

**ASSESSMENT OF THE FACTORS CONTRIBUTING TO EARLY
PREGNANCY IN PUBLIC SECONDARY SCHOOLS IN ARUSHA CITY IN
TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION
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2025

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for recognition by the Open University of Tanzania a dissertation titled, ” **Assessment of the Factors Contributing to Early Pregnancy in Public Secondary Schools in Arusha City, Tanzania**” in Partial fulfilment of the Requirements for Degree of Master of Education in Quality Management of the Open University of Tanzania.

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I, Suzan Estomihi Kiwelu 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 fulfilment of the requirement for the Degree of Master of Education in Quality Management of the Open University of Tanzania.

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ABSTRACT

This study investigated the factors contributing to early pregnancy in public secondary schools in Arusha City, Tanzania. The study was guided by three objectives which were: to explore the factors contributing to early pregnancy to girl students in secondary schools in Arusha city, determine the effect of early pregnancy to girls on the academic performance and examine the strategies for curbing early pregnancies among the secondary school girls in Arusha City. The study employed Qualitative methodology approach. Methods of data collection were semi-structured interview, focused group discussions, documentary review and questionnaire instruments. The respondents were 5 heads of school, 30 teachers and 65 students thus making a total number of one hundred participants. The findings revealed that the factors contributing to early pregnancy were customs and traditions, low socio-economic status and peer pressure and social abuses. Also, The findings revealed that drop out, late completion education, death, economic dependency, lower educating a were the effects of early pregnancy to secondary school girls on academic performance other effects increase number of street children and, stigma hence failure to go back to school, increase of child labour and hence this situation becoming a burden to the government due to early pregnancy of girls in secondary schools in Arusha City. Moreover, the study recommends that, it is very important to employ strategies to reduce early pregnancy among the public secondary school students in Arusha city to educate girls through peer clubs to abstain from sex, teach the adolescent girls' health reproductive education and To help girls to see sexuality as a natural and positive part of life .Therefore the findings evident that teachers and students have understanding on the factors contributing to early pregnancy to secondary school students, the effects of early pregnancy to students in public secondary schools on the academic performance and strategies to reduce early pregnancy among the public secondary schools . All these are complex and need cooperative efforts to reduce early pregnancy.

Keywords: *Early pregnancy, Adolescence, Reproductive health education and sex education.*

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LIST OF ABBREVIATIONS

LGA	Local Government Association
MoEVT	Ministry of Education and Vocational Training
MoEST	Ministry of Education Science and Technology
RHE	Reproductive Health Education
SPSS	Statistical Package for the Social Sciences
TAMWA	Tanzania Media Women's Association
TDHS	Tanzania Demographic Health Survey
UBC	University of British Columbia
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNFPA	United Nations Fund for Population Activities
URT	United Republic of Tanzania
SRE	Sexual Reproductive Education

CHAPTER ONE

GENERAL INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.0 Introduction

This chapter consists of the background of the study, statement of the research problem, general and specific objectives of the study, research questions, significance of the study, limitations of the study, delimitations, operational terms, and scope of the study.

1.1 Background of the Problem

Worldwide, early pregnancy poses a major challenge in provision of education among girls in secondary schools (UNICEF, 2022). The 2014 World Health Organisation's statistics indicate that the standard universal birth rate among 13- to 19-year-olds was 49 per 1000 girls. Country rates vary from 1 to 299 births per 1000 girls with the highest rates in sub-Saharan Africa (WHO, 2014). There has been a clear even if not level reduced in the birth rates amongst teenage girls since 1990, although 11% of all births worldwide were still to girls aged 15 to 19 years (WHO, 2016). The vast majority of these births (95%) occurred in low- and middle-income countries where poverty, sexual abuse and other factors were found to contribute to teenage pregnancies (Alobi, 2017).

Africa has the highest rate of teenage pregnancies in the world where 143 per 1,000 girls aged 15–19 years are in Sub-Saharan Africa (WHO, 2014). Generally, women in Africa get married much earlier than women elsewhere thus leading to earlier

pregnancies. For example, in Niger, according to the Health and Demographic Survey in 2018, 47% of women aged 20–24, were married before 15, and 87% before 18. Moreover, 53% of those surveyed also had given birth to a child before the age of 19 (Ochen, 2019). Most of the young people were not aware of the family planning methods, something which led to their being pregnant in the majority of Sub-Saharan Africa. Niger, Liberia, and Mali were the nations where girls were nearly all in danger and more than one in six adolescent girls between the ages of 13 to 19 gave delivery per annum, and almost one in seven babies born to these youngsters died before the age of one year (UNFPA, 2018).

According to UNESCO (2018), it was argued that there were some challenges that caused secondary school girls to acquire incorrect education on reproductive health. This put secondary school girls in hard state for creating right choices on their sexual life. Accessibility of new skills such as internet, mobile phones and television or video showed fruitless results in relation to the former traditional social structures that were assisting the youth to acquire facts on sex and reproduction (Ochen, 2019). It was also found that there were people engaging in sex with school girls, especially those below eighteen years, thus contributing to early pregnancies which were to be still common. In most cases, the affected girls would get their parents' assistance and therefore continue with their educational journey or quit from schools if they didn't. As it was noted, this disaster would be solved through giving sex health education as the main way to decrease cases of early pregnancies to secondary school girls. It was reported that over 44 percent of Tanzanian girls had given birth or were pregnant by the age of 19 (UNFPA, 2018).

In Tanzania, a national survey in 2009 revealed that nearly a third of Tanzanian girls who had sex before the age of 18 said that it was against their will self-control (TDHS, 2021). According to the survey, young people had low right to use to family planning methods which contributed to the crisis. According to the survey, almost 40 percent of the girls who were exposed to sexual cruelty said that they were attacked either on the way to or from school or while at school (TDHS, 2021). Tanzania has been reported to be one of the nations that have a high rate of adolescents' pregnancy in the world thus making many girls fail to realise their potentials in life. It was revealed that those who impregnated these young girls were government staff, bus conductors, business men, taxi drivers and motor vehicle riders, and well-off people (TAMWA, 2020).

It should be noted that girls might have elevated aspirations for their education, but matters like early pregnancy, poverty, gender based violence and early marriage and lack of school facilities are the factors that slow down the awareness on how to fulfil their potentials. Every year more than eight thousand girls drop out from the school due to early pregnancy (TAMWA, 2020). Based on this African countries decided to improve the educational opportunities for all children to have education in line with the millennium development goals, to deal with the girl students' pregnancy as amongst the fast raising social challenges that hold back the awareness of girl children in learning (MoEVT, 2016).

Moreover, according to statistics from the Ministry of Education and Vocational Training (MoEVT, 2016) of the United Republic of Tanzania (URT), between 2003

and 2011, pregnancies led to over 55,000 girls dropping out of school (MoEVT, 2016). MoEVT stipulated that the rate of girls' dropouts due to pregnancy in secondary schools had enlarged from 4,941 in 2009 to 5,775 in 2010 (Basic Education Statistics in Tanzania, 2009 and 2010). To make matters worse, the government of Tanzania stressed that girls should be excluded from schools in the case of pregnancy. Based on these data, an early pregnancy secondary school girl was the major cause for school dropouts among school girls in Tanzania (UNESCO, 2018). Statistics were taken from the Arusha City Secondary Department for the period of the year 2015 and 2016, there were twenty pregnancies (20) while for the period of 2017 and 2018, there were hundred pregnancies (100). So, the statistics showed the increase of 6 pregnancy Secondary Schools. Therefore, this study sought to assess factors contributing to early pregnancy among girls in secondary schools in Arusha City, Tanzania (UNESCO, 2020).

1.2 Statement of the Research Problem

Early pregnancy among secondary school students in Arusha City has become a matter of great concern, posing significance challenges to the educational system and the well-being of these adolescents. Despite various awareness campaigns and interventions aimed at preventing early pregnancies, the rate of early pregnancies among secondary school students in Arusha city Tanzania continues. To effectively speak to this burning issue, it is important to widely understand and analyse the many-sided factors contributing to early pregnancies among secondary school students in the Arusha city.

The insight and background information on the factors contributing to early pregnancy among secondary school students were (UNICEF, 2022); (WHO, 2014); (WHO, 2016); (Alobi, 2017); (Ochen, 2019); (UNFPA, 2018); (UNFPA, 2018); (TDHS, 2021); (TAMWA, 2020); (MoEVT, 2016); UNESCO, 2018). (UNESCO, 2020). These books give a comprehensive overview of the adolescent pregnancies including factors influencing teenage pregnancy rates, policy implementations, thus preventing strategies and services geared towards addressing the issue.

Thus conducting the current study might give precious insights and references to support the research on early pregnancies among secondary students in the Arusha City.

1.3. General research objective

The aim of this study assessed the factors contributing to early pregnancies in public secondary schools in Arusha city in Tanzania.

1.4 Specific research objectives

Specifically, the objectives of this study were to:

- i. Examine the factors contributing to early pregnancy to students in public secondary schools in the Arusha city.
- ii. Determine the effects of early pregnancy students in public secondary schools on the academic performance.
- iii. Examine strategies to reduce early pregnancies among the public secondary school students in Arusha city

1.5 Research Questions

- i. What are the factors contributing to early pregnancies to students in public secondary schools in Arusha City?
- ii. What are the effects of early pregnancies to students in public secondary schools on the academic performance?
- iii. What are the strategies to reduce early pregnancies among the public secondary school students in the Arusha city?

1.6. Significance of the Study

The study will help policy makers, educational planners, and body of knowledge, teachers, parents and community to know the factors contributing to early pregnancies among students in secondary schools in Arusha City council. Again, the study will help teachers, parents, community and the government to know the impact of early pregnancies to students in public secondary schools in Arusha city regarding the academic performance. Lastly, the study will help the parents, teachers, policy makers, stakeholders and the government in touch to come with the alternative approaches, youth programs which were useful for life academic wise.

1.7 Limitations of the Study

The researcher faced some challenges like hardships of getting data from the research participants. Some of the questionnaires distributed to students were not returned on time. One of the heads of school did not want to be recorded during the interview, teachers did not return the questionnaires on time, it took a long time for the researcher to write everything from the interview. Therefore, the researcher

addressed these challenges by asking for support from the educational stake holders and return the next day to the respondent who did not want to provide relevant information on time.

1.8 Delimitations

This study covered only the selected five public secondary schools in Arusha City which were Elerai Sombetini, Lemara, Ngarenaro and Suye which are located in the Arusha City. These schools were selected based on their representation on different areas within the Arusha City and diverse student problems. It explored factors influencing early pregnancies within the particular schools. The study focused on the female secondary school students who had experienced early pregnancies or at risk of early pregnancies. Primary attention was given to students aged between 13 and 19 years. The study employed qualitative research methods to gather relevant data. Qualitative data were gathered through semi structured questionnaires, focused group discussion, interviews and documentary review were done to extract information from students and teachers. The study focused on assessing the factors contributing to early pregnancies among students in public secondary schools in Arusha, Tanzania.

1.9 Operational Terms

In this study the following terms implied:

Early Pregnancy: was referred as a teenage girl, frequently within the ages of 13-19, becoming pregnant.

Adolescence: refers to the age of human growth that occurs amid childhood and adulthood.

Reproductive health education: as used in this study refers to a process of providing information, skills and services that enable a person adopt safe sexual behaviour including abstinence.

Sex education: is the education on the subject of sexual activity and sexual relationships. It includes teaching about the male and female body so that the learner can understand.

Conceptualization of early pregnancy to girls in relation to school dropout

Early Pregnancy according to early pregnancy is referred as a teenage girl, usually within the ages of 13-19, becoming pregnant.

1.10 Reproductive Health Education (RHE) in Relation to Girls in School

Reproductive health education as used in this study refers to a process of providing information, skills and services that enable a person adopt safe sexual behaviour including abstinence.

Sex education is education on the subject of sexual activity and sexual relationships. It includes teaching about the male and female body so that the learner can understand.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter consists of conceptual literature review, theoretical analysis; empirical reviewed studies from different parts of the world, identification of the research gaps and the conceptual frame work.

2.2 Theoretical Literature Review

2.2.1 Theory which Related to the Study was Theory of Change

This study was guided by the theory of change which describes how change happens in the short medium and long term to achieve the intended impact. It can be described as the set of assumptions that explain both the mini-steps that lead to the long-term goal and the connections between program activities and outcomes that occur at each step of the way. (James 2011, Green, 2013 Since the 1960s, empowerment approaches for social change and participatory approaches have mirrored images of interpretations of advanced situations, especially the perspectives of poor and marginalised people themselves. These approaches focus on change as an empowering process, building consciousness of how to persuade change on early pregnancy (Volgel, 2012). The theory of change provides a working model to test hypothesis and theory about what action is best take on the subject of the proposed conclusion (James, 2011, Vogel, 2012).

As a product, the theory of change is used to communicate work clearly to others by using time and resources. The theory of change reveals that behaviour can change

through investigations and other resources as books and other people (James, 2011, Volgel 2012). The theory of change comes from making different views and assumptions about the change process explicitly, especially seemingly obvious ones. A good theory of change can specify how to create a range of conditions that help programs deliver on the desired outcomes (Vogel, 2012). Thus, the theory of change was helpful to this study as it was used to study and analyse policies and guidelines put forward to defend students alongside identifying the problems of early pregnancies .

The problems come with the phrase ‘theory of change’, in which, to put it honestly, each of the words is somewhat absent and doesn’t stand up to any study. Take the use of the word ‘theory’. A theory is generally taken to mean an idea, principle or law that is separate from, and more general than, the thing being explained. So, a theory of change should be general – like the theory claiming that higher income in a country tends to lead to more democracy, or that higher levels of education for girls will tend to lead to a lower birth rate, or that sending criminals into classrooms will discourage teenagers from becoming criminals themselves (James, 2011, Volgel 2012).

There seems confusion on the use of the word ‘theory’. This confusion is due to distinct ways in which various types of theory have different roles and uses of the programme. The theory focuses on the nature of the programme evaluated. The theory is expected to guide the evaluation questions, design and deal with the assumptions that guide the way specific programmes are implemented and expected to bring change (Donaldson 2015).The theory of change helped the researcher to have potentially relevant related factors that address data collection and analysis and

identify what data are necessary to test whether the change happened as hypothesized (Adam & Kathrym 2019).

2.2. 1 Factors Contributing to Early Pregnancy to Secondary School Girls

Low socio-economic status: Teens that become pregnant often come from families of low socio-economic status. Growing up, these children often come from families that are suffering from poverty and do not have all the essential assets to raise their child. Low socio-economic status is more related to low levels of family connectedness. This means that children/youth growing up in these homes do not have strong role models or individuals to look up to or learn from. Within these low socio-economic status families, abuse is often prevalent and predisposes youth to unsafe and troubling conditions. Whether the child is being abused or witnessing domestic abuse, adolescents are being separated and disconnected from their families which might lead to poor decision making (UBC WIKI, 2016 and TDHS, 2015/2020).

Poverty is a key danger cause for early pregnancy. Due to poverty, some teens always catch up with petty gifts and food items through which their leisure into pre-marital sex. when the parent cannot provide for the basic needs, they easily fall prey to forces outside. Some are usually confronted with rape through street trading or hawking: all these are as a result of poverty (Alobi, 2017).

Teenage Drinking: Teen drinking can cause an unexpected pregnancy, according to the website Love to know, many teens experiment with drugs and alcohol. Drinking lowers a teen's ability to control her impulses thus contributing to 75 percent of pregnancies that occur between the ages 14 and 21. Approximately 91 percent of pregnant teens reported that although they were drinking at the time, they did not

originally plan to have sex when they conceived (Abeyo, 2014). Drinking excessively as well as experimenting drugs may lead to unwanted and unintentional pregnancy (UBC WIKI, 2016).

Peer Pressure: When children rise up, they start using more time with their friends and less time with their parents. As an effect, friends can negatively affect r the child's idea and deeds. On the other hand, peer pressure can be a harmful pressure for example, when it prompts your child to try smoking, drinking, using drugs, or to practise unsafe sex or other risky behaviours (Alobi, 2017).

Sexual abuse: is another reason why teens may become pregnant. Early sexual abuse has been linked to later teen pregnancies. Some children have unfortunately been sexually abused by predators or even family even prior to entering puberty. These young kids often are unable to inform a trusted adult about the situation due to fear of being harmed by their predator. These situations, further affect the child as they enter adolescence and increase chances of teen pregnancy (UBC & WIKI, 2016).

Poor Sexual Reproductive Health Education and Information to Girls: Low educational hope has been pinpointed as a cause to early pregnancy. This danger of early pregnancy is larger amongst adolescents whose parents have no formal education (TAMWA, 2017). There is a union between education skill and adolescent pregnancy. This is because; being able to obtain good education empowers the girls to get a comprehensive sexual education to make them able to develop skills and negotiate for safer sexual practices and access better services for their reproductive health (UNFPA, 2019).

2.2.3. Effects of Early Pregnancy to in Academic Performance

Death: One of the effects of early pregnancy on the health of young girls is death, as their bodies are not yet fully mature. This results in difficulties during the process of giving birth and may cause death to both the unborn child and the young mother. In 2013, the problem of early pregnancy and childbirth were the second foremost cause among 15 to 19 years old girls worldwide with nearly 70,000 deaths annually (UNFPA, 2017). Some 3.9 million unsafe abortions occur every year among girls of 15 to 19 years which contribute lasting health problems. Infants born to young mothers in Tanzania are at a much larger risk of death.

Delay girls to complete studies on time: The education of the girl is also affected as Tanzanian education policy states that pregnant girls must go on maternity leave and only return to school after giving birth. This delays girls to complete studies on time (UNESCO, 2018).

Finance dependency: Teens are often forced to become dependent on their families for financial resources as well as support to help get her through raising a child. In some cases, teens are shunned by their parents and do not even receive any support from their parents who do not accept the pregnancy (Nwosu, 2017).

Illiteracy: Teenagers getting pregnant at an early age cannot follow their higher education due to added liability, which increases the rate of illiteracy in society. The education of the teen mother leftovers seized during pregnancy affect the girls going back to school after delivery, and some teens even decide to drop out of their high school and discover a job in addition to themselves. Being mothers (Khouzam, 2005)

2.23. Possible Strategies to Reduce Early Pregnancy to Secondary School Girls in Arusha City

Teenagers will avoid getting pregnant at all costs by abstaining from sexual activities. For those who cannot manage to abstain, they must always indulge unprotected sex (TAMWA, 2017)

Conducting of seminars, workshop, trainings and outreaches. These activities will be organised and conducted for students, community, parents and teachers so as to see how we can deal with the problem (UNFPA, 2019).

Anti pregnancy club formation must be organisation for students which will be responsible for discussing and organising debates for anti-pregnancy campaigns of (TAMWA, 2017).

Promoting legal and policy frameworks for girls' education, engaging with local government officials on teacher qualifications, deployment and support, especially for female teachers in rural areas, and working with the national education organisations on policy issues (TAMWA 2020 & UNESCO, 2020).

2.3 Global Empirical Literatures Related to the Study

This section presents the reviewed studies from the global journal of education reported about the findings evidencing the causes of girl's pregnancy in secondary school and the ways out for solving the problem partnering the early pregnancy. It presents examples from outside the country of Tanzania and Tanzania mainland.

Nyakubega (2009) conducted a study on factors associated with adolescent pregnancies among secondary school students in Tanga municipality. He used cross sectional descriptive analytical study which targeted all girls in secondary schools at

Tanga municipality. The results revealed that low socioeconomic status was found to be an important cause for adolescent pregnancies as 57.1% of the respondents suggested. Other factors responsible were luxury and deprivation of education to girls (43.5% and 16.5% respectively). Source of reproductive health education was contrary to most previous studies as 82.6% reported to get it from parents and health centers, while schools and peer groups contributed only 29.1% and 7.2% respectively. The study shows that parents and guardians are an important source of reproductive health education to adolescents and useful for prevention of early pregnancies. Early marriages are not as much important as source of adolescent pregnancies. The study recommended to encourage parents/guardians, to educate their children on reproductive issues, and to increase access to education for girls, which is of paramount importance in preventing adolescent pregnancies.

Gyan (2013) on his title on the effect of teenage pregnancy on the educational attainment of girls at Chorkor, a suburb of Accra. The study was designed to explore the effects of teenage pregnancy on the educational attainment of the girl's child at Chorkor. A total sample size of fifty-five (55) respondents were used for the study. Questionnaire, in depth interview; focused group discussion and observation were used to collect the data. The study evidenced that poor parenting, poverty and peer influence were the major causes of teenage pregnancy. The study therefore recommended that the teenage mothers should be helped in their psychosocial department and job skills development.

Kapileh (2019) also conducted a study on contributing factors to early pregnancy among girls in public secondary schools in Arusha city. This study aimed to

investigate the contributing factors to early pregnancy among girls in public secondary schools in Arusha City. The objectives of the study were to assess the economic factors associated with early pregnancy among girls, to assess the sexual reproductive health education and information to girls in public secondary school and determine the social cultural factors contributing to early pregnancy among girls in public secondary school in Arusha City. The study employed cross sectional research design which was used to help in investigating these factors so as to curb the problem. Stratified random sampling, simple random sampling and purposive sampling technique were employed. Primary data were collected from the respondents by using questionnaires and interview guide through the key informants. Both qualitative and quantitative methods of data analysis were used to analyse data and thereafter SPSS programme were used. The results revealed that poverty, peer pressure, girls not having the capacity to make the decision on the use of the family planning methods on their own, single parenting, advancement of technology, little access of family planning methods and family separation were the main factors contributing to high early pregnancy among girls in the secondary schools in Arusha city. It was suggested that, strategies focusing on improving and providing appropriate instructional resources in secondary school's curriculum should be compulsory to all students and introduce re-admission policy. Schools should establish guidance and counselling sessions and collaborate with parents, communities and interested parties in imparting moral values to students through trainings.

Malisa (2015) who did a study on the factors contributing to teenage pregnancy in Tunduru District Council, revealed that the early pregnancy especially for girls under

20 years was caused by poverty, less awareness and low access to family planning services and peer pressure. It was revealed that poverty, peer pressure, level of education, poor knowledge on the use of family planning contraceptives, reproductive health, little access to family planning methods, early marriages and low access to family services were contributing much to the problem. Pregnancy prevention strategies were recommended based on the results. The strategies focused on improving female literacy rate, establishment of adolescent friendly clinics, revision of the current marriage law, encouraging community-based programmes for sensitisation purposes, establishment of gender help desk specifically for youths to help them when in need and many others.

Nyakubega (2009) conducted a study on the factors associated with adolescent pregnancies among secondary school students in Tanga municipality. He revealed that factors associated with early pregnancies among girls fewer than 20 years were such as low socioeconomic status, luxury and deprivation of education to girls, lack of reproductive health education and the influence of peer groups.

Also, the study showed that parents and guardians were important sources of reproductive health education to adolescents and useful in prevention of early pregnancies. The study also found that early marriages were not as much important as the source of adolescent pregnancies. The study recommended encouraging parents/guardians, educating their children on reproductive issues, and increasing access to education for girls, were of paramount importance in preventing adolescent pregnancies.

Gyan (2013) did a study on the effect of teenage pregnancy on the educational attainment of girls at Chorkor, a suburb of Accra. The study explored the effects of teenage pregnancy on the educational attainment of girl children at Chorkor. The study revealed that poor parenting, poverty and peer influence were the major causes of teenage pregnancy. The study therefore recommended that the teenage mothers should be helped in their psychosocial department and job skills development.

Kapileh (2019) also conducted a study on the contributing factors to early pregnancy among girls in public secondary schools in the Arusha city. This study aimed to investigate the contributing factors to early pregnancy among girls in public secondary schools in Arusha City. It was revealed that poverty, peer pressure, girls not having the capacity to make decisions on the use of the family planning methods on their own, single parenting, advancement of technology, little access of family planning methods and family separation, were the main factors contributing to high early pregnancy among girls in secondary schools in Arusha city. It was suggested that, strategies focusing on improving and providing appropriate instructional resources in secondary school curriculum should be compulsory to all students. Likewise, the re-admission policy should be introduced. Again, schools should establish guidance and counselling sessions and collaborate with parents, communities and interested parties in imparting moral values to students through trainings.

Malisa (2015) conducted a study to assess the factors contributing to teenage pregnancy in Tunduru District Council. The results revealed that poverty, peer pressure, level of education, poor knowledge on the use of family planning contraceptives, reproductive health, little access to family planning methods, early

marriages and low access to family services; were found to contribute much to the problem. Pregnancy prevention strategies were recommended based on the results. These strategies focused on improving female literacy rate, establishment of adolescent friendly clinics, revision of the current marriage law, encourage community-based programmes for sensitisation purposes, establishment of gender help desk specifically for youths in order to help them when in need and many others.

2.4. Research Gap

Identifying research gap for my title assessment of the factors contributing to early pregnant in public secondary schools in Arusha city in Tanzania require reviewing existing literature and studies to the topic. The following are the potential research gaps in specific area.

Lack of Context Specific Studies. Where there may be general studies on early pregnancy in Tanzania or east Africa, there might be specifically focus on Arusha city. Local cultural, social and economic factors can significantly influence early pregnancy rates and research tailored to this context is essential.

Insufficient Focus on Public Secondary School .Much of existing literature might concentrate on broader group such as adolescents or rural populations with limited attention on public secondary schools students specifically, under this unique environment and circumstances of these schools can provide insights into the factors influencing early pregnancy

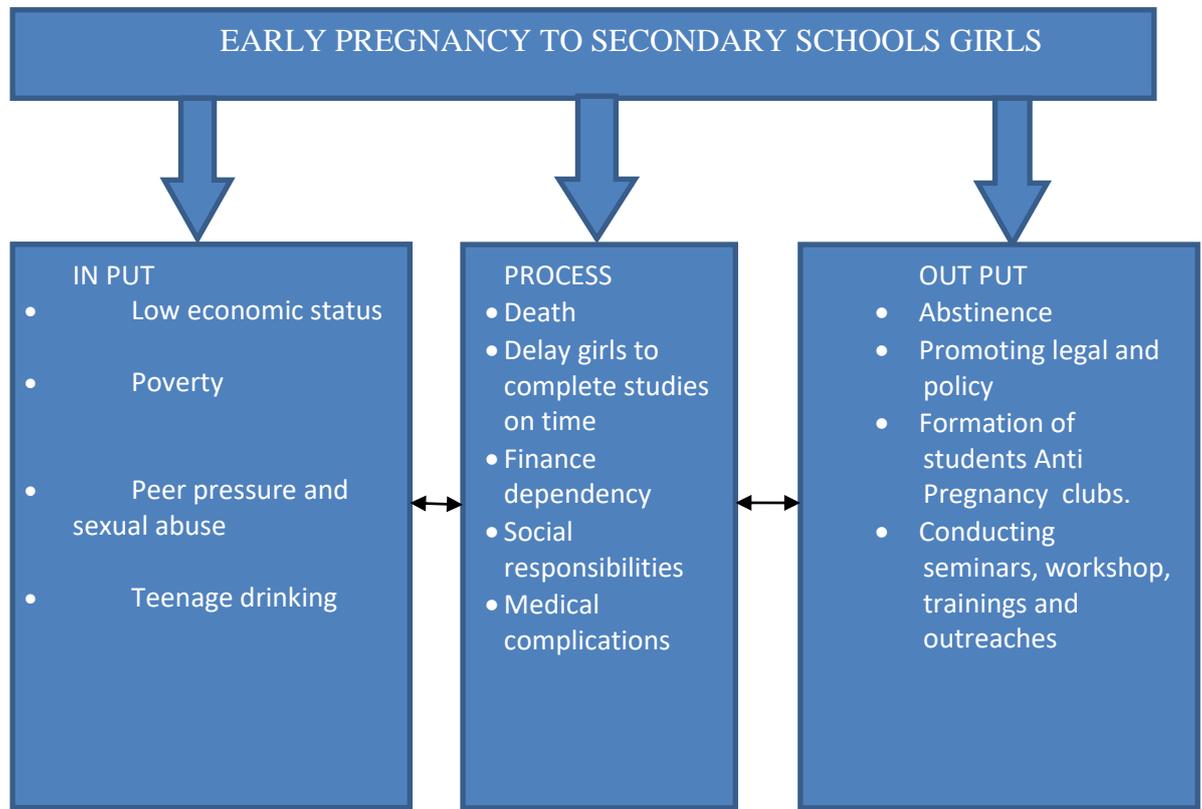
Under presentations of male perspectives. Research on early pregnancy often focuses primarily on female students and neglecting the perspective and role of male students. Exploring male attitudes, pressure and responsibilities related to early pregnancy could provide a more rounded understanding of the issue.

Impacts of Digital Media and Technology. With the increasing use of digital devices and social media among adolescents, studies may not adequately explore how these technologies influence sexual behaviour and attitudes towards early pregnant.

Policy and Interventions. If there are existing initiatives in Arusha aimed at reducing early pregnancy there may be little research evaluating their effectiveness. Identifying what interventions have been implemented and addressing their impacts could present a valuable research opportunities.

2.5. Conceptual Frame Work

Figure 2.1 Conceptual framework Showing the Factors Contributing to Early pregnancies



Source: The researcher (2023)

The causes of early pregnancy for girls in secondary schools are such as the family's economic status, Poverty, poor reproductive health education and lack of information or knowledge on the reproductive health issues and social cultural factors (norms, values, attitude and behaviour and cultural practices) peer pressure, media influence and teenage drinking (UBC WIKI, 2016)

Lastly, the concept framework shows the solutions to the problem of early pregnancy to girls in secondary school such as abstinence, promoting legal and policy issues, formation of student anti pregnancy clubs, and conducting seminars, workshops and trainings to teachers (TDHS ,2015/2016).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter focuses on the research approach, research design, study area, sampling size and techniques, methods of data collection, data analysis techniques, trustworthiness and research ethics.

3.2. Research Paradigm

This study employed interpretive paradigm which enabled the researcher to assess the factors contributing to early pregnancy among secondary school students in the Arusha city. According to Mwenda (2017) The researcher preferred interpretive paradigm due to the reason that interpretive paradigm is used in social sciences to understand meanings that individuals attach to their experience and social world around them. With the interpretive paradigm, the researcher focuses on understanding the perception, attitudes, and experiences of the students themselves as well as the wider social and cultural factors that influence their behaviour. With the interpretive paradigm, the researcher could conduct interviews, focus groups, documentary analysis, and administer questionnaires to explore the lived experiences of students and understanding their perspectives on early pregnancy. The idea that individuals construct meaning based on their interaction and experiences, interpretive paradigm encouraged the researcher to consider multiple perspectives of a given issue for this title involved students, teachers and heads of school.

3.2. Research Approach

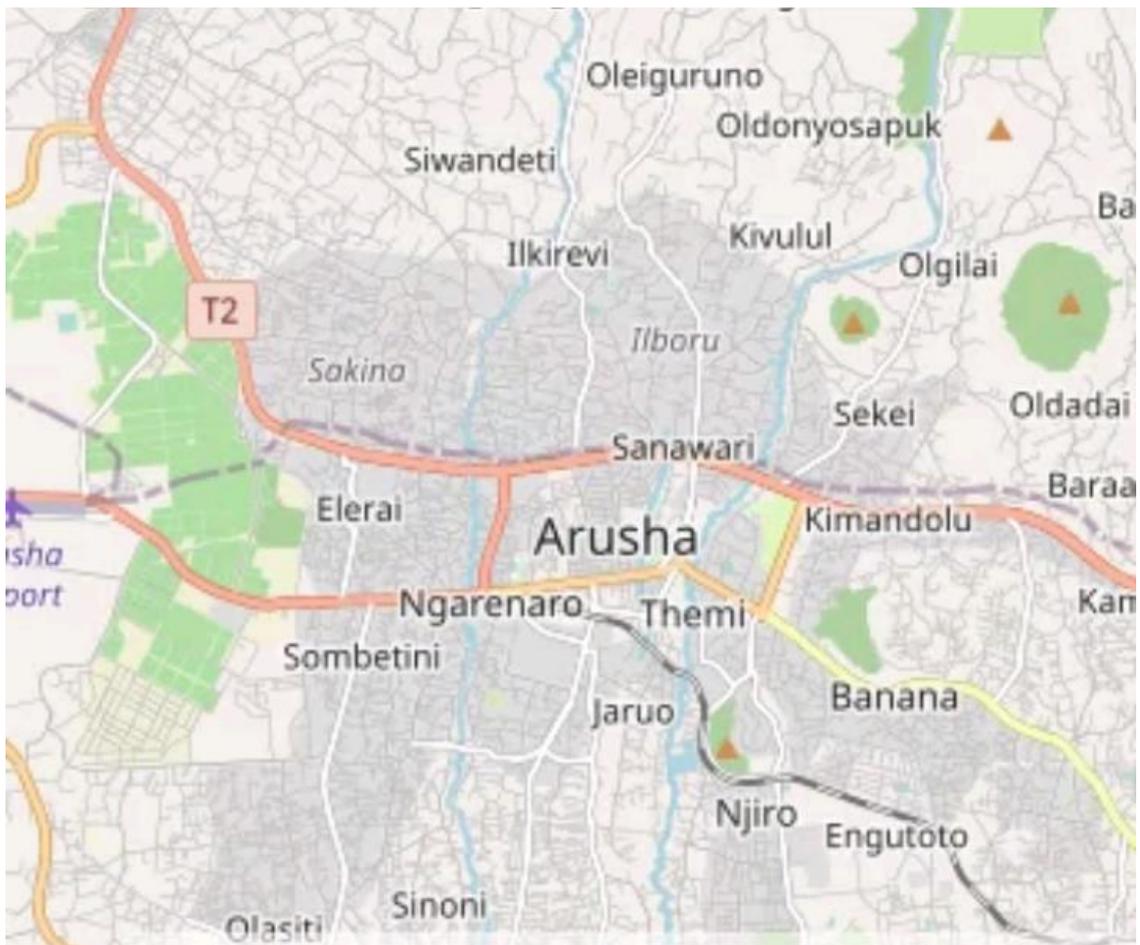
The study employed qualitative type where the researcher was interested in exploring and explaining phenomena as they occur in the natural setting. The choice of this approach based on the nature of the research model employed and the rationale that the researcher was interested in exploring, and explaining phenomena in their natural setting. The qualitative component of this study involved undertaking in-depth interviews with students and teachers in order to explore their understanding on the causes of early pregnancy to girls in secondary schools within the Arusha city. . One of the greatest strengths of the qualitative approach is that it has the potential to generate rich descriptions of the participants' thought processes and tends to focus on reasons as why a phenomenon occurred (Berg ,2012).

3.3. Research Design

The study used multiple case study design. Multiple case studies design aided the researcher in obtaining answers to questions through the analysis of the relationship among the research variables. Furthermore, this design was purposely chosen for the study because it allowed the researcher for quick data collection at a reasonably cheaper cost and allowed for the available limited time. This design was suitable when asked questions to a large group of people questions. For example, about the factors contributing to early pregnancy in secondary school girls in Arusha City (Omari, 2011). Multiple Case studies were the type of the research design that aimed at obtaining information to systematically describe a phenomenon, situation, and population. It helped answering what, when, where, and how questions regarded the research problem, rather than why.

3.4. Study Area

The new research study identified the Arusha City district as potential research area. This study was conducted in five schools in the Arusha City. The reasons were because there had been the increasing records of girls' drop out from the secondary schools due to early pregnancy, is of my personal interests which helped to stay engaged and committed through this study. The sought guidance from mentors, advisors and professional working bodies in the field of interest to the researcher and ethical considerations.



MAP OF ARUSHA CITY

3.5. Target Population

The study population consisted of secondary city, heads of school in five secondary schools in Arusha city which were Elerai, Sombetini, Ngarenaro, Lemara and Suye which were the targeted population that the researcher selected the respondents who were involved directly in this study. Target population refers to a group of individuals, objects or items from which samples were taken for measurements (Kombo and Tramp, 2006).

3.6. Sample Size and Sampling Technique

3.6.1. Sample Size

The sample sizes for this study were 100 participants from the 5 secondary schools in Arusha City. The five schools were selected on the basis that there was evidence of their improvement in end-of-year examinations. Five heads of schools from each sampled secondary school were involved in the study. Six teachers were selected from each sampled secondary school and thirteen students were selected in the secondary schools. As posited by Creswell (2015) sample size was the number of cases to be included in the study. The researcher used percentile formula to select 5 secondary schools equal to 10 percent of the targeted population. As recommended by Kothari (2004), ten percent of the sample size was adequate enough to inform the study. The sample size in the current study was selected purposively from the targeted population where the researcher believed that the selected sample had rich information concerning factors contributing to early pregnancy in secondary school leadership as a contributory aspect of Arusha city.

Table 3.1 Distribution Table of Sample Size

PRATICIPANTS	TOTAL NUMBER
Heads of school	05
Teachers	30
Students	65
Total	100

Source: The Researcher's Data Collection Logistics (2023)

Sampling Techniques

3.6.1. Purposive Sample Technique

Qualitative sampling techniques adopted for the study was simply the purposive selection of a sample of the participants who helped in understanding the theme or topic explored (Creswell, 2015). In purposive sampling, researchers often handpick the cases included in the sample on the basis of their judgment of their typicality or possession of the particular characteristics being sought. Purposive sampling involved a trade-off: it provided greater depth to the study than probability sampling. A purposive sample was chosen for a specific purpose, and in this case, heads of schools, teachers and students were selected as they had information-rich cases drawn from the schools. The schools sampled for the study was located in different geographical parts of the city of Arusha. Leedy and Omrod (2001) explain that qualitative sampling is not a single planning decision, but is an iterative series of decisions throughout the process of research.

3.6.2 Snowball Sampling Technique

Snowball sampling is non-probability sampling technique used in social sciences research particularly in situations where it is challenging to access a population of

interest through more traditional sampling methods (Creswell, 2015). This method is commonly employed in studies where the targeted population is small, hidden or hard-to-reach such as marginalised or sensitive topic. The researcher starts with initial participants, often known as a seed, after interviewing the initial participants, the researcher asks them to refer other individuals they know who belong to the target population and the process continues iteratively, with each new participant referring more individuals who meet the inclusion criteria (Charzman, 2006).

3.7. Methods for Data Collection

The methods of data collection were structured interviews, focus group discussion, documentary review and questionnaire guide. The four instruments were used in the study for the purpose of triangulation and confirming the information collected from the respondents.

3.7.1. Semi Structured Interview.

Semi structured interview was designed on the appendices to allow the interviewees to give their views and experiences to factors of early pregnancy in secondary schools. The numbers of interview questions were 3 to allow the participants to remain focused on the key research factors on the early pregnancies to secondary school students in Arusha the city. This method required the researcher to conduct face-to-face interviews of approximately forty-five minutes to the heads of school and teachers in a private room that ensured comfort and confidentiality. The interview was guided by an interview protocol consisting of three open-ended questions. Semi structured interviewing is the method of primary data collection

method because it captures experiences of the participants in their own words and settings (Charzman, 2006). The desire to collect reliable data that reflected the perspectives of the research participants resulted in the choice of semi-structured interviews with heads of school and teachers (Creswell, 2015). Semi structured interviewing was conducted by defining the objectives and research questions that the interview aimed to address, determine the appropriate type of interview which was semi structured based on research objectives. The researcher developed a well-organised interview guide that included a list of questions to be covered during the interview, selected and recruited suitable participants based on the relevance of the research topic and their willingness to participate, conducted the interview comfortably and in a private setting in person, and through the phone, began the interview with an introduction by explaining the purpose of the interview. The researcher also ensured informed consent of the participants and encouraged them to express their thoughts and experiences and maintained active listening skills and interview questions and follow-up questions.

3.7.2. Open Ended Questionnaire

The questionnaire guide (open ended questionnaire) was administered to teachers and students in five selected public secondary schools within the Arusha city. The questionnaire was preferred for this study because it was a suitable method of data collection as it allowed the researcher to reach a larger sample within limited time and it also ensured confidentiality (Schram, 2006). The questionnaires were written on papers and distributed to teachers and students. The questionnaires clearly defined the objectives and research questions that they aimed to address. Thus they were

designed in a structured format, ensuring that the questions were clear, concise and relevant to the research topic, included different questions types such as Likert scale and open –ended questions to gather qualitative data, determined the suitable same size and sampling method for distributing the questionnaires, administered the questionnaires to the targeted respondents on paper based form, ensured anonymity and confidentiality to encourage honest responses, collected the completed questionnaires and organised data analysis’ by using open ended coding.

3.7.3. Documentary Review

Documentary review is a technique of gathering information by reviewing the available documents. The document analysis was administered by identifying the relevant documents that were relevant such as school attendance registers and students’ records. The researcher made an assessment of the student documents such as register books and school dropout records in secondary schools. After reviewing the documents, she took notes on key information regarding the topic and highlighted important sections for assessment, analysed and synthesised the findings and finally wrote the report.

3.7.4 Focus Group Discussions

It is a kind of data collection method that brings together a small homogenous group (usually twelve persons) to discuss issues on a study topic. (Kabir, 2016). This was used to teachers who shared their views on what they thought about the topic. The researcher analysed and interpreted the data thus collected by looking for common themes, patterns and diverse perspectives and drew meaning.

3.8. Data Analysis Procedures and Technique

Thematic data analysis technique was used and it involved organising and accounting for and explaining the data, making sense of data in terms of the participants' definition of the situation, noting patterns, themes, and categories regularities. This was because of the nature of the research approach and design, and the objectives of this study. To do this process, first, the research went through the field notes and audio data to get familiarity with the data in order to understand them. Second, the researcher looked for similar patterns or relationship in the data. Third, the researcher classified related data in groups or categories. Fourth, the researcher obtained the code to classify groups of data for identification or references. Fifth, the researcher looked for themes through codes to identify wider patterns. Sixth, the researcher closely examined the themes whether they offered information to the research questions for generalisations of the findings or not. In recording and analysing data and presentation of the findings, the names of the participants were not used but instead codes were be used. The codes were used for confidentiality. The analysed data were presented in a narrative form and direct quotations.

The ideas for data analysis were based on the general understanding of data analysis by various scholars. According to Kothari (2004), the term analysis refers to computation of certain measures along with searching for patterns of relationship that exist among groups (Scharm, 2006). It is referred to as the process of organising, reducing, summarising, and verifying data to make them meaningful and understandable to the readers. The data are normally based on the research questions. The thematic analysis was on sorting out similar patterns in the participants'

responses based on the research objectives and research questions, and grouping them in thematic headings (Adams and Lawrence, 2019). The researcher was guided by all the criteria required in observing trustworthiness of data. The implications underlying these criteria were that, in qualitative literature not only do collected data matter but also to what extent their trustworthiness matters most.

3.9. Trust Worthiness

The measure of validity and reliability of data in qualitative research is based on criteria of trustworthiness namely credibility, transferability, dependability, and conformability (Denzin and Lincoln, 2011).

3.9. 1 Dependability

In achieving dependability, the researcher developed effective data collection instruments with well-constructed questions which the participants understood easily. The researcher also provided the participants with clear and detailed information of what they were required to do at the beginning of each interview. Since the researcher controlled the interviews and discussions, biasness were avoided by not asking questions which would lead to predetermined responses. The data collected from heads of school and teachers by using semi structured interviews, open- ended questionnaires, documentary and focused group discussions. Dependability produced similar findings when repeated in similar context by using the same participants and approaches (Adam, 2019).

3.9.2. Transferability

Data transferability is considered equal to external validity. As one of the criteria for data trustworthiness, it is concerned with the extent to which the study's findings are transferred or generalised to other contexts outside of those in which the study is conducted. This happens when the readers of the research report find correlation between their situation and the one presented in the study. Therefore, they transfer or generalise the findings to their own situation. This implies that it is the readers, including future researchers, who determine the issue of transferability rather than the current researcher (Rossman, 2016). However, the researcher has to establish the possibility of transferability in the study to help the readers to transmit the findings to their similar situation. To ensure data credibility, more than one instrument was used to collect data, and from three different sources: that is, from heads of school, teachers and students. Additionally, respondents' responses were written in the field notebook on the same day during interview or group discussion session or recorded to avoid losing memory.

3.9.3. Credibility

Credibility of data refers to the matching between the respondents' responses and what a researcher has presented in the findings section. The researcher must truly present what the participants said or meant. If any discrepancy occurs between the participants' responses and what the researcher recorded, the credibility of the findings is untrustworthy (Berg, 2012)

3.9.4. Conformability

Conformability is concerned with attainment of objectivity in order to reduce the researcher biasness on their finding (Berg, 2012 & Schram, 2006). The findings must base on the participants' experiences and ideas rather than on the researcher's inclinations. However, sometimes it is difficult for the researcher to completely avoid being bias. In line with this, it was therefore imperative for the researcher to confess any biases (Schram, 2006) or to acknowledge the shortages in study approaches and their potential effects on the research (Berg, 2012).

3.10. Research Ethics

A good researcher derives satisfaction from a good piece of research done honestly and within the ethical considerations. Ethics in research refers to a wide variety of value norms and institutional arrangement that help constitute and regulate scientific activities and also help in specifying the basic norms and values of the research community (Omari, 2011)

This study considered all ethical issues to avoid ethical problems. The study first sought permission from the Open University of Tanzania and the researcher was allowed to collect data through the permission granted in the letter written to Regional Administrative Secretary who received the university letter and forwarded it to the Arusha District Administrative Secretary and lastly the letter was taken to the Arusha City Director for making prior arrangements and timetable concerning data collection. The researcher respected the participants' autonomy, integrity, freedom, and right of determination.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1. Introduction

This chapter presents the findings from the field and analysis found from the field based on the objectives of the research which were:

4.2. Gender of the respondents

Gender represents the ratio between males and females within the organisation and the society. Gender representation helps to build the social relations. In the context of the current study it helped in making the assessment of the factors that were found to contribute to early pregnancy in secondary schools in Arusha City.

Table 4.1 Gender Distribution Frequency

Sex	Frequency	Percentage
Female	56	60.87
Male	36	39.13
Total	92	100

Source: Research Findings (2023)

The findings in Table 4:2:1 show that out of 92 respondents which were 60.87% were females and the remaining 39.13% were males. It is shown that there was a higher number of females than males in the investigated schools.

Table 4.2 Frequency distribution of the respondents' level of education

Education level	Frequency of respondents	Percentage of the respondents
Diploma in education	26	28.5
Bachelor degree	26	28.3
Master degree	04	4.4
Ordinal level	57	61.9
Total	92	100

Source: Research Findings (2023)

The findings from 4 Table 4.2 shows that majority of the respondents' level of education was from ordinary level. This revealed that peers were more involved during data collection because they were the ones who were affected by early pregnancy in school. However, there was a big number of the educated people who also participated in the data collection.

4.3 Data Presentation and Analysis

This part presents data and analysis of the findings. The presentation and analysis are treated within the objectives of the study.

4.3.1. To Examine Factors Contributing to Early Pregnancy to Students in Public Secondary Schools in Arusha City

This is the first objective of the study which intended to show teachers and students' understanding on the causes of early pregnancy to students in public secondary schools in the Arusha city. The data for this objective were collected through questionnaires, semi structured interview, focused group discussion and documentary review where 100 participants gave their views.

Table 4.3 The Factors that Contributing to Early Pregnancy to Students in Public Secondary Schools in Arusha City

	Ratings = Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree									
	F %	F %	F %	F %	F %	F %	F %	F %	F %	F %
Customs and traditions	42	47.73	25	28.41	10	11.36	6	6.82	5	5.68
Drugs and alcohol	43	38.20	27	30.34	13	14.61	8	8.98	7	7.84
Low-socio-economic status	32	37.65	27	31.76	11	12.94	7	8.24	8	9.41
Peer pressure	41	47.13	23	26.43	12	13.9	7	8.05	4	4.60
Media influence	38	42.70	19	21.35	14	15.73	13	14.61	5	5.61
Family and peer	32	36.36	28	31.82	12	13.64	9	10.23	7	7.94
Raping	28	29.47	33	34.74	15	15.79	13	13.68	6	6.32
Poor academic	23	26.14	22	26.14	12	13.64	16	18.18	15	17.04

Source: Research Findings (2023)

KEY

F= frequency and %= percentage

Source: Research Findings (2023)

Factors contributing to early pregnancy to girls in public secondary schools in Arusha city was one of the objectives that this research focused on. This part intended to assess the factors contributing to early pregnancy to students in secondary schools by considering the following: customs and traditions leading to early marriages which in turn were found to lead to early pregnancy, drugs and alcohol taking, low socio-economic status, peer pressure and influence, sexual abuse, media influence, family and peer support, raping and poor students' academic performance. The following data were collected from 100 respondents to answer the questions as intended in the objective through the questionnaires which were provided to the teachers and students.

The findings presented in Table 4.3.1 show that the respondents strongly agreed that the above factors were contributing to early pregnancy to students in secondary schools in the Arusha city .Other factors that were found to contribute to early pregnancy of secondary school girl students in Arusha city as highlighted by the respondents through the questionnaires administered to them were: lack of education, gender discrimination, lack of frequent guidance and counselling, poor government policy and support, lack of self-decision making , corporal punishment to learners, lack of self-discipline and control, death of parents ,desire to have sex, lack of parental follow ups, moral decay, foreign customs influence, risk living environment to girls , family separation, love for material things.

Through interviews, the participants were asked of the factors that were contributing to early pregnancy to girls in secondary schools in Arusha City. One of the questions asked during interview intended to know if the teachers were aware of the factors contributing to early pregnancy to girls in secondary schools. On this regard, some of the teachers were quoted as saying:

Globalisation has exposed girls too much to material things which makes girls want to get many things but which they cannot afford thus exposing themselves to sex in order to get money the result of which is getting pregnant early when they are still at school. (Semi structured interview, SI, HOS, TCHS on 06/12/2022)

Moreover, through interview, teachers from school 2 had the following to say

Contributory factors to early pregnancy to girls is the development of technology in Arusha city secondary school has made girls feel free to engage in sex especially at the early age, (.semi structured interview S2,TCH, 07 /12/2023)

Focused group discussion

The findings collected through focus group discussions revealed that some girls were getting pregnancy due to poor cooperation between teachers and students. It was found that students were not ready to share their life difficulties with teachers. These were such as those facing them at school, home and on the way to school. The act of not sharing their problems with teachers were making secondary school girls get pregnancy at early ages while they were still at school. On this regard, the teacher from school 4 had these to say:

Mob psychology is the situation where by one adopts the behaviour and actions of the people around them. In this sense, some girls follow the behaviour of other girls so as to get various things like clothes, food and others. Lastly, they become pregnant while at school (Semi structured interview. S4, HOS ,08/12/2022)

Moreover, other teachers interviewed from school 1to 5 said:

The use of modern technology in the Arusha city has been contributing to factorsthat encourage early pregnancy to girls due The use of mobile phones especially has made it easier for girls to have communication with men and sometimes has made them watch sexually explicit materials that encourage them to have sex which in turn leads to early pregnancy for secondary school girls(semi structured .S1,S2,S3,S4,S5.TCHS, HOS , 6/7/8/12/2023)

It was observed in focused group discussions that teachers from school 1to 5 revealed the factors that were found to contribute to early pregnancy to students in public secondary schools in Arusha city. They said that lack of parental care was contributing to girls' early pregnancy. It was argued that this was when parents were busy with their daily activities intended to earn income for the family thus making fail to take care of their children. It was found that sometimes students were leasing houses and living by themselves in absence of their parents thus falling easy prey

to bad habits including engaging in sexual issues thus resulting in early pregnancy to girls. Also teachers discussed and said that some students had no shelters to accommodate themselves with their parents and therefore, they were being forced to go and sleep with friends in the neighbourhood thus exposing them to risky behaviours that were leading to early pregnancy among secondary school girls.

The documentary review conducted in the offices of heads of school in the five secondary schools under the study revealed that some students were dropping out from schools due to peer pressures influence. Also, the number of students who were getting pregnancy where some relatives in the family were implicated. Moreover, some documents revealed that some students were getting pregnancy due to corporal punishment administered at school something which was making some students play frequent truancy the act which exposed them to early pregnancy.

4.3.2 To Determine the Effects of Early Pregnancy Students in Public Secondary Schools on the Academic Performance

This is the second objective of the study which intended to show the effects of early pregnancy to students in public secondary school on the academic performance. The data were collected through questionnaires from 100 respondents where the findings were presented as follows:

Table 4.4 . Effects of Early Pregnancy to Secondary School Girls on the Academic Performance

Ratings	Strongly		Agree		Agree/neutral		Strongly Disagree		Disagree	
	F	%	F	%	F	%	F	%	F	%
Drop out	48	60	17	21.25	8	10	3	3.75	4	5
Death	34	40.48	30	35.71	15	17.86	3	3.57	2	2.38
Late completing school	41	47.67	24	27.90	13	15.12	8	9.3	0	0.0
Economic dependency	47	51.65	33	36.26	10	10.26	1	1.0	0	0.0
Low academic	34	40.00	30	35.29	10	11.77	8	9.4	3	3.53
Medical complication	40	46.51	28	32.56	8	9.30	6	6.98	4	4.65
Low labour	43	51.19	19	22.62	13	15.48	6	7.14	3	3.57
Stress and less opportunities	35	39.77	31	35.23	13	14.77	6	6.82	3	3.41
Poor school attendance	41	45.55	28	31.11	16	17.78	0	0.0	5	5.56

Source: Research Findings (2023)

Key

F=frequency

%=percentage

The findings shown in Table 4:3:2 reveal that the respondents strongly agreed and agreed that drop out, late completion at the university, death, economic dependence, lower education achievement, medical complication, stress and limited opportunities and poor attendance were the effects of early pregnancy to secondary school girls on the academic performance .

Other effects as the finding from the respondents revealed were spread of diseases such as HIV/AIDS, increase in the number of street children, early marriages, increase of orphans due to girls death during labour process, increase of poverty, loss of man power due to death, increase of illiterate people, psychological problems, family separation, increase of abortion, stigma hence failure to go back to school, increase of child labour hence becoming a burden to the government.

Interview questions were asked to the respondents on the effects of early pregnancy on the girls' academic performance. The questions asked in the interview were

intended to make the researcher know if teachers were aware of the effects of early pregnancy to secondary students on the academic performance and the following were the responses:

The head of school one said:

There are abortion which is taking place silently from the girls' students which endanger students life and might lead to death. Apart from that, it may also prohibit students from going on with the academic life in the school because they feel embarrassed and inferior.(interview with the S1,HOS,TCHS 06/ 12/22)

On the same regard, one of the teachers respondent from school 2 had these to say:

Some girls drop out from secondary school and this makes them fail to continue to continue with education to university because parents and guardians see this as wastage of family resource to keep on supporting a girl who already has a baby (semi structured interview S2,HOS 06/12/2022)

Again, the respondents from school 3,4,5 had the following to say:

There is spread of diseases such as HIV/AIDS, increase in the number of street children, early marriage, increase to orphans due to girls' death during labour process, increase of poverty, loss of man power due to death, increase of illiterates, l psychological problems, family separation, increased costs of supporting a girl who already has a baby, increased abortion, stigma hence failure to go back to school, increased child labour hence increasing the burden to the government.(semi structured interview S3,S4,S5,TCHS ,HOS, 6-7 / 12/ 2022)

In addition to findings generated from the interview, the respondents in focused group discussions from school one to five revealed that pregnancies to secondary school students were leading to inferiority complex , with consequent poor academic performance. It should be noted when students get pregnancies, they cannot have a clear mind to settle and learn at school Thus; this makes students have poor academic performance. Also teachers said that early pregnancies were leading to increased child labour and hence becoming a burden to the government.

Furthermore, the documentary review conducted to five heads of schools revealed the effects of early pregnancy to students in secondary schools on academic performance to be such as reduction of number of girl students completing secondary schools, and increase in the number of orphans.

Table 4.5 Strategies to Reduce Early Pregnancy among the Public Secondary Schools Students in Arusha City

Ratings	Strongly agree		Agree		Neutral		Strongly Disagree			
	F	%	F	%	f	%	F	%	F	%
Oral contraceptive	41	47.67	17	19.77	14	16.28	4	4.65	10	11.63
Condoms	20	22.73	46	52.27	8	9.09	5	5.68	9	10.23
Abstain from sex	58	67.44	17	19.77	5	5.81	4	4.65	2	2.33
Campaigns and clubs	65	73.86	17	19.32	4	4.54	1	1.14	1	1.14
H.R. E	58	65.17	21	23.60	6	6.74	0	0	4	4.49
Community education	60	72.29	17	20.48	5	6.02	1	1.21	0	0.00
S. R.E	42	48.28	31	35.63	10	11.49	3	3.45	1	1.15
Various skills	46	51.68	27	30.34	11	12.36	3	3.37	2	2.25
Values and attitudes	36	40.00	31	34.44	14	15.56	7	7.78	2	2.22
Positive sexuality	21	23.86	31	35.23	24	27.27	4	4.55	8	9.09

Source: Research Findings (2023)

Key

F=frequency

%= percentage

The strategies to reduce early pregnancy to the public secondary schools students in Arusha city were among the objectives that the research focused on. This part intended to explore the strategies for the reduction of early pregnancy to secondary school students in Arusha City by considering the following: Oral contraception, male and female condoms, abstaining from sex, formation of campaigns and clubs, giving adolescents health reproductive education, and limited adolescent and youth sexual reproductive services.

The findings as presented in Table 4:3:3 revealed that the respondents strongly agreed and agreed that Oral contraceptives, male and female condoms, abstaining

from sex, formation of campaigns and clubs, giving education of health reproductive education to adolescents , and limiting adolescent and youth friendly sexual reproductive services were the strategies being used to reduce early pregnancy to secondary school students in Arusha city.

Other findings from the questionnaire provided by the respondents from school one to five on strategies to reduce early pregnancy among the Arusha City were such as making rules and laws ,parental care, religious teachings, administering of punishment, frequent follow up from parents, provision of guidance and counselling, to eliminate poverty, provision of medical advice, parents should give basic needs to their children, resolving family conflicts which are likely to lead to divorce, formation of different organisations to fight against early pregnancy, keeping adolescents busy, society to change their mind set and support youth to reach their goals.

Based on the interview, teacher from school 2 had the following to say:

Society should be educated to stop poor culture which encourages early marriage which lead to early pregnancy and attract young girls to abscond school at young age (semi structured interview S2, TCH,6/12/2022)

Also, the respondents from school 1 to five had the following to say:

The government should enact laws on socio-cultural factors that influence early marriages that lead to early pregnancy to girls who are supposed to be at school. (interview S1, S2, S3,S4,S5,HOS , TCHS, 6/7/8/12/2022)

Moreover, the respondent from school 3 suggested:

The government should build more boarding schools and hostel for girls which will keep them at school all the time hence keeping them from risky sexual behaviours and family problems hence allowing them

to have enough time to think about their education (Interview S3, TCHS, HOS, 7//12/22)

Again, the respondent from school 4 also suggested:

The parent should enrol their children to the nearby schools so as to avoid long walk distance that make the girls to involve themselves in risky sexual behaviours (Semi structured. S5, HOS, 08/12/2022)

Likewise, the respondent from school 4 suggested:

The reproductive health education should be provided to girls frequently so that girls become aware of the impact of early pregnancy and avoid it and hence concentrate on their education (semi structured Interview, S4, TCHS, 08/12/2022)

In addition to the findings generated from the interview, the focused group discussion with the respondents from school one to five revealed the suggested strategies to reduce early pregnancy to students in secondary school as discussed and said that guidance and counselling in school should be emphasised to help students to discover and develop their potential and also to help learners in resolving personal and psychological problems so that they can learn well and avoid early pregnancies. Also, teachers said that the community should be educated on the negative impacts of early pregnancy so that they can cooperate with schools and government to have effective child care and provision of basic needs to students lack of which was said to have been making girls fall easy prey to men's temptations thus making get early pregnancies which were affecting girls' future dreams. In addition to that teachers said that if it were possible, the government should build schools to keep students who had already got pregnancy but feel shy to return to school according to the government policy of returning students to school after two years of getting pregnancy (FGD, S1, S2,S3,S4 ,S5,TCHS, 6-8/12/2022)

Again, the documentary review conducted to five heads of school. revealed that there were strategies devised to reduce early pregnancy to girl. These were such as the government should build dormitories to keep learners especially girls nearby or at school so that they can be prevented from sexual temptations hence making them avoid early pregnancies. Another head of school said, Social network management should be provided to manage learners to use social networks properly and the content on this should be indicated in educational syllabi and taught from primary to secondary schools.

Chapter summary

This chapter has presented the findings from the field and analysis based on the data collected from the field based on the objectives of the research. It started by giving the descriptive results and profile of the respondents from the five schools which were selected within the Arusha City public Secondary schools. Then it presented the findings on the topic based on tools of data collections which were questionnaires, semi-interview structured questions, focused group discussion and documents review.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS OF THE STUDY

5.1 Introduction

This chapter presents the findings, the implications and the relevance of the previous research study of the research objectives namely: examine the factors contributing to early pregnancy to girl students in the secondary schools in the Arusha city, determine the effect of early pregnancy on the girls on the academic performance, explore the strategies to reduce early pregnancy of the secondary school students in Arusha city.

5.2 The Factors Contributed to Early Pregnancy of Secondary School Students in Arusha City

The findings from questionnaire, interview, documentary and group focused discussion revealed that teachers and students from the public secondary schools in Arusha City had knowledge on the factors contributing to early pregnancy of girls in the secondary schools in Arusha City which were : customs and traditions which were found to lead to early marriage which in turn were leading to early pregnancy, drugs and alcohol taking, low socio-economic status, peer pressure and sexual. Abuse, media influence, family and peer support, raping and poor students' academic performance, lack of education, gender discrimination, inefficiency of international organisations, lack of frequent guidance and counselling, poor government policy and support, lack of self-decision, corporal punishment to learners, lack of self-discipline and control, death of parents, desire to have sex, lack

of parental follow-up, moral decay, foreign customs influence, risk to girls' living environments, family separation and longing for material things.

The findings from some of the participants showed that low socio-economic status was contributing to occurrences of early pregnancies to secondary school girls in the Arusha City. It was found that these children were coming from families that were poor and therefore did not have all the necessary resources to raise their children. It should also be noted that low socio-economic status is related to low levels of family connectedness. This means that children/youth growing up in these homes do not have strong role models or individuals to look up to or learn from. Within these low socio-economic status families, abuse is often prevalent and predisposes youth to unsafe and troubling conditions. These findings are connected to the previous studies such as Peter (2009) who conducted a study on factors associated with adolescent pregnancies among secondary schools students in Tanga municipality. He used cross sectional descriptive analytical study which targeted all girls in secondary schools at Tanga municipality. The results revealed that low socioeconomic status was found to be an important cause for adolescent pregnancies.

The findings as revealed by some participants showed that teachers and students were aware of the inefficiency of international organisations dealing with children were sometimes over exercising the right of children as they had no clear identification according to environments due to suggesting the use of advanced technology and its sources such as televisions, computers and cell phones which allowed children to watch and download porn videos and practise sexually what they had watched thus resulting in early pregnancies. This means that the international organisations that deal with children's rights can contribute to students'

pregnancy due to their permissible agenda. These findings relate to the previous studies as revealed by Kapileh (2019) who also conducted a study on the contributing factors to early pregnancy among girls in public secondary schools in the Arusha city. This study investigated the contributing factors to early pregnancy among girls in public secondary schools in the Arusha City. The objectives of the study were to assess the economic factors associated with early pregnancy among girls, factors contributing to early pregnancy among girls in public secondary school in Arusha City. The study employed cross sectional research design which was used to help in investigating these factors so as to curb the problem. Stratified random sampling, Simple random sampling and purposive sampling technique were employed. Primary data were collected from the respondents by using questionnaires and interview guide through the key informants. Both qualitative and quantitative methods of data analysis were used to analyse data and thereafter SPSS programme was used. The results revealed that family separation was the main factor contributing to high rate of early pregnancy among girls in secondary schools in the Arusha city.

Also, the findings from some respondents revealed that family poverty was making the families fail to meet the needs of their children thus making the girl children start finding the means to meet their needs. Also, due to poverty some families had rooms where the families were living where the rooms were just separated by curtains and when parents had their intimate issues their grown up children who happened to be students sometimes would hear or observe what their parents were doing. This finding suggests that parents should handle marital issues very carefully to avoid polluting the children who need to be safe. Also, parents should take up their responsibilities to give children the required basic needs to make them

learn effectively and avoid engaging in sex to have the required needs something that is likely to make get early pregnancy. These findings relate to previous studies such as by Kapileh (2019) who also conducted a study on the contributing factors to early pregnancy among girls in public secondary schools in Arusha city. The findings from the study revealed that teenage pregnancy significantly impacted school enrolment that a significant percentage of teenagers were getting pregnant before 15. It was also noted that lack of education to parents and teenagers increased the probability of teenage pregnancy. Also poverty and drug abuse increased the likelihood of teenage pregnancy while 61.2 percent of teenage mothers were likely to withdraw from school because of the financial obligations of being mothers.

Based on the respondents' responses, it was revealed that peer group pressures were a factor behind early pregnancies since peers were found to influence their friends to engage in sexual activities. . These findings relate to the previous studies as revealed by Nyakubega (2009) who conducted a study on the factors associated with adolescent pregnancies among secondary schools students in Tanga municipality. He used cross sectional descriptive analytical study which targeted all girls in secondary schools in Tanga municipality. The findings revealed that low socioeconomic status was found to be a factor behind adolescents' pregnancies.

Moreover, the findings revealed that customs and traditions were leading to early marriage thus early pregnancy. It should be noted that there are some societies that have their culture and therefore educate teenagers on their society behaviour where they enter marriages hence early pregnancy. This means that such a society contributes to early pregnancy due to their socio-cultural practices on sexuality and

early marriage. These findings relate to the previous studies as revealed by Amadi (2019) who did a study on teenage pregnancy and its influence on secondary school education in Nigeria. The report shows that about 16 million girls are married off every year (WHO, 2018) thus contributing to the number of teenage pregnancies across the globe. In Nigeria, 23% of the females aged between 15-19 years are bearing children. This can be attributed to societal practices encouraging girls to enter into sexual relationship at an early age.

The findings further revealed that corporal punishments were ineffective to learners and may even make behaviour problem to worsen over time. The respondents revealed that there were corporal punishments such as pinching, slapping, pulling, twisting, and hitting with an object and others like forcing a student to use hot sauce. Such corporal punishment can make a student run away from school or at home fearing to deliver these punishments and thus falling under the hands of trappers such as sugar –daddies’ bad companies where they adapt bad behaviour hence early pregnancy. This means that corporal punishment should be used psychologically to avoid students running away at school and to their homes fearing them.

The findings further revealed that lack of self-discipline and absence of student self-discipline was seen to be the cause of early pregnancy to secondary schools in Arusha city. Many of the participants noted that peer groups were limiting the individual discipline in having self-decision and determination. This means that a student’s personal discipline is very important to avoid early pregnancy. On this regard, Kapileh (2019) also conducted a study on the contributing factors to early pregnancy among girls in public secondary schools in the Arusha city. The results revealed that girls did not have the capacity to make decisions on the use of family

planning methods on their own, thus mainly contributing to high early pregnancy among girls in secondary schools in Arusha city.

The findings also revealed that teenage drinking can cause sudden pregnancy. It was noted that many teens were experimenting with drugs and alcohol. Something to bear in mind is that drinking lowers a teen's ability to control her impulses. This means that using alcohols leads to uncontrolled sexual desire. These findings are relevant to previous studies as it was revealed that alcohol and drugs contribute to 75 percent of pregnancies that occur between the ages 14 and 21. Approximately 91 percent of pregnant teens reported that although they were drinking at the time, they did not originally plan to have sex when they conceived (Abeyo, 2014). Drinking excessively as well as experimenting drugs may lead to unwanted and unintentional pregnancy. (UBC, 2016)

Moreover, the findings revealed that sexual abuse was an additional reason that was making secondary school girls in Arusha city become pregnant. Something to bear in mind is that sexual abuse has been associated with afterward teen pregnancies. Some children have unhappily been sexually abused by predators or even family even prior to entering puberty. These young kids often are unable to inform a trusted adult about the situation due to fear of being harmed by their predators. These situations, further affect the child as they enter adolescence and increase the chances of teen pregnancy. This means that the government and society in general should take measures against such sexual acts.

5.3 The Effects of Early Pregnancy to Girls' the Academic Performance

The findings collected from the interview, questionnaires, documentary review and focused group discussion revealed that school dropout, late completion at the school, school enrolment and drop out, were lowering the educational achievement of secondary school girls in Arusha city. Other effects of early pregnancies were mentioned to be: medical complications, stress and limited opportunities and poor attendance, spread of diseases such as HIV/AIDS, increase in the number of street children, early marriage, increase of orphans due to girls' death during labour process, increase of poverty, loss of man power due to death, increase of illiterates, psychological problems, family separation, increase of abortion, stigma hence failure of the pregnant to go back to school after delivery, increase of child labour hence increasing the burden to the government on the academic performance.

Regarding the increase in the number of street children, it was revealed that this was one of the effects of early pregnancy to secondary school students and that it could affect education of girl children.. The findings suggest that most of the girls are not responsible for taking care of the new born as a result, this increases the number of street children and sometimes the girls lose their life's during birth hence the born baby becomes an orphan. Since the new born misses parental care, he or she misses the chance to get education. Also, it increases the burden to the family and to the government and non-governmental institutions when it comes to taking care of the new born baby and the girls who drop out from school. These findings are in line with Amadi (2019) who found that teenage pregnancies had negative effective on secondary school education in Nigeria

Likewise, the findings revealed that lower education achievement, school enrolment and drop out were the effects of early pregnancy on the academic performance. This suggests that there is good number of girls who late complete school and universities and others completely miss the college and university education after contracting early pregnancy. These findings are in line with Khouzam (2005) who argues that teenagers who get pregnant at an early age cannot follow their higher education something which increases the rate of illiteracy in society.

The findings also suggested that early pregnancy leads to inferiority complex or stigma to learners in their studies as they have already got pregnant. This means that early pregnancy makes student feel shy to study with others as they have children already.

The findings also revealed that death was another impact of early pregnancy to students. This was happening because their bodies had not fully-grown. This was found to result in difficulties during the process of giving birth and might cause death to both the unborn child and the young mother. Also, it was found that some secondary school students were engaging themselves in secret abortions which was leading to death as a result. This means that secondary school students are too young to deliver babies and it is dangerous for their life if they become. Hence the death of a young mother affect girls as it makes them fail to proceed with their education, thus making them fail to achieve academically. These findings are in line with UNFPA (2017), which commented that some 3.9 million unsafe abortions occur every year among girly of 15 to 19 thus resulting in lasting health problems

The findings also revealed that due to early pregnancies, girls were delaying to complete studies on time. It was found that the education of the girl is also affected

as Tanzanian education policy states that pregnant girls must go on maternity leave and only return to school after giving birth. This delays girls to complete studies on time. The findings are in line with UNESCO (2018) which came with similar findings.

It should be noted that financial dependency increase in the family is another impact of early pregnancy to secondary school students when it comes to academic performance. The findings from the respondent revealed that, there is finance dependency to teen students as they are often forced to become dependent on their family for financial resources as well as support to needed to raise their children (for those who get pregnant while at school). In some cases, teens are shunned by their parents and do not even receive any support from their parents who have a negative attitude on their pregnancy. These findings are in line with those of Nwosu (2017).

The findings also revealed that illiteracy was among the effects of early pregnancy in the students' academic performance. It was argued that teenagers getting pregnant at an early age cannot follow their higher education thus increasing the rate of illiteracy in the society. These findings are in line with Khouzam, (2005) and Amadi (2019) that teenage pregnancy and its influence on secondary school education in Nigeria reveals that In Nigeria, 23% of the females aged between 15-19 years had already born children around that age. Thus, getting children and dropping out of school at that age, contributes to illiteracy.

Again, the findings revealed that early pregnancy was causing poor academic performance. This is because, when students get pregnant, they cannot have a clear mind to settle and learn at school so this makes students have poor academic

performance. These findings are in line with those of who Khouzam, 2(005) and Amadi (2019) who found that teenage in Nigeria, 23% of the females aged between 15-19 had had children at that age. This can be attributed to illiteracy, societal practices and poverty which encourage girls to enter into sexual relationship at an early age. This condemnable situation leads to a number of complications which include sexually transmitted diseases, school drop outs, pressure on the health sector, increased mortality to mention but a few. These were found impacts of school enrolment and drop out have significant implications on national development and therefore needs to be tackled urgently.

The findings further revealed that, sexuality transmitted diseases such as pelvic pain, pregnancy complications, infertility, and certain cancers, HIV/AIDS could occur due to early pregnancy. This means that when a teen is affected with diseases, this can lead to death of a student hence affecting academic performance in a way. These findings are in line with Amadi (2019) who did a study on secondary school education in Nigeria and found that sexually transmitted diseases were influenced by teenage pregnancy.

Decrease in the number of educated girls in various sectors such as private and public sector is among the effect of early pregnancy to secondary school students. The findings further revealed that, early pregnancy leads to school drop out of the students thus leading to no academic development or achievements since such girls cannot go on with education and if they return to school, they cannot learn effectively due to inferiority complex of bearing a baby. Thus, lack of clear education due to early pregnant girls leads to poor skilled labour in productive

sectors. This means that early pregnancy leads to underdevelopment of economic productive sectors, hence increasing of poverty. These findings are in line with the study by (Khouzam (2005) and Amadi (2019) who came out with similar findings.

5.4 Explore Strategies to Reduce Early Pregnancy to the Secondary School

Students in the Arusha City

The findings collected from the interview, questionnaires, documentary review and focused group discussion revealed that oral contraceptives male and female condoms, abstaining from sex, conducting of campaigns and formation of clubs, giving education on adolescents' reproductive health and limited to adolescent and youth friendly sexual reproductive services, making rules and laws ,parental care ,religious teachings, administering of punishment, frequent follow up from parents, provision of guidance and counselling, fighting to eliminate poverty, provision of medical advice ,parents giving basic needs to their children, stopping family conflicts which would lead to divorce ,formation of different organizations to fight against early pregnancy, keeping adolescent busy ,society to change their mind set and support youth to reach their goals; were strategies mentioned by the respondents to reduce early pregnancies among the secondary schools students in the Arusha city.

The findings suggest that parents should give basic needs to their children such as food, clothes, shoes and sanitary pads to keep them from temptations of sugar - daddies and street men who trap students with gifts hence making them get early pregnancies. Also, the respondents said that government to see how to subsidise girls who are from poor families to have all incentives such as food, clothes and shoes

which makes girls fall in the hands of traps. These findings are in line with Kapileh (2019) who also conducted a study on the contributing factors to early pregnancy among girls in public secondary schools in the Arusha city. This study aimed to investigate the contributing factors to early pregnancy among girls in public secondary schools in the Arusha City.

Also, the findings from the respondents depicted that the society should be educated to stop the poor culture which encourages early marriage which lead to early pregnancy and attract young girls to abscond school at young age.

In addition to that, the respondents suggested that the government should enact good laws and rules on socio-cultural factors that were found to encourage early marriages thus leading to early pregnancy to girls who were supposed to be in school. Also, the governments laws should be strong and effective against those who get pregnant while at school and those who impregnate students so that this becomes a lesson to others. This means that presence of effective laws, will reduce early pregnancies because no one should be above the laws (TAMWA2020, UNESCO 2020)

The respondents also suggested that the government should build more boarding schools and hostels for girls which will keep them at school all the time hence making them keep from risky behaviours and family problems and hence allowing them to have enough time to think about their education.

The respondents also suggested that the reproductive health education should be provided to girls frequently so that they become aware of the impact of early pregnancies thus avoiding them and hence concentrating on their education. Also, the respondents suggested that reproductive health education should be given early to

learners especially the primary school to make them have the knowledge early. Education is power. Therefore, when secondary school students have education or knowledge on reproduction, it makes them prevent early pregnancies therefore making them concentrate on lessons. These findings are in line with those of Nyakubega (2009) who conducted a study on the factors associated with the adolescent pregnancies among secondary school students in Tanga municipality. The study shows that parents and guardians are an important source of the reproductive health education to adolescents which is useful for prevention of early pregnancies.

The findings depicted that the society should change their mind set and support youth in secondary schools to make them reach their goals. It should be noted that when the society is aware of students 'ambitions' or dreams and needs, they could help the youth reach its dreams. That is, the parents and communities in general should listen to and help their children and not shy away from them. Again, the community should make contraceptive services easily accessible and affordable, school-based daycare facilities should be provided for soon to be/already teenage parents, Psychological help should be provided to students in secondary schools to help them deal with pressures of peers and societal stigmatisation.

The respondents recommended that educational stake holders should use seminars and campaigns to sensitise children with the aims of civilising them for continued meaningful social existence skills. Also, the society should be educated to stop early marriage to students as they encourage early pregnancies. Moreover, the respondents said that education should be provided to boys to make them avoid making girls pregnant. In addition, gender education in schools should be given frequently by

teachers. This means that children should be honestly talked to by all of us about the effects of early pregnancy and untimely sex.

Regarding sexual abstinence to teenagers, the respondents suggested teenagers need to have a comprehensive understanding of abstinence.

The respondents suggested that various contraceptive techniques should be taught in schools. It is important for students to be provided with enough information on what to do with various anti-pregnancy ways such as birth control, condoms for females and males to those who cannot abstain. This means that the use of contraceptive means will help teens to avoid early pregnancies and therefore continue with learning.

With regard to guidance and counselling respondents said that schools should strengthen guidance and counselling in schools. They also suggested that the government should review the law of marriage act of 1971 which allows the marriage of 15 old girls thus denying them of the chance to go on with their education .

Chapter Summary

This chapter has presented and discussed the findings, implications and relevance of the findings in relation to previous studies basing on the identified objectives.

CHAPTER SIX

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

6.1. Introduction

This chapter gives the summary, conclusions, implications and recommendations of the study on the assessment of the factors contributing to early pregnancy to public secondary schools students in the Arusha City. It also gives ways forward to address the effects of early pregnancy to girls in Arusha secondary schools.

6.2 Summary of the study

This study aimed to investigate on the factors contributing to early pregnancies to girls in secondary schools in Arusha city. Particularly, the study attempted to achieve three specific objectives which were to examine the factors contributing to early pregnancy to girl students in secondary schools in the Arusha city, determine the effect of early pregnancy to girls on the academic performance, to explore strategies for reduction of early pregnancies among the secondary school students in the Arusha city. The study was guided by the following questions in the collection of data. These were such as: what are the factors contributing to early pregnancy to students in secondary schools in Arusha City? What are the effects of early pregnancy on the academic performance? What are the strategies to reduce early pregnancy in secondary schools? This study was guided by the Theory of Change. Moreover, the study reviewed by empirical studies based on the specific objectives scheduled over to identify the information gap.

The study employed the multiple case study design where the five public secondary schools were selected as the case study. Besides a qualitative approach was used in this study. Purposive sampling procedures were used to sample the respondents. This study included 100 respondents from five public secondary schools that is, five (5) heads of school, thirty (30) teachers and sixty-five (65) students. Data were gathered through semi structured interview, questionnaires, documentary review and focused group discussions.

The qualitative data were analysed by using thematic data analysis technique and involved organising, accounting for and explaining the data, making sense of data in terms of the participants' definition of situation, noting patterns, themes, and categories regularities. Lastly, ethical considerations were observed in this study.

6.3. Summary of the Major the Findings

The summary of the findings is based on the objectives as follows:

6.3.1 Factors Contributing to Early Pregnancy of Students in Public Secondary Schools in the Arusha City

This objective was intended to assess the factors that contribute to early pregnancy to girls in public secondary schools in the Arusha city.

The data were collected and it was revealed that early pregnancies were being caused by customs and traditions which led to early marriage which in turn led to early pregnancy, drugs and alcohol taking, low socio-economic status, peer pressure and sexual abuse, media influence, family and peer support, raping and poor students' academic performance.

The study revealed that most of girls' pregnancies were also enhanced by lack of parental care and influence by development of technology where by most of the youth were found to spend a lot of time learning things that were not appropriate to their ages.

6.3.2. The Effects of Early Pregnancy to Secondary School Students on the Academic Performance

This objective was intended to examine the extent to which early pregnancies were affecting the secondary school students the academic performance.

Accumulative evident from the field shows that early pregnancy led to the following effects:

Drop out from school, late completion at the university, death, economic dependence, lower educating achievement, medical complication, stress and limited opportunities and poor attendance at school.

As the findings show it evident that most of the girls are not yet to be responsible for taking care of the new born as a result increase the number of street children and sometimes, the girls lose their life during birth hence the born baby become an orphan since they were born.

Apart from that there is increase in the burden of the number of dependants on the family and to the government and non-governmental institution to take care of the new born babies and the girls who abscond from school.

6.3.3 Measures that Can be Taken to Minimise the Rate of Early Pregnancies to Girls in the Arusha City Secondary Schools

This objective intended to assess the important measures to be taken to solve the problem of early pregnancy to girls in secondary schools.

The study revealed that the following measures were of paramountcy such as Oral contraceptives, male and female condoms, abstaining from sex, formation of campaigns, clubs, to give education on the adolescents' health reproductive education, and was limited to the adolescent and youth friendly sexual reproductive services.

Also the findings showed that it is important to make rules and laws, parental care religious teachings, administering of punishment, frequent follow up, provision of guidance and counselling, to eliminate poverty, provision of medical advice, parents should give basic needs to their children, stopping of family conflicts which have generally been leading to divorce, formation of different organizations to fight against early pregnancy, keeping adolescent busy, society to change their mind set and support youth in order to make them reach their goals.

6.4. Conclusion

Early pregnancy is a silent chief academic problem concern in Tanzania, Africa and elsewhere in the world. The increase in the number of pregnancies is causing a large concern and is becoming a serious issue. Early mothers' socio –economic spread, education and job opportunities are limited and due to pregnancies. The study found that early marriages were leading to early pregnancy, drugs and alcohol taking, low socio-economic status, peer pressure and sexual abuse, media influence, family and

peer support, raping and poor students' academic performance. These were the main factors contributing to early pregnancy to secondary school girls in the Arusha City.

Despite the recommendations and limitations, objectives for further research, the findings give new insight into the situation of early pregnancy students in secondary schools in Arusha as they have individual, family, community and country underdevelopment due to lack of required education something which was found to limit employment opportunities.

Therefore, there is need of addressing these problems in order to limit the crisis and also it is important that every part of society that is individuals students, parents, teachers, churches, and government to work diligently to implement the recommendations the preventive actions that have to be taken in order to control early pregnancies to secondary school students.

6.5 Implication of the Study

The findings of the study have various implications to educational stake holders. Although the study was strictly limited to five public schools in Arusha city council, the findings give the clear image that teachers and students had understanding on the factors contributing to early pregnancies to secondary school students and that teachers were giving support in fighting against early pregnancies to secondary school students although they were not having parents and community support and thus, they needed government support to address the situation.

6.6 Recommendations for Future Research

Based on the factors that contribute to early pregnancy of girls to secondary school in Arusha City there is a need for the society to change their attitude of hiding those who make girls pregnant, and also the government should build special schools for the girls to join for repeating schooling after giving birth. This is because, based on the findings of this study, most of the girls were not ready to continue with studies at the same school because they feel embarrassed and due to different names given to them.

Also, the government should initiate the programme of giving food to support girls especially when they are at school. This could be done through different private agents and government assistance to keep girls out of food temptations which some people use as a way to have sexual relationships with these girls after they have given them money to buy food something which leads to early pregnancy.

Moreover, the society should have good ways to solve family problems some of which lead to family separation hence poor upbringing of girl students who as a result are made vulnerable to getting early pregnancies

Schools should establish guidance and counselling sessions and collaborate with parents, communities and interested parties in imparting moral principles to students through trainings.

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APPENDICES

Research questions

- I. What are the factors contributing to early pregnancy to girl students in secondary school in Arusha City?
2. What are the effects of early pregnancy on the academic performance?
3. What are strategies to reduce early pregnancies among the secondary school students in Arusha city?

Questionnaires to teachers and students

Dear respondent, the purpose of these questionnaires is to collect data for the research purpose on the Assessing the factors contributing to Early Pregnancy to public Secondary School Girl Students in Arusha City. You have been identified as one of the keys respondents in this study. The information that you will provide will be treated with high degree of confidentiality and it will be used for the purposes of this particular study only. Therefore, you are kindly requested to give information freely, to the best of your ability and knowledge by filling in the space provided or placing a tick (✓) in the option that best describes your views. Further, you are requested to submit the questionnaire to the researcher within the shortest time possible.

Thank you in advance for your cooperation.

Kiwelu Suzan Estomihi.

SECTION A :{ I} Demographic Information for students

Gender: Female [] Male []

Age: 12-14 years or below [] 15-16 years [] 17-18 years []

19 and above []

SECTION A. {II} Demographic Information for teachers

Gender: Female [] Male []

Age: 25-30 years or below [] 31-40 years [] 41-50 years []

51 and above []

Education Qualifications

Diploma [] Bachelor degree [] Master [] Others

specify

SECTION B:

1. What are the factors contributing to early pregnancy to girls in secondary schools in Arusha City?

Kindly put a TICK (✓) to indicate your level of agreement where 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Strongly Disagree and 1=Disagree

Factors contributing to early pregnancy	5	4	3	2	1
Customs and traditions lead to early marriage which lead to early pregnancy					
Drugs and alcohol					
Low socio-economic status					
Peer pressure and sexual abuse					
Media influence					

Family and peer support					
Raping					
Poor academic performance of some students.					

Specify other factors contributing to early pregnancy to girls in secondary schools

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SECTION C:

What are the effects of early pregnancy to students in secondary schools on the academic performance?

Kindly put a TICK (√) to indicate your level of agreement where 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Strongly Disagree and 1=Disagree.

Effects	5	4	3	2	1
Drop out of school					
Death of the early pregnant student					
Completing universities studies very late					
Economic dependency					
Lower educational achievements					
Medical complications					
Low labour force participation					
A life of economic stress and limited opportunities					
Poor attendance at school to prior early pregnancy					

Specify other effects of early pregnancy on the academic performance.

.....

.....

.....

SECTION D: What are the strategies to reduce early pregnancies among the secondary schools students in Arusha city?

Kindly put a TICK (√) to indicate your level of agreement where 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Strongly Disagree and 1=Disagree.

Preventive measures	5	4	3	2	1
Oral contraceptives					
Male and female condoms					
Abstaining from sex					
Conducting of campaigns, clubs to provide education to girls					
Adolescent Health Reproductive Education should be provided					
Sensitising parents, teachers and community members on harmful effects of early pregnancy to girls					
Limited access to adolescent and youth –friendly sexual reproductive services.					
To teach skills to make informed and responsible decisions as well					
To explore different values and attitudes					
To help learners to see sexuality as a natural and positive part of life					

Appendix II: Interview Guide for heads of schools and teachers

- i) What are the factors contributing to early pregnancies to girls in secondary schools?
- ii) What are the effects of early pregnancies to girl students in secondary schools on the academic performance?
- iii) What are the strategies to reduce early pregnancies among the secondary school girl students in Arusha city?

APPENDIX III

Focus Group Discussion questions for teachers

- i) What are factors contributing to early pregnancies of girls in secondary schools?
- ii) What are the effects of early pregnancies to students in secondary schools on the academic performance?
- iii) What are the strategies to reduce early pregnancies among the secondary schools students in Arusha city?

Thank You for Your Cooperation

CLEARANCE LETTER

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
THE OPEN UNIVERSITY OF TANZANIA



Ref. No OUT/ PG201901395 28th November, 2022

Regional Administrative Secretary,
Arusha Region,
P.O Box 3050,
ARUSHA.

Dear Regional Administrative Secretary,

RE: RESEARCH CLEARANCE FOR MS SUZAN ESTOMIHI KIWELU, REG NO: PG201901395

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.

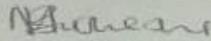
3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. Suzan Estomihi Kiwelu, Reg. No: PG201901395) pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS)**. We here by grant this clearance to conduct a research

itled "Assessing the Factors Contributing to Early Pregnancy in Secondary Schools in Arusha City". She will collect her data at Arusha City Secondary Schools in Arusha Region from 29th November to 29th December 2022.

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**

RESEARCH PERMIT LETTER

UNITED REPUBLIC OF TANZANIA

**PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

Telegrams: "REGCOM"
 Telephone: 2545608/2544950/2544802
 Fax No. 2545239/254486
 E-Mail: ras@arusha.go.tz
 E-Mail: ras.arusha@tamisemi.go.tz
 Website: www.arusha.go.tz
 In reply please quote:



REGIONAL COMMISSIONER'S OFFICE,
 P.O. Box 3050,
 ARUSHA.

Ref. No. FA.132/195/01'R'/179

23rd November, 2022

District Administrative Secretary,
 P. O. Box 1,
ARUSHA.

RE: RESEARCH PERMIT

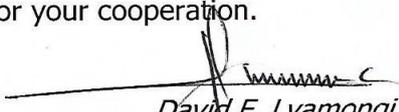
Reference is hereby made to the letter dated 27th October, 2022 with Ref. No. OUT/PG20191395 from "**The Open University of Tanzania**" concerning the above underlined subject.

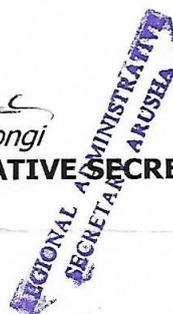
I hereby take this opportunity to introduce to you **Ms. Suzan Estomihi Kiwelu** from "**The Open University of Tanzania**" At the moment she is conducting a research study concerning the: "**Assessing the Factor Contributing to Early Pregnancy in Secondary Schools in Arusha City**".

Permission is granted to conduct her research at **Arusha City Council** from **29th November, 2022** to **29th December, 2022**.

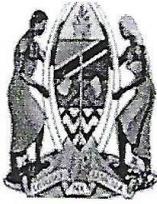
Due to this, you are requested to render administrative assistance to enable her to accomplish the intended objective of her research.

Thank you for your cooperation.


 David F. Lyamongi
 For: **REGIONAL ADMINISTRATIVE SECRETARY
ARUSHA.**



Copy to:
Ms. Suzan Estomihi Kiwelu,
RESEARCHER



UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENTS
ARUSHA CITY COUNCIL



All correspondences addressed to:
Phone: +255 27 2548072/2503494
(Director)
+255 27 2544330 (General)
Fax: +255 27 2545768

City Director,
P.o Box 3013,
20 Boma Street,
ARUSHA, TANZANIA
e-mail: cd@arushacc.go.tz
Website: www.arushacc.go.tz

On reply please quote

Ref. No. DB.381/404/01

Tarehe... 06.11.2022

To Head of the Schools

ELERAI SS, NGARENARO SS,
LEMARA SS, SOMBEINI S.S,
HA SUNE S.S

Accepted to collect data
07/11/2022
Kny. MKUU WA SHULE
SHULE YA SEKONDARI
S. L. P. 16-11-ARUSHA

RE: LETTER FOR INTRODUCTION.

Refer to the heading above.

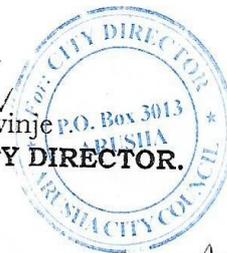
2. I would like to introduce MS. SUZAN ESTOMIH KINELU
Student from THE OPEN UNIVERSITY OF TANZANIA,
who is doing research titled:
"ASSESSING THE FACTORS CONTRIBUTING TO EARLY
PREGNANCY IN SECONDARY SCHOOLS IN ARUSHA CITY"

3. Please may you assist him/her to collect the data in the respective area

Thanks in advance for your cooperation

F. Makwinje

For ARUSHA CITY DIRECTOR.



Kny. MKUU WA SHULE
ELERAI SEKONDARI
08/12/2022

Copy : Arusha City Director.

HEAD OF SCHOOL
SHULE YA SEKONDARI
ARUSHA

THE HEADMASTER
NGARENARO SECONDARY SCHOOL
P.O. Box 16102 ARUSHA

08/12/2022

K: D. Y. MKUU WA SHULE
SHULE YA SEKONDARI
ARUSHA

08/12/2022