/09/2020 hadi tarehe 09/10/2020.

Katika Utumishi wa Umma,


Henry J. Sadatale,
Kny: MKURUGENZI MTENDAJI (W)



Nakala: Afisa Elimu Sekondari (W),
MAGU:- Kwa taarifa.

" Witagal Mgomera,
MWANACHUO:

" Mkuu wa Chuo Kikuu Huria Tanzania,
DAR ES SALAAM:

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
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Our Ref: PG2017025838

12th August 2020

**District Executive Director (DED),
Magu District Council,
P.O. Box 200,
MWANZA**

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr.MGOMERA, Witgal Idefonso Reg No: PG2017025838** pursuing **Master of Social Work (MSW)**. We here by grant this clearance to conduct a research titled **"An Assessment of Teenage Pregnancies' and Girls Effective Learning in Secondary Schools in Magu District"**. He will collect his data at your area from 12th August 2020 to 30th September 2020.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours Sincerely,

**Prof.Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA**