

**EFFECT OF GUIDANCE AND COUNSELING ON TEENAGER
PREGNANCIES IN PUBLIC SECONDARY SCHOOLS: A CASE OF
KYERWA DISTRICT, KAGERA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certify that she has read and hereby recommend for acceptance by the Open University of Tanzania a dissertation titled: **“Effect of Guidance and Counseling on Teenager Pregnancies in Public Secondary Schools: A Case of Kyerwa District, Kagera”** in partial fulfillment of the Degree of Master of Arts in Monitoring and Evaluation.

.....
Dr. Harrieth G. Mtae
(Supervisor)

.....
Date

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DECLARATION

I, **Alice Ainekisha Jones**, 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 Arts in Monitoring and Evaluation (MAM E).

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Signature

.....

Date

DEDICATION

This dissertation is dedicated to my lovely parents, Mr. Jones Mzee (my father) and Mrs. Jane John (my mother); furthermore, young brother and sisters: Davis Jones, Beatrice Jones, Christer Jones and Jackline Jovin for their encouragement, moral and material support throughout this Master degree programme. For my young brother and sisters, I believe, the this dissertation will be their source of inspiration during their life time.

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ABSTRACT

The purpose of the study was to assess the effect of guidance and counseling on teenager pregnancies in public secondary schools in Kyerwa district, Kagera, Tanzania. The study used a convergent parallel research design supported with a mixed-methods research approach. Convenience, purposive, simple random sampling techniques were used to select the sample size of 110 informants (10 HoSs, 10 TCs and 90 GSs). Data collection tools were questionnaires, focus group discussions and semi-structured interview guides. Quantitative data were coded and analyzed by the use of the Statistical Package for Social Sciences (SPSS) computer program version 28.0 and interpreted in tabular forms by the use of frequencies and percentages while qualitative data were transcribed and analyzed thematically. The findings establish that, school-related risky behaviours leading to teenage pregnancies are sexual relationships with villagers, failure to use condoms, and favours and gifts. Students' perceive that, guidance and counselling help them reduce unwanted pregnancies among them, sexually transmitted infections and sexually transmitted diseases. Teacher-counselors are challenged because they are not trusted by girl students. It is recommended that, guidance and counselling should from time to time be provided to all students and some obligations on teacher-counselors should be minimized.

Key words: *Guidance, counseling, teenage, teenager pregnancies, public secondary schools*

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LIST OF ACRONYMS AND ABBREVIATIONS

AIDS:	Acquire Immunodeficiency Syndrome
CFTC:	Challenges Facing Teacher-Counselors
COVID-19:	Corona Virus Disease of 2019
DAS:	Administrative Secretary
DPGS:	Directorate of Post graduate Studies of the Open University of Tanzania
DV:	Dependent Variable
GSs:	Girl Students
HIV:	Human Immunodeficiency Virus
HoSs:	Heads of Schools
HRW:	Human Rights Watch
IVs:	Independent Variables
M:	Mean
MAM & E:	Master of Arts in Monitoring and Evaluation
NISR:	National Institute of Statistics of Rwanda
RAS:	Regional Administrative Secretary
SD:	Standard Deviation
SPSS:	Statistical Package for Social Science computer programmes
SPTGC:	Students' Perceptions toward Guidance and Counselling
SRRB:	School-Related Risky behaviours
STIs:	Sexually Transmitted Infections
TCs:	Teacher-Counselors

UNESCO: United Nations Educational, Science and Cultural Organization

UNFP: United Nations Population Fund

UNICEF: United Nations International Children's Emergency Fund

URT: United Republic of Tanzania

WHO: World Health Organization

WVI: World Vision International

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Teenage pregnancy, in all countries across the world, is a challenge not only affecting teenage girls in school but also out of it. Teenage is a period of biological growth and development when adolescents transit from childhood to adulthood stage (Sawyer *et al.*, 2018; WHO, 2019). It is a period aged from 10 to 19 years experiencing a series of social, physiological and psychological changes (WHO, 2020). These changes predispose them to unhealthy sexual behaviours such as unsafe sex, multiple sexual partners, transactional sex, intergenerational sex and early sexual debut which further predispose them to social and life-threatening health problems that are associated with unwanted teenage pregnancies, early marriages, and sexually transmitted infections (STIs) as well as drop-outs from schools (Kågesten *et al.*, 2021; Odo *et al.*, 2018; WHO, 2019). According to Nyangarika *et al.*, (2020), school teenage pregnancies are a result of early unprotected sexual practices because student girls are mentally immature and with little life skills (Kassa *et al.*, 2021). Other effects that ensue from getting teenage pregnancies while at schools include expulsion from schools, financial dependency to their parents, abortions and deaths (Stavropoulou & Gupta-Archer, 2017); furthermore, they become unprepared young mothers, post-delivery complications, poverty, malnutrition of their children, and get mockery and/or rejections from their families and friends, discrimination, stigma, and blame (Laurenzi, 2020); depressions and conduct disorders (Corcoran, 2016), repeated pregnancies, drug abuse, limited job opportunities, and underperformance

(Potgieter & Zuma, 2019). In turn, they experience emotional, physical and psychological torture, depression and live hopeless lives (CLADHO, 2016; Yakubu & Salisa, 2019). In reality, school teenage pregnancies negatively affect girls' education, health and future lives (WHO, 2018; Mang'atu & Kisimbii, 2019; Koklukaya, 2019). As a whole, school teenage pregnancies harm not only individual student girls but also their families, communities and countries (UNFPA, 2016).

Due to the negative effects of teenage pregnancies especially to girl child in schools, various governments took certain measures to curb the same. These included establishing a comprehensive sexual and health education on sexual matters and risky sexual behaviours, strict enactments of laws protecting girl child, and guidance and counseling services to school teenagers among others (Bilinga, 2021). The introduction of those measures in schools were to help students gain skills and awareness on how to properly deal with risky behaviours on regard to their biological growth and development. Furthermore, to stimulate an understanding of an individual's learning, increase one's personal and intellectual developments, improve career choices, and reduce emotional and common mental health problems (Nkechi, 2016; Salgong *et al.*, 2016).

Despite various and strict legal measures taken by the global governments to combat teenage pregnancies in schools, the challenge has not yet been addressed among girl students (NISR, 2016; Femmes, 2018; WHO, 2020). For example, in Europe, statistics indicated that, 29 out 1000 secondary school students in 2017 were teenage pregnancy cases (Dowden & Gray, 2017). In India, between 2019 and 2020, the prevalence of secondary school teenage pregnancy cases was 8,333 (Pautunthang,

2023). In Rwanda, in 2018, statistics indicated that, teenage pregnancy cases in secondary schools were 19,832 (Gatsinzi, 2022). In Kenya, during COVID-19 period in 2020, registered 6,197 secondary school teenage pregnancies (Imbosa *et al.*, 2022). Similar investigations were observed in Mali following with 175.4438, Angola (166.6028), Mozambique (142.5334), Guinea (141.6722), Chad (137.173), Malawi (136.972), and Cote d'Ivoire (135.464 (WHO, 2022).

Tanzania is no exception to the challenge of teenage pregnancies in her public secondary schools. This argument is supported by the Human Rights Watch [HRW] (2017) where it was found that, the problem of early pregnancy was high and related to dropouts among girls. Likewise, the study conducted by the United Nations International Children's Emergency Fund [UNICEF] (2018), established that, in 1,522,680 students' drop-outs, at least 2 in every 5 aged 14 to 17 who were out of the school, teenage pregnancy was one of the reasons. It is informed that, only in the year 2020, 5,340 school girls dropped from public secondary schools due early pregnancies (URT, 2020). Makoye (2020) posited that, 21% of girls aged 15 to 19 years got pregnancies and they were forced to drop out of school. The arguments above are supported by the study which was conducted in secondary schools by Kazimoto (2022) in Moshi municipality where the study found that, the schools were encountered with the prevalence of teenage pregnancies among girls. A similar study was conducted in Temeke municipality public secondary schools by Chilewa and Osaki (2022) where the findings revealed that, early pregnancies were rampant.

Due to the prevalence of teenage pregnancy cases in Tanzanian public secondary schools, empirical studies demonstrate that, the government took several efforts to

combat the same. For example, in 2002, the government introduced guidance and counseling services in secondary school system vide the Government Circular Number 11. This circular, among other things, instructed that, there should be the provision of such services aiming at shaping students' behaviours. The same stipulated in substance that, all schools had to appoint teacher-counselors whose responsibilities would include, among other things, talking to students about their physical, academic, social and health welfares. It also directed that, there should be established special committees which would deal with guidance and counseling on issues related to HIV/AIDS and teenage pregnancies (URT, 2016). Furthermore, the government also introduced, sexual and health education in her public secondary schools, to be taught through subjects such as Biology and Civics (Mgaya & Mwakililo, 2021). Despite that, it is not in dispute and as the facts have established above, the challenge of teenage pregnancies in Tanzanian public secondary schools is still rampant. Kyerwa district, like any other district, is not an exception to the challenge of teenage pregnancies. There is a big number of drop-outs of girl students from public secondary schools, and in most cases among other factors, early pregnancies are the causes of these drop-outs. It is on this basis that, this study assessed the effect of guidance and counseling on teenager pregnancies in public secondary schools in Kyerwa district, Kagera.

1.2 Statement of the Problem

It is an undisputed fact that, Tanzania is faced with the challenge of the prevalence of teenage pregnancies in her public secondary schools (Chilewa & Osaki, 2022; Kazimoto, 2022). It is informed that, only in the year 2020, approximately 5,340

school girls dropped from public secondary schools due early pregnancies (URT, 2020). A similar observation was also made in 2014 where 23 girl students dropped out of public secondary schools in Kyerwa district due to pregnancies (Mulisa, 2018). It was, therefore expected that, through guidance and counseling in public secondary schools, the same would have created awareness to girl students to avoid risky behaviours which would have led to teenage pregnancies. Based on the facts above, this study examined school related risky behaviours leading to teenage pregnancies, identified students' perceptions toward guidance and counselling services on combating teenage pregnancies and found out challenges faced by teacher-counselors in controlling teenager pregnancies in public secondary schools in Kyerwa district, Kagera.

1.3 Research Objectives

This section presents general and specific objectives of the study.

1.3.1 General Objective

This study assessed the effect of guidance and counseling on teenager pregnancies in public secondary schools in Kyerwa district, Kagera.

1.3.2 Specific Objectives

Specific objectives guiding the study have been:

- i To examine school related risky behaviours leading to teenage pregnancies in public secondary schools in Kyerwa district.
- ii To identify students' perceptions toward guidance and counselling in combating teenage pregnancies in public secondary schools in Kyerwa district.

- iii To identify challenges facing teacher-counselors in controlling teenage pregnancies in public secondary schools Kyerwa district.

1.4 Research Questions

The following questions have been formulated:-

- i. What are likely to be the school related risky behaviours leading to acquiring of teenage pregnancies in Kyerwa district?
- ii. How do students perceive the contribution of guidance and counselling in combating teenage pregnancies in public secondary schools in Kyerwa district?
- iii. Which challenges are likely to face teacher-counselors in controlling teenage pregnancies in public secondary schools Kyerwa district?

1.6 Significance of the Study

This study will be beneficial to teacher-counsellors, students and researchers. To teacher-counsellors, the findings will help to gain an insight on the current practices of guidance and counseling in public secondary schools and the extent to which it improves students' lives and control risky behaviours which could lead to acquiring early pregnancies while at school. On the part of the students, it will help them to become more productive and responsible during the time of their studies and later as citizens. Lastly, it is expected to add value to the existing knowledge and sensitize other researchers to fill in gaps in different districts or different levels of educational institutions.

1.7 Scope of the Study

The study has been carried out within the geographical boundaries of Kyerwa district focusing on teacher-counselors and students in public secondary schools. This is because the district is faced with tremendous students' drop-outs which among other reasons, were caused by early pregnancies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter has reviewed literatures related to studies that investigated the effect of guidance and counseling on teenager pregnancies in public secondary schools. The reviewed literature has been organized into the following sections: conceptual definitions of key terms, theoretical literature review, review of empirical literatures, research gap and lastly, conceptual framework.

2.2 Conceptual Definitions of Key Terms

2.2.1 Guidance and Counselling

Guidance and counselling are all activities provided by counsellors in schools aimed at assisting students to understand themselves, their problems, their environment and their world (Lasode *et al.*, 2017) or types of mentoring and counseling programmes conducted in schools (Yusoff & Abdullah, 2021). In this study, guidance and counselling services meant pieces of advice given by the teacher-counselor to a girl student to avoid getting pregnancy while at school.

2.2.2 Teenage Pregnancy

According to Gakinya *et al.*, (2022), teenage pregnancy would mean a form of pregnancy in human females under the age of 20 years. In this study, teenage pregnancy meant the one conceived by a girl student while she is at the ordinary level education.

2.2.3 Public Secondary Schools

Public secondary schools are schools owned by the government which supports them, draws policies, establishes standards and regulations, gives grants and employs the work force (Mwaria *et al.*, 2016). In this study, public secondary school would be the one owned and managed by the government.

2.3 Theoretical Literature

2.3.1 Social Learning Theory

This study has been guided by the Social Learning Theory as it was propounded by Albert Bandura in 1977. This theory is underpinned on principles that, human beings learn from one another through observational learning, imitation and modelling (Kumar, 2018). According to Venketsamy *et al.*, (2020), the theory is used to address how people are motivated and how can motivate others; how they perform, how they learn new skills, and how they self-regulate and change their personalities. This theory had a link to this study because it would enable teacher-counselors to provide guidance and counselling to students in regard to the effects of teenage pregnancies; further, the theory would help teacher-counselor to model girls in proper ways and help them acquire new skills on how to avoid risky behaviours associated with causes of teenage pregnancies in public secondary schools in Tanzania.

2.4 Empirical Literature Review

2.4.1 School-Related Risky Behaviours Leading to Teenage Pregnancies

In Ghana, Hernandez *et al.*, (2022) conducted a study on the “factors associated with teenage pregnancy among junior high school students.” The study employed a cross-sectional design supported by a quantitative research method approach. Its

participant were adolescent girls. Data collection methods were questionnaires. The findings revealed that, teenagers engaged in sexual behaviours, because of curiosity about sex, influences of social media, peer pressures and favours to partners.

In Rwanda, Akimana (2022) conducted a study on the “teenage pregnancy factors on completion rate of female students in public secondary schools.” The study employed a descriptive survey research design with a quantitative method research approach. The data collection methods were questionnaires. School-related behaviours leading to the acquiring of teenage pregnancies at school were found to be bad peer pressures, rape and sexual harassment by teachers; others were influences of social media and films, drug and substance abuses.

In Uganda, Manzi *et al.*, (2018) conducted a study on the “factors associated with teenage pregnancy and its effects in Kibuku town council’s secondary schools.” The study used a cross-sectional study design supported by a mixed methods research approach. The data collection methods were questionnaires and interviews. The findings revealed that, bad peer groups, sexual relationships among students, failure to use condoms, and sex in exchange for gifts and money were some of the risky behaviours leading to the acquiring of teenage pregnancies in schools.

In Tanzania, Ramadhani (2018) conducted a study on the “influencing factors on pregnancy among secondary school students in Bahi district, Dodoma region.” The study employed cross-sectional design with a mixed methods research approach. Teachers, students and parents were the participants in this study. The data collection methods were questionnaire, focus group discussions and interviews. The findings

portrayed that, the factors associated with teenage pregnancies were material gain, sexual desire, peer influences and irresponsible use of social media.

2.4.2 Students' Perceptions toward Guidance and Counselling

In India, Shreyal and Ishita (2022) conducted a study on “students’ attitude towards guidance and counseling in secondary schools.” Only students participated in the study. The study used a quantitative method research approach. Methods for data collection were questionnaires. The study showed that, students had a positive attitude towards seeking guidance and counseling services because they believed in their counsellors for the services provided to them.

In Kenya, Ngeno (2022) conducted a study on the “students’ perceptions of the impact of guidance and counselling programs on academic needs satisfaction in secondary schools.” The study was guided by Gestalt theory of perception. The study used ex-post-facto research design with a quantitative method research approach. Data collection methods were questionnaires. The study found that, students perceived that, guidance and counselling programs enhanced only improved academic implementations but did not consider needs of other class levels and ages of learners.

In Nigeria, Bella–Awusah *et al.*, (2022) conducted a study on the “adolescents’ perceptions on the guidance and counselling services in private and public secondary schools.” Its respondents were only students. The study adopted a qualitative method research approach. Data were collected through focus group discussions. The findings established that, students had negative attitudes against guidance and

counselling services because they viewed counsellors as judgmental and could not trust them to keep the counselling process confidential.

In Tanzania, Chilewa and Osaki (2022) conducted a study in Temeke municipality, Dar es Salaam region on the “effectiveness of guidance and counseling practices on students’ career development in secondary schools.” The targeted population was heads of secondary schools, teachers, students, and ward educational officers. The study adopted a descriptive survey research design supported with a mixed methods research approach. Methods for data collection were observation, documentary reviews, interviews and questionnaires. The findings revealed that, students perceived teacher-counsellors not friendly but as discipline regulators and not career development supporters.

2.4.3 Challenges Facing Teacher-Counselors in Controlling Teenage Pregnancies

In Ethiopia, Bitew and Adam (2022) conducted a study on the “guidance and counselling services in secondary schools in eastern Gojjam administrative zone.” The study used a cross-sectional survey design with a mixed methods research approach. The methods for data collection were questionnaires and interviews. Study found that, teacher-counsellors lacked of delegation of relevant job descriptions to their work, motivation, and evaluation guidelines; they also lacked refresher training courses, material resource such unavailability and appropriateness of offices, furniture, equipment and stationery, and assessment tools.

In Nigeria, Suleiman and Olabisi (2022) assessed the “counsellors’ perception on counselling services provided in public senior secondary schools in Oyo State.” The study used a qualitative method research approach. Data were collected through interviews. The findings pointed out that, teacher-counselors at schools were insufficient and there was inadequate counselling facilities which hindered counseling services be effectively provided to students in schools.

In Zambia, Namoonde (2017) conducted a study on the “access to guidance and counselling services by learners in secondary schools.” The study was guided with the Invitational Educational Theory. It also employed a descriptive survey research design. The participants were students, teacher-counsellors and head teachers. The data collection methods were interviews and questionnaires. The study revealed that, guidance and counselling services were faced with lack of trained guidance and counselling teachers, lack of confidentiality among guidance teachers, teacher-counsellors were faced with various roles, shyness among learners and lack of awareness about the availability of guidance and counselling services in schools.

In Tanzania, Kazimoto (2022) conducted a study in Moshi municipality and Hai district council on the “prevalence of guidance and counseling services in public and private secondary schools.” The study adopted a cross-sectional survey research design in support of a mixed methods research approach. The participants were teacher-counsellors and normal teachers. The data collection methods questionnaires, interviews, focus group discussions and documentary analysis. The participants of this study were teacher-counselors. The study established that, teacher-counsellors were unqualified in guidance and counseling and lacked in-service training.

Furthermore, guidance and counseling services were not effectively provided for due to lack of physical facilities and funds. Also, students did not adequately utilize guidance and counseling services because the same did not trust teacher-counselors as they were not able to maintain confidentiality.

2.5 Research Gap

Empirical literatures were reviewed on four aspects as: school-related risky behaviours leading to acquiring of teenage pregnancies, students' perceptions toward the effect of guidance and counselling services, and lastly, challenges facing teacher-counselors in controlling teenage pregnancies in public secondary schools.

Most of the reviewed literatures were internationally (for example, Eritrea, India) and regionally (for example, Ethiopia, Kenya and Uganda) conducted in secondary schools to mention but a few. However, the ones which were conducted in Tanzania (Chilewa & Osaki, 2022; Kazimoto, 2022; Ntilisinda, 2017; Ramadhani, 2018) did not directly investigate the effect of guidance and counseling on teenager pregnancies in public secondary schools and were conducted in other areas than Kyerwa district. Based on the facts above, the current study filled in both geographical and knowledge gaps in Kyerwa district, Kagera.

2.6 Conceptual Framework

Conceptual framework of the study has been formed with two variables. These were independent and dependent variables.

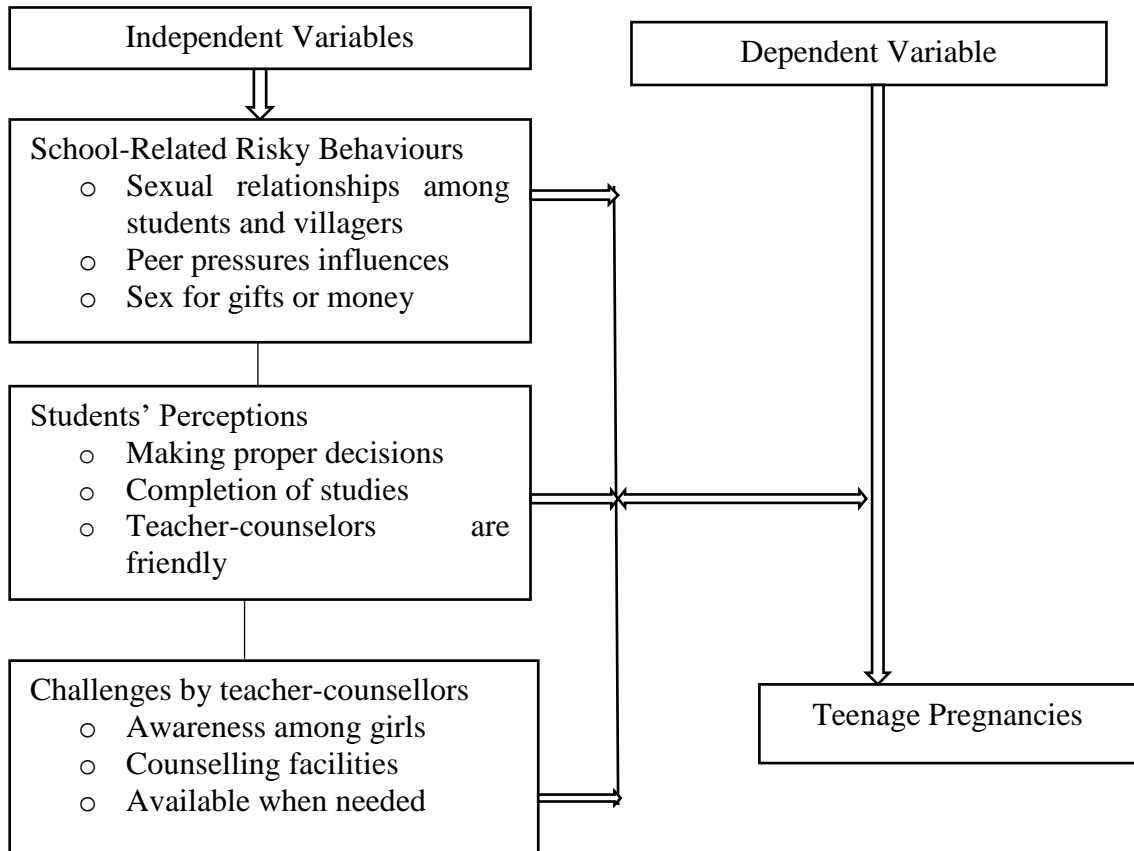


Figure 2.1: A detailed summary of the relationship among the variables of the study

Source: Researcher's Own Construct (2023)

Figure 2.1 above has illustrated the effect of guidance and counseling on teenager pregnancies in public secondary schools in Kyerwa district, Kagera. The independent variables (IVs) have been school-related risky behaviours associated with teenage pregnancies, students' perceptions toward guidance and counselling and challenges faced by teacher-counsellors. The dependent variable (DV) has been teenage pregnancies in public secondary schools. The researcher believed that, there has been a relationship between independent and dependent variables. The assumption has been that, in order to combat teenage pregnancies in public secondary schools, effective provision of guidance and counselling should be provided to students on

school-risky behaviours as sexual relationships among students and villagers, peer pressures influences and others. In providing guidance and counselling to students, it has been believed that, they produce positive and significant effect to students as knowledge on the consequences of teenage pregnancies, school drop-outs among girls, and appropriate changes on risky behaviours, and others. Having gained the importance of guidance and counselling services, students will be in a position to reduce risky behaviours, trust their teacher-counselors and others. This argument has been in line with the proposed theory of this study which is Bandura's Social Learning Theory which postulates that, human beings learn from one another through observational learning, imitation and modelling, and an individual can be in a position to learn new skills, self-regulate and change their personalities (Kumar, 2018; Venketsamy *et al.*, 2020). Furthermore, providing guidance and counselling to girl students on the prevention of teenage pregnancies in public secondary schools is not an easy task. Teacher-counsellors will be faced with several challenges such as counselling facilities and awareness among students and others. In this study, independent and dependent variables have been measured through questionnaires, focus group discussions and interviews. Based on the relationship of the variables above, it has been assumed that, if guidance and counselling have been thoroughly provided in public secondary schools and all or some of the challenges facing teacher-counselors minimized, the researcher would believe that, teenage pregnancies in public secondary schools would effectively be combated.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter described how the proposed study was conducted. It presented the research approach, research design, area of the study, targeted population, sample size and sampling techniques; others were data collection methods, validity and reliability, data analysis procedure, ethical issues and considerations.

3.2 Research Approach

This study employed a mixed-methods research approach. With mixed-methods research approach, the current researcher believed that, there was no single best way of doing research; both quantitative and qualitative data were collected and analysed in the same study. Thus, the weaknesses of one method were outweighed by the strengths of another (Queirós *et al.*, 2017).

3.3 Research Design

This study employed a convergent parallel research design. A convergent parallel research design, is the one in which both quantitative and qualitative data in the study are collected simultaneously/concurrently, analyzed differently/separately and then merged together during interpretation and discussion for better understanding of the research problem (Kumatongo & Muzata, 2021). The researcher used this design because it helped in collecting extensive data in order to answer the intended research questions.

3.4 Area of the Study

This study was carried out in Kyerwa district. This is one of the eight districts of Kagera region in Tanzania formed in 2010 after being split off from Karagwe district. It is bordered to the North by Uganda, to the East by Missenyi district, to the South by Karagwe district and to the West by Rwanda. It expected to possess an area of 2,575 square kilometres. Administratively, the district is has 24 wards with a total population of 368,360. The socio-economic activities in the district include subsistence farming, fishing, hunting, and small scale mining. Education wise, the district has a total of 31 secondary schools (23 being public and 8 private) (URT, 2022). The researcher had chosen this area because the same is faced with tremendous students' drop-outs believed to be caused, among other reasons, by early pregnancies.

3.5 Targeted Population of the Study

The targeted population for this study included all heads of schools (HoSs), all teacher-counsellors (TCs) and all girl students (GSs) in public secondary schools in Kyerwa district. According to the Kyerwa Secondary Education Office (2023), the district had a total of 23 teacher-counselors, 23 HoSs and 6,321 girl students in public secondary schools.

3.6 Sample Size and Sampling Techniques

3.6.1 Sample Size

A sample size of 110 participants participated in the study. These were: 10 HoSs, 10 TCs and 90 GSs. Since, 10 HoSs and 10 TCs were purposively selected. The

selection of 90 GSs were determined by the Taro Yamane sample size formula of 1967:

$$n = \frac{N}{1+N(e)^2}$$

where n =corrected sample size, N =total population of the area of the study, 1 =constant and e =Margin of error or error limit or level of precision (MoE)=0.05 which is (5%). In this study, N was 6,321 girl students; e in this study, was 0.1 (10%) accuracy in the sense that, it was expected 90% of questionnaires to be collected back. Therefore, the sample size was:

$$n = \frac{6,321}{1 + 6,321 * (0.1)^2}$$

$$n = \frac{6,321}{69.26}$$

$$n = 90.8$$

Table 3.1 below, summarized the total respondents to be involved in this study.

Table 3.1 Distribution of Respondents (n=110)

Respondents' Category	Sample Size	Percentage (%)	Sampling Technique
Heads of schools (HoSs)	10	9.1	Purposive Sampling
Teacher-counsellors (TCs)	10	9.1	Purposive Sampling
Girl Students (GSs)	90	81.8	Simple Random Sampling
Total	110	100.0	

Source: Developed by the Researcher (2023)

3.6.2 Sampling Techniques

Convenience, purposive and simple random sampling techniques were used to select the sample size of the study as follows:

3.6.2.1 Convenience Sampling Technique

This technique was used to select 10 public secondary schools from the area of the study. The criterion which was used to select these schools was nearby schools in the nearby wards from the station the researcher was working in as a civil servant and/or living, and those easily accessible in terms of transport and accommodation.

3.6.2.2 Purposive Sampling Technique

This technique was used to select 10 HoSs and 10 TCs. HoSs were purposively selected because they were the ones supervising all curriculum activities in their schools. TCs were selected in order to share with the researcher the extent guidance and counselling prevented teenage pregnancies at their respective schools.

3.6.2.3 Simple Random Sampling Technique

This technique was used to select 90 GSs. Papers with alphabets and blank ones were put in a box where each Form three and Four GS in a particular school were allowed to pick one of the papers. Those picked papers without alphabets were engaged in the study. Each school gave 4 GSs from Form three which would make a total of 40 GSs. For GSs in Form four, each school provided 5 GSs making a total of 50 GSs. This technique was useful because it gave a chance for each and every student to participate in the study without any discrimination.

3.7 Types of Data

This study collected both quantitative and qualitative data from the respondents. Quantitative data were collected from GSs whereas qualitative data were collected from HoSs, TCs and GSs also.

3.8 Data Collection Tools

3.8.1 Questionnaires

This tool was used to collect quantitative data from GSs. A list of well-structured and closed-ended questions prepared by the researcher were distributed to respondents. The respondents were asked to select alternative responses of a 5-Likert Rating Scale which covered all aspects of the study. For all the sub-parts and sub-sections, the respondents were asked to put a tick (✓) response corresponding to their choices. This instrument was employed because it reduced bias and helped to collect information in a very short time within a large group of people.

3.8.2 Focus Group Discussion

Focus group discussion was also used to gather qualitative data from GSs. Pre-set discussion questions were asked to respective respondents according to the scheduled time-table. Discussion sessions were conducted in each school and it did not exceed 30 minutes. Every participant in a group was given equal and enough opportunity to give his/her opinions and data were captured by using note books and voice record. Kiswahili was used so as to enhance participants' freedoms. The researcher employed this instrument because it helped to draw up attitudes, feelings, beliefs, experiences and reactions of the participants on the effect of guidance and counselling in combating teenage pregnancies in public secondary schools in Kyerwa district.

3.8.3 Semi-Structured Interview

Semi-structured interview guides were used to gather qualitative data from HoSs and TCs. Interviewees' opinions were captured by using a note book and a sound

recorder during the discussions and the session lasted for only 50 minutes. During the interview session, HoSs were interviewed alone from the TCs. This situation improved each group's confidence. This instrument was opted for because it enabled the researcher to probe more information which would not have been collected from questionnaires. Both English and Kiswahili languages were used in order to allow participants give their opinions freely.

3.9 Validity and Reliability of Research Instruments

3.9.1 Validity of Research Instruments

Validity is the ability of data collection instruments to measure what they intended to measure (Taherdoost, 2016). In order for an instrument to be considered valid, the content selected must be relevant to the need established (Daud *et al.*, 2018). The validity of the instruments, in this study, was established by the use of content validity by consulting the expertise of the supervisor, researcher's fellow students, academicians and piloting. The opinions and ideas from the supervisor, fellow students and some academicians assisted the researcher to improve the instruments before they were used in a real data collection session. The trustworthiness of qualitative data were also observed through credibility, transferability, dependability and conformability before data collection (Denzin & Linkoln, 2018).

For this reason, a pilot study of 22 participants (2 HoSs, 2 TCs and 18 GSs) was conducted from 2 public secondary schools. These schools were Songambebe and Rukulaijo, all in Kyerwa district. Data collected from pilot study were examined and assessed by the items in the questionnaires and semi-structured interviews to find out their relevancy and be subjected to modifications and/or improvements. The

generated information was used to refine the instruments appropriately so as improve their validity.

3.9.2 Reliability of Research Instruments

Reliability is the ability of instruments to yield accurate and consistent results when administered at different times by independent researchers (Creswell & Creswell, 2018). After the pilot study, the researcher tested the instruments for data collection by deterring reliability value (Cronbach's Alpha value) by the use of SPSS computer software version 28.0. According to Schrepp (2020), the scale with Cronbach's Alpha between .40 and .70 is considered moderate and acceptable if it contains four items to ten items while the scale with Cronbach's Alpha .70 and above is considered acceptable if it contains more than ten items.

This study had three independent variables together with one dependent variable. The first independent variable had 8 items, the second had 4 items while the last had 4 items. They were all tested for internal consistencies using Cronbach's Alpha before they were administered to the participants. The results were as indicated in Table 3.2 below:

Table 3.2: Individual Item Reliability Scale Results

S/N	Variable	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items	Strength of Association
1.	SRRB	.73	.66	8	Good and acceptable
2.	SPTGC	.89	.89	4	Very good and acceptable
3.	CFTC	.85	.85	4	Very good and acceptable

SRRB=School-Related Risky behaviours, SPTGC=Students' Perceptions toward Guidance and Counselling, CFTC=Challenges Facing Teacher-Counselors

Source: Data Analysis (2023)

Table 3.2 shows the results of the scale test aimed at assessing reliability of the multi-item scales for internal consistencies using Cronbach's Alpha. The Cronbach's Alpha for school-related risky behaviours was .73 which indicated good and acceptable, for students' perceptions toward guidance and counselling was .89 found to be very good and acceptable while for challenges facing teacher-counselors was found to be very good and acceptable with an internal consistency of .85.

Reliability for qualitative data from focus group discussions and semi-structured interviews were ensured through replicability of audio recordings and full transcriptions recorded in the note book.

3.10 Data Analysis Procedure

In this study, quantitative data were coded and analyzed by the use of the Statistical Package for Social Sciences (SPSS) computer program version 28.0. Results were analyzed using frequencies and percentages in all three specific objectives and were presented in a tabular form.

Qualitative data from focus group discussions and semi-structured interviews were transcribed manually, sorted and put together under specific themes, analyzed and presented in excerpts, direct quotes, and narrations. The participants' responses which were answered in Kiswahili from GSs and some HoSs were translated, analyzed and presented in English.

3.11 Ethical Issues and Considerations

Before collecting data, the researcher first sought for the clearance and permission letters from the Directorate of Post graduate Studies (DPGS) of the Open University

of Tanzania and the District Executive Director of Kyerwa district council. Thereafter, the researcher made visits to schools and explained the purpose of study. Participants' confidentialities were maintained. No any participant was allowed to disclose his/her details including his/her names or school. The participants were also explained that, they were at liberty to drop out of the study if they thought uncomfortable in being part of it.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Overview

This chapter presents and discusses the findings from the study that investigated about effect of guidance and counseling on teenager pregnancies in public secondary schools in Kyerwa district, Kagera, Tanzania. The findings are organised into the following sub-sections: school-related risky behaviours leading to teenage pregnancies, students' perceptions toward guidance and counselling, and challenges facing teacher-counselors in controlling teenage pregnancies.

4.2 School-Related Risky Behaviours Leading to Teenage Pregnancies

The first specific objective of the study was to examine school related risky behaviours leading to teenage pregnancies. Data analysis has been done using frequencies and percentages presented in a tabular form. Findings regarding the computation of descriptive statistics on girl students' perceptions on school related risky behaviours leading to teenage pregnancies are presented in Table 4.1.

Table 4.1: Descriptive Statistics for the School-Related Risky Behaviours Leading to Teenage Pregnancies (n=90)

Descriptive Statistics		
Activity	Frequency (%)	Percentage (%)
Sexual relationships with and students or villagers (for example, bodaboda)	67	74.4
Failure to use condoms	60	66.7
Favours and gifts	27	30.0
Drug and substance abuses	20	22.2
Raping	19	21.1
Watching of sexy films	18	20.0
Sexual harassment from teachers	18	20.0

Source: Field Data Analysis (2023)

Findings show that, girl students perceive that, school-related risky behaviours leading to teenage pregnancies in public secondary schools are sexual relationships with villagers 74.4% (67). Findings from interviews with TCs regarding their perceptions about school-related risky behaviours leading to teenage pregnancies in public secondary schools, majority of TCs perceive that, girl students get early pregnancies because of having sexual relationships with villagers as evidenced in the following quotation from the majority of GSs:

“Most of our girl students have sexual affairs with boda boda and other villagers; sometimes with former students who completed several years back.....” (TC-A, 01 August, 2023, 2:40 P.M).

Furthermore, findings show that, girl students get early pregnancies for failure to use condoms 66.7% (60). In support of this finding, GSs views during focus group discussions commented:

“I think some of us get early pregnancies because we don’t use condoms with our counterparts simply because we fear to buy them from shops...” (GS-A, 07 August, 2023, 3:00 P.M).

Quantitative findings continue to indicate that, other school-related risky behaviours practiced by girl students are receiving favours and gifts 30.0% (27). Findings from interviews with HoSs regarding their perceptions about school-related risky behaviours leading to teenage pregnancies in public secondary schools, majority of HoSs perceive that, girl students get early pregnancies because of having sexual relationships with villagers due to receiving gifts as evidenced in the following quotation from the majority of HoSs:

“Most of our girl students come from poor families which cannot afford to pay some of the necessities to them. Uncivilized villagers use this opportunity to favour them with gifts which in turn cooperate with the same in sexual relationships and those students cannot resist at all...”
(HoSs-A, 18 August, 2023, 2:30 P.M).

Very few GSs have suggested that, school-related risky behaviours practiced by girl students leading to early pregnancies include drug and substance abuse 22.2% (20), raping 21.1% (19), watching of sexy films 20.0% (18) and sexual harassment from teachers 20.0% (18).

4.3 Students’ Perceptions toward Guidance and Counselling

The second specific objective of the study was to identify students’ perceptions toward guidance and counselling in combating teenage pregnancies. Data analysis has been done using frequencies and percentages presented in a tabular form. Table 4.2 shows the computation of descriptive statistics on students’ perceptions toward guidance and counselling in combating teenage pregnancies.

Table 4.2: Descriptive Statistics for Students’ Perceptions toward Guidance and Counselling in Combating Teenage Pregnancies (n=90)

Descriptive Statistics		
Activity	Frequency (%)	Percentage (%)
Reduce depressions among girls	59	65.6
Reduce sexually transmitted infections and sexually transmitted diseases	57	63.3
Reduce unwanted pregnancies among girls	52	57.8
Reduce early marriages among girls	52	57.8

Source: Field Data Analysis (2023)

Quantitative findings in Table 4.2 show that, girl students perceive that, guidance and counselling help them not only to reduce depressions among girls 65.6% (59) but

also sexually transmitted infections and sexually transmitted diseases 63.3% (57). On the part of GSs, findings from focus group discussions indicate that, GSs perceive guidance and counselling as beneficial in combating teenage pregnancies in public secondary schools because they provide students with opportunities in reducing teenage pregnancies as evidenced in the following quotation as it was reported by majority of the GSs:

“On my side, our teacher gives us various many ways in which we can escape bad intentions of bad peer pressures; these ways help us avoid contracting early pregnancies...” (GSs-B, 08 August, 2023, 3:00, P.M).

In support of the finding above, one HoSs added:

“Guidance and counselling help these students to become aware and escape of sexually transmitted diseases...” (HoSs-B, 18 August, 2023, 2:35, P.M).

Girl students furthermore perceive that, guidance and counselling reduce unwanted pregnancies among girls 57.8% (52) and early marriages among girls 57.8% (52). Findings from interviews with the TCs indicate that, TCs perceive guidance and counselling as beneficial because they provide students to reduce depressions among girl students and early marriages as evidenced in the following quotation that was reported by majority of the TCs:

“Experience show that, most of the girls and boys who have been guided and counselled by me, in most cases, have reduced depressions during their future in schools...” (TCs-C, 01 August, 2023, 2:45 P.M).

4.4 Challenges Facing Teacher-Counselors in Controlling Teenage Pregnancies

The last specific objective of the study was to identify challenges facing

teacher- counselors in controlling teenage pregnancies. Data analysis has been done using frequencies and percentages presented in a tabular form. Table 4.3 shows the computation of descriptive statistics on the challenges facing teacher-counselors in controlling teenage pregnancies.

Table 4.3: Descriptive Statistics for Challenges Facing Teacher-Counselors in Controlling Teenage Pregnancies (n=90)

Descriptive Statistics		
Activity	Frequency (%)	Percentage (%)
Teacher-counselor is vested with other obligations, hence not available when needed	67	74.4
Girl students do not trust teacher-counselors for fear of being exposed	61	67.8
Faced with shyness among girl students	56	62.2
Bad relationship with a teacher-counselor	21	23.3

Source: Field Data Analysis (2023)

Quantitative findings from girl students show that, teacher-counselors are vested with other obligations, hence not available when needed 74.4% (67). This finding is supported by interview responses from the TCs which indicate that:

“In reality, as a teacher-counsellor in my school, I am vested with various obligations apart from guidance and counselling services. I believe that, students lack some pieces of advice because I regard myself unavailable when students need me...” (TCs-D, 02 August, 2023, 1:00 P.M).

Findings continue to show that, teache-counsellors are not trusted by girl students for fearing of being exposed 67.8% (61) and they are faced with shyness among girl students 62.2% (56). In supporting of the above findings, HoSs perceive that, TCs

are faced with mistrust from students because students believe that, TCs act as discipline masters and can expose their risky behaviours to the staff as indicated in the following quotation:

“Students in this school perceive me as a discipline master and do not trust me as a teacher-counsellor. I think, the head of school has a duty to change my position and duties if need be...” (HoS-E, 21 August, 2023, 02:40, P.M).

Majority of students from focus group discussions had this to comment:

“I don’t believe in my teacher-counselor because she is not confidential.....I cannot expose all my problems to her....” (GS-C, 07 August, 2023, 03:10, PM).

4.5 Discussion

The general objective of the study was to assess effect of guidance and counseling on teenager pregnancies in public secondary schools in Kagera, Tanzania. Descriptive statistics (frequencies and percentages) have been computed. Focusing on the study objectives, the discussion will base on the information of the findings as they were generated from data analysis by comparing or contrasting with the current findings with the previous related studies. Any contribution of each finding will be highlighted. By doing so, it helps to clear an in-depth understanding of the effect of guidance and counseling on teenager pregnancies in public secondary schools.

4.5.1 To Examine School-Related Risky Behaviours Leading to Teenage Pregnancies

Findings have shown that, school-related risky behaviours leading to teenage pregnancies in public secondary schools are sexual relationships with villagers.

Another one is failure by girl students to use condoms. This finding is in line with that of Manzi *et al.*, (2018) who reported that, school-related risky behaviours associated with contracting teenage pregnancies in schools was due to failure to use condoms. The last school-related risky behaviour among girl students was favours and gifts. This finding concurs with that of Hernandez *et al.*, (2022), and Ramadhani (2018) who reported that, school-related risky behaviours among others associated with teenage pregnancies were favours to partners.

4.5.2 To Identify Students' Perceptions toward Guidance and Counselling in Combating Teenage Pregnancies

Findings have established that, girl students perceive that, guidance and counselling help them not only in reducing unwanted pregnancies among them but also sexually transmitted infections and sexually transmitted diseases. Furthermore, guidance and counselling also reduce depressions among girls and early marriages among girls. These observations agree with those of Shreyal and Ishita (2022) who reported that, students had a positive attitude towards seeking guidance and counseling services because they believed in their counsellors for the services provided to them.

4.5.3 To Identify Challenges Facing Teacher-Counselors in Controlling Teenage Pregnancies

Findings indicate that, girl students agree that, teacher-counselors in public secondary schools in Kyerwa district are vested with other obligations, hence, not available when needed . Findings continue to show that, they are not trusted by girl students for fear of the same of being exposed. This observation concurs with that of Bella–Awusah *et al.*, (2022), and Kazimoto (2022) who reported that,

teacher-counselors were not trusted by girl students because they were not able to maintain confidentiality and were seen as judgmental. Teacher-counselors also are faced with shyness among girl students. This finding is in support with that of Namoonde (2017) who reported that, teacher-counselors were faced with shyness among learners.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This chapter presents summary, conclusions and recommendations based on the findings of the study that assessed the effect of guidance and counseling on teenager pregnancies in public secondary schools in Kyerwa district, Kagera, Tanzania.

5.2 Summary of the Study

The main objective of this study was to assess the effect of guidance and counseling on teenager pregnancies in public secondary schools in Kyerwa district, Kagera. The study consisted of three specific objectives which were to be achieved. These were to: examine school related risky behaviours leading to teenage pregnancies, identify students' perceptions toward guidance and counselling in combating teenage pregnancies and lastly identify challenges facing teacher-counselors in controlling teenage pregnancies.

In order to achieve these specific objectives, the study used a mixed-methods research approach supported with a convergent parallel research design. Its sample size was of 110 participants (10 HoSs, 10 TCs and 90 GSs). Convenience, purposive and simple random sampling techniques were used for sample selection. Descriptive statistics and content analysis were used to analyse data. Quantitative data were computed with the aid of the SPSS software whereas content analysis was used for qualitative data.

5.2.1 Major Key Findings of the Study

5.2.1.1 School-Related Risky Behaviours Leading to Teenage Pregnancies

Findings from both quantitative and qualitative data showed that, school-related risky behaviours leading to teenage pregnancies in public secondary schools are sexual relationships with villagers, failure to use condoms and receiving favours and gifts.

5.2.1.2 Students' Perceptions toward Guidance and Counselling

Findings indicated that, girl students perceive guidance and counselling beneficial to them because it reduced depressions among girls, sexually transmitted infections and sexually transmitted diseases. Girl students furthermore perceive that, guidance and counselling reduced unwanted pregnancies among girls and early marriages among girls.

5.2.1.3 Challenges Facing Teacher-Counselors in Controlling Teenage Pregnancies

Both quantitative and qualitative findings indicated that, teacher-counselors are vested with other obligations, hence, not available when needed, not trusted by girl students and they are faced with shyness among girl students.

5.3 Conclusions

This section provides conclusions of the study. Based on the findings and discussion, this study concludes that:

5.3.1 School-Related Risky Behaviours Leading to Teenage Pregnancies

Sexual relationships with villagers, failure to use condoms and receiving favours and

gifts are the school-related risky behaviours leading to teenage pregnancies in public secondary schools.

5.3.2 Students' Perceptions toward Guidance and Counselling

Reducing depressions among girls, sexually transmitted infections and sexually transmitted diseases, reducing unwanted pregnancies among girls and early marriages among girls are the students' perceptions toward guidance and counselling.

5.3.3 Challenges Facing Teacher-Counselors in Controlling Teenage Pregnancies

Non-availability and congestion of other obligations, not trusted by girl students and shyness among girl students are the challenges facing teacher-counselors in controlling teenage pregnancies.

5.4 Recommendations

This section provides recommendations of this study. The recommendations in this section are grouped into recommendations for action and further studies.

5.4.1 Recommendations for Action

These recommendations are directed to:

5.4.1.1 Local Government Authorities

Guidance and counselling help them in combating teenage pregnancies. It is recommended that, local government authorities should make sure that, guidance and counselling are provided from time to time to all students in public secondary schools because findings have shown that, they reduce unwanted pregnancies among them and also sexually transmitted infections and sexually transmitted diseases.

Furthermore, guidance and counselling also reduce depressions among girls and early marriages among girls.

5.4.1.2 Heads of Schools

Teacher-counselors are found to have been vested with other obligations, hence, not available when needed. It is recommended that, some obligations on teacher-counselors should also be minimized so that they get enough time to help teenage students in reducing risky behaviours which would lead to early pregnancies which ultimately spoil their future.

5.4.1.3 Students

It is also recommended that, all students be it boys or girls should from time to time face their teacher-counselors for guidance or counseling whenever they encounter contradicting situations. This is because findings have shown that, guidance and counselling is beneficial to them because it reduces depressions among students, sexually transmitted infections and sexually transmitted diseases. In so doing, all students will be in a position to attain their future goals.

5.4.2 Recommendations for Further Researches

- The study about the effect of guidance and counseling on teenager has been conducted in public secondary schools in Kyerwa district, one of the eight districts in Kagera region. It is suggested that, such a kind of a study should also be conducted in other remaining districts so as to get a deep understanding of the phenomenon.

- It is also recommended that, such kind of a study can also be conducted in private secondary schools within this area for comparison purposes.
- The current study employed a mixed-methods approach, hence insufficient opinions from participants. A future study can employ a qualitative approach to capture detailed participants' opinions about the phenomenon.
- Also, a quantitative study can be conducted to capture larger sample and broad area of investigation.
- A similar study can also be conducted in public primary schools.

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APPENDICES

Appendix 1: Questionnaire for Girl Students

1. Introduction

Dear respondent,

My name is **Alice Ainekisha Jones**, a student longing for Master's degree of Arts in Monitoring and Evaluation (MAM & E) of the Open University of Tanzania. This questionnaire intends to collect empirical data that will help to assess the effect of guidance and counseling on teenager pregnancies in public secondary schools in Kyerwa district, Kagera. In this case, you are asked to choose an item/statement from the items/statements in the table below and assign a tick [√] as indicated. Each item/statement deserves a single choice wherever applicable and according to your beliefs and experience.

2. Questions

2.1 Research Question No. 1. What do you think, among these statements, are likely to be school-related risky behaviours leading to the acquiring of teenage pregnancies in Kyerwa district?

KEY: Strongly Agree=5; Agree=4; Undecided=3; Disagree=2; Strongly Disagree=1

		Response(s)				
S/N	Item/Statement	5	4	3	2	1
1.	Watching of sexy films					
2.	Bad peer pressures influences					

3.	Raping					
5.	Sexual harassment from teachers					
6.	Sexual harassment from villagers					
7.	Drug and substance abuses					
8.	Sexual relationships with villagers (e.g. bodaboda)					
9.	Failure to use condoms					
10.	Irresponsible use of social media					

2.2 Research Question No. 2. What are likely to be the negative effects of school-related risky behaviours among girls in public secondary schools in Kyerwa district?

KEY: Strongly Agree=5; Agree=4; Undecided=3; Disagree=2; Strongly Disagree=1

		Response(s)				
S/N	Item/Statement	5	4	3	2	1
1.	Lead to early pregnancies among girls					
2.	May lead to girls' drop out from schools					
3.	Lead to expulsion of pregnant girls from schools					
4.	May cause death from abortions					
5.	Lead to depressions among girls					

2.3 Research Question No. 3. How do students' perceive guidance and counselling toward combating teenage pregnancies in public secondary schools in Kyerwa district?

KEY: Strongly Agree=5; Agree=4; Undecided=3; Disagree=2; Strongly Disagree=1

		Response(s)				
S/N	Item/Statement	5	4	3	2	1
1.	Guidance and counselling help a girl student to complete their studies					
2.	Guidance and counselling promotes making of appropriate changes on risky behaviours among girl students					
3.	Guidance and counselling help a girl student to make appropriate decisions on risky behaviours					
4.	Guidance and counselling help a girl student to reduce fears about sexual relationships					

2.4 Research Question No. 4. How do guidance and counselling minimize effects of pregnancies among teenagers in public secondary schools in Kyerwa district?

KEY: Strongly Agree=5; Agree=4; Undecided=3; Disagree=2; Strongly Disagree=1

		Response(s)				
S/N	Item/Statement	5	4	3	2	1
1.	Reduce early marriages among girls					
2.	Reduce sexually transmitted infections and sexually transmitted diseases					
3.	Reduce depressions among girls					
4.	Reduce unwanted pregnancies among girls					

2.5 Research Question No. 5. What do you think are the challenges likely to face teacher-counselors in controlling teenage pregnancies in public secondary schools Kyerwa district?

KEY: Strongly Agree=5; Agree=4; Undecided=3; Disagree=2; Strongly Disagree=1

		Response(s)				
S/N	Item/Statement	5	4	3	2	1
1.	Girl students do not trust teacher-counselors for fear of being exposed					
2.	Faced with shyness among girl students					
3.	Bad relationship with a teacher-counselor					
4.	Teacher-counselor is vested with other obligations, hence not available when needed					

Thank you for your time and cooperation.

Appendix 2: Focus Group Discussion Guide for Girl Students

Dear students,

My name is **Alice Ainekisha Jones**, a student longing for Master's degree of Arts in Monitoring and Evaluation (MAM & E) of the Open University of Tanzania. I am here to collect data for the intended degree through focus group discussions by assessing the effect of guidance and counseling on teenager pregnancies in public

secondary schools in Kyerwa district, Kagera. The discussion will not exceed more than 30 minutes and you will be free to express yourself as much as you can, be it in Kiswahili or English. Your opinions and contribution will be only for this purpose. You are not required to disclose your names or your class or school. You will also be free to pose any question for the clarity of any question in the discussion which will not be well understood to you. You are welcome.

Questions

1. What do you think are likely to be school-related risky behaviours leading to the acquiring of teenage pregnancies in public secondary schools in Kyerwa district? Can you mention some of them?
2. Do guidance and counselling services provided to you by your teacher-counselor help you avoid school-related risky behaviours associated with teenage pregnancies? If YES, how? If NO, why?
3. Do you always go to your teacher-counselor when you have a problem? If YES, why? If NO, why?
4. What do you think are the challenges facing your teacher-counselor when providing guidance and counselling services at school?

Thank you for your time and cooperation.

Appendix 3: Interview Guide for Heads of Schools and Teacher-counselors

Research: Effect of guidance and counseling on teenager pregnancies in public secondary schools in Kyerwa district, Kagera.

Note: The following are the guiding questions; they are not asked in the same order. Depending on the situation, some of them will be changed or left out.

Ice breaker: I will introduce a suitable ice-breaker before embarking on these questions.

Interview guide: Sample questions

- 1) What are likely to be the school related risky behaviours leading to acquiring of teenage pregnancies among girl students in public secondary schools in Kyerwa district?
- 2) How far do teacher-counselors provide guidance and counselling services in regard to effects of teenage pregnancies in public secondary schools in Kyerwa district?
- 3) Do you think that, there is any contribution of guidance and counselling services in combating teenage pregnancies in public secondary schools in Kyerwa district?
- 4) What do you think are likely to be challenges facing teacher-counselors in controlling teenage pregnancies in public secondary schools Kyerwa district?
- 5) Do you have anything else that you would want to share with me in regard to headship positions at school?

Appendix 4: Permission Letters

THE UNITED REPUBLIC OF TANZANIA



MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA



Ref. No OUT/ PG201900316

27th July, 2023

District Executive Director (DED),
Kyerwa District Council,
P.O. Box 72,
KAGERA.

Dear Director,

RE: RESEARCH CLEARANCE FOR MS. ALICE AINEKISHA JONES, REG NO:
PG201900316

2. 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.

3. 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

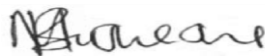
behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Ms. Alice Ainekisha Jones, Reg. No: PG201900316) pursuing Master of Arts in Monitoring and Evaluation

(MAME). We here by grant this clearance to conduct a research titled “: Effect of Guidance and Counseling on Teenager Pregnancies in Public Secondary Schools: A Case of Kyerwa District, Kagera”. She will collect her data at your area from 28th July to 30th August 2023.

4. 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,

THE OPEN UNIVERSITY OF TANZANIA



Prof. Magreth S. Bushesha

For: VICE CHANCELLOR



JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA YA KYERWA

(Barua zote zitumwe kwa Mkurugenzi Mtendaji)

Simu: +255 764669199
Barua pepe: ded@kyerwadc.go.tz
Tovuti: <http://www.kyerwadc.go.tz>

Unapojibu tafadhali taja:-

Kumb Na. MB. 749/645/07/33



S.L.P 72,
KYERWA.

01 Agosti, 2023

Wakuu wa Shule,
Shule ya Sekondari Nkwenda, Songambebe,
Kimuli, Isingiro, Mabira, Nyamilima, Kyerwa,
Businde, Nyabishenge na Bugomora.
S.L.P 72,
KYERWA.

**YAH: KIBALI CHA KUFANYA UTAFITI KATIKA SHULE ZA SEKONDARI ZA
SERIKALI ZA HALMASHAURI YA WILAYA YA KYERWA**

Husikeni na somo tajwa hapo juu.

2. Ofisi ya Mkurugenzi Mtendaji imepokea barua ya tarehe 31 Julai, 2023 kutoka kwa Alice Ainekisha Jones kwa ajili ya kufanya utafiti kuhusu "Education, Science and Technology" katika Mkoa wa Kagera. Hivyo kibali kimetolewa ili aweze kufanya kazi katika Shule zetu za Sekondari za Halmashauri ya Wilaya ya Kyerwa zilizotajwa kwenye barua hii.
3. Zoezi hilo litafanyika kwa muda wa mwezi mmoja kuanzia tarehe 01 Agosti, 2023 hadi tarehe 31 Agosti, 2023.
4. Hivyo mnaombwa kumpa ushirikiano ili aweze kukamilisha zoezi hilo.

Nawatakia utekelezaji mwema.


William Ferdinand
Kny: MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
KYERWA

MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
KYERWA

Nakala: Mkurugenzi Mkuu,
Tume ya Elimu, Sayansi na Teknolojia,
S.L.P 23409,
DAR ES SALAAM.