

**THE ROLE OF HIGH SCHOOL EDUCATION IN CURBING
TEENAGE PREGNANCY IN KIAMBAA SUB-COUNTY, KIAMBU
COUNTY, KENYA**

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DECLARATION

I declare that this project is my own original work and it has not been presented in this or any other institution for the award of a masters degree, degree or diploma.

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This research project has been presented for examination with my approval as the university supervisor.

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DEDICATION

This work is dedicated to my parents whose moral and financial support so me finish this project. Their contribution towards my success is invaluable and for this will be eternally grateful.

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ABSTRACT

Teenage pregnancy is a substantial factor affecting leaning in our country. In our last year's national examination, a high number of girls sat for their exams in hospitals either having delivered or just before delivering. More than 1000 pregnant girls sat for their exams in Kilifi county alone. Overall, an estimated 200 girls gave birth in the course of 2018 Kenya Certificate of Primary education(KCPE) and Kenya certificate of secondary education(KCSE) exams. It was also recorded that at least 449 girls missed to do their exams due to pregnancy related complications. Teenage pregnancy has also been reported in other counties such as Kwale, Kitui, Malindi, Taita Taveta among others. Teenage pregnancy can thus be deduced as a national problem affecting all counties in Kenya. The researcher endeavored upon exploring the various ways through which high school education can help curb teenage pregnancies in kiambaa sub county. Data was collected through questionnaires from 175 students, 16 teachers and 5 education officers found in the sub county, after which the data was analyzed through SPSS version 21.0. The analysis of the data enabled the researcher to establish a link between the study variables and the research problem. Young people were seen to be more likely to avoid teenage pregnancy when they believe in a positive future for themselves. Harmonious adult-youth interaction, acquisition of knowledge and skills on sexual matters by students and school community cooperation programs were seen as factors which lowers students' tendency to engage in early sexual practices. The school was thus seen as one with potential of curbing teenage pregnancy by fostering education success among students, encouraging a harmonious adult-youth interaction, encouraging acquisition of knowledge and skills on sexual matters by the students and taking advantage of school-community cooperation programs in guiding students on sexual matters.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

With reference to the American pregnancy association, teenage pregnancy is a pregnancy that occurs to a woman under the age of 20. In our country Kenya, one is regarded as mature when he/she attains the age of 18. Teenage pregnancy can thus be looked at from the age of 12 to 18. Teenage pregnancy in Kenya has been on the rise. Statistics from the united nations population fund(UNEPF) indicate that between June 2016 and July 2017,378,397 adolescents in Kenya aged 10-19 got pregnant. Numerous studies have documented the fact that a high number of teens are already sexually active leading to an increased teenage pregnancy.

In our last year's national examination, a high number of girls sat for their exams in hospitals either having delivered or just before delivering. More than 1000 pregnant girls sat for their exams in Kilifi county alone. Overall, an estimated 200 girls gave birth in the course of 2018 Kenya Certificate of Primary education(KCPE) and Kenya certificate of secondary education(KCSE) exams. Teenage pregnancy has also been reported in other counties such as Kwale, Kitui, Malindi, Taita Taveta among others. It is therefore correct to deduce that teenage pregnancy in Kenya is a national problem.

Other candidates that were expectant were not lucky enough to sit for their examinations. This is so because they were too weak or sick to write their examinations owing to the

complications that accompanies teenage pregnancy. At least 449 girls have missed to do their exams due to pregnancy related complications. The number is feared higher as many other cases could be going unreported. (Robert, M.2018).

As noted earlier, teenage pregnancy is a national problem affecting all counties in Kenya. A research conducted by Kenya Demographic and health survey (KDHS) indicated that teenage pregnancy prevalence rate in Kiambu county is 14%. This is a high percentage rate necessitating research. Kiambaa sub-county is located in Kiambu county. The researcher intended to explore the various ways through which high schools can help curb teenage pregnancy in Kiambaa sub-county, Kiambu county, Kenya.

1.2. Problem Statement

Teenage pregnancy is a substantial factor affecting leaning in our country. This is evidenced by the high number of pregnant candidates witnessed in our last year's national examinations. It was also recorded that at least 449 girls missed to do their exams due to pregnancy related complications. The number is feared to have been higher as many other cases could have gone unreported. So serious is teenage pregnancy that the education sector has since directed for investigation into teenage pregnancies with an effort to find out factors which brings out teenage pregnancy and how these factors can be addressed.

1.3. Purpose of Research

The purpose of this study was to explore various ways through which high school education can aid in curbing teenage pregnancy in Kiambaa sub-county, Kiambu county, Kenya.

1.4. General Objective

To explore on the role of high school education in curbing teenage pregnancy in Kiambaa sub-county, Kiambu county, Kenya.

1.4.1. Specific Objectives

1. To explore on the effectiveness of adolescent educational success in curbing teenage pregnancy.
2. To investigate the effectiveness of adult-youth interaction in curbing teenage pregnancy
3. To find out the role of adolescent's acquisition of knowledge and skills in curbing teenage pregnancies.
4. To establish the role of school-community cooperation programs in curbing teenage pregnancies.

1.5. Hypotheses

1. Educational success among adolescents decrease their inclination to engage in early sexual activity
2. Healthy and harmonious adult-youth interaction decrease teenagers' inclination to engage in early sexual activity
3. Acquisition of knowledge and skills on sexual matters by adolescents decrease their inclination to engage in early sexual activity
4. School-community programs decrease teenagers' inclination to engage in early sexual activities.

1.6. Assumptions of the Study

The researcher assumed that:

1. Teachers and students would freely and comfortably engage in the topic of study.
2. Chosen data sample would provide a clear picture of all the schools in the sub county.

1.7. Limitations of the Study

The available time of research (two months at most) was a constraint that the researcher had to deal with.

1.8. Organization of Study

This study is divided into six chapters. Chapter one, two and three dwells upon introduction, literature review and methodology respectively while chapter four, five and six dwells upon Data analysis, Discussions with concussions and Recommendations and References in that order.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter dwells upon previous literatures on a myriad of ways through which high school education can curb teenage pregnancies. A summary of the chapter is also provided towards the end.

2.2. Education success and teenage pregnancy

Educational success is the extent to which a student, teacher or institution attains their short term or long term educational goals. (Magnuson and Katherine,2007). From this definition, it can thus be deduced that completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement. Education success should also be viewed from a holistic perspective.

This means that all those activities performed by students within a school set up should be looked at when deducing education success. Such activities can be collectively termed as extra-curriculum activities. Jeremiah (2009) agrees with this presented point that education success should not just be looked at from the point of academic qualifications. This is further supported by the core value and mission of education which is to produce individuals with spiritual, intellectual, physical and emotional growth.

Teenage pregnancy should be looked at in the light of educational success. This is so because a strong connection to school and higher achievement is associated with delayed sexual intercourse. (Resnick et al.,1997).

Students possess a buildup of energy that must be provided with outlets such as engaging in extra curriculum activities. (Napoleon Hill,1970). Therefore, dismal performance is a breeding ground of teen pregnancy.

According to Allen (1990), young people are more likely to avoid teen pregnancy when they believe in a positive future for themselves. This is particularly important because educational success can go long way away in instilling positive thoughts about the future. There are a number of strategies through which schools can foster educational success among youths. (Kirby, D.1997).

These programs are particularly important to high risk or vulnerable students. These are students that dwell on the edges, display poor performance in schools, who do not have supportive families and abide in unsupportive societies. (Kellmayer,1998).

The above literature implies that these very vulnerable students should be taught that abstinence will have eventual benefits and not starting a family at a young age will improve their chances of success in life. According to Kirby (1997), students especially they that are vulnerable should not be left back in school. This means that efforts should be made to ensure that they (high risk) students makes it for promotion to subsequent grades or classes.

Such students should thus be provided with adequate attention and aid to enable them succeed in school. Remedial sessions should be made available to students especially to the high risk students who are prone to risky behaviors while away from school.

Remedial sessions will thus adequately provide for academic excellence and innovativeness among students. (Calfree et al.,1998). According to Kirby (1997), societal programs is an alternative way of providing for myriad life options available to learners.

The myriad ways incorporate linking learners to programs such as working in kindergarten, homes for the aged among other places. When they offer assistance to individuals under the guidance of the programs personnel and take their exposure to classes, they become exposed to the environment of service that enables them to be groomed for vocations.

This proposed strategy by Kirby of guarding students seems very workable since the students will not be idle during the hours after school and will instead be doing something worthwhile with themselves and this will go long way away in instilling such ideas and concepts that will promote their educational success.

In the United States of America, there are a number of programs which have been implemented with an aim of fostering education success and curbing teenage pregnancies. The adolescent outsource session(AOS), initially organized by the group of young members, incorporates guidance sessions with work activities for learners. The discussions are confined within a kind of learning that promotes living a purpose driven life. Recent research has displayed that active learners in the sessions present dismal tendencies of truancy and sexual activities among the youths. (group of young members global,1995).

Kirby (1997) sheds light onto another societal organized session in New York city The sessions are organized within the school and occurs during morning hours every week.

The program addresses maintaining cleanliness in the society as well as instilling working skills among learners.

Countee counter community center incorporates counselling and guidance sessions on relationships and drug abuse. Research into the program has displayed that it has a tendency of promoting quality of life among learners. (Kirby,1997).

High risk students can also be encouraged to be involved in counselling and guidance sessions. (Stern,1998). This activity mutually benefit members and tutored student do better in school.

Good performing students can also be wonderfully compensated in an effort to foster extrinsic motivation to them. (Stern,1998).

The examined literature thus seems to convey the point that involving youth, especially vulnerable ones on educational and vocational opportunities decreases their tendency to engage in early sexual activities.

2.3. Harmonious Healthy Adult-Youth Interaction and Teenage Pregnancy

Children and adolescents requires at least one present mature individual in their lives. (Stern, M.1998). Everyday experience supports the presented position by Stern. For most of them, this will be their fathers or mothers. According to Miller, B. (1992), fathers and mothers display great difficulties in talking to their young ones' issues to do with sex and life occurrences. School workers such, that include trainers, career advisers, doctors among others can contribute immensely in talking with learners and leading them to make wise choices pertaining to their future. (Resnick et al.,1997).

According to Dryfoos, J. (1997), guardians, fathers and mothers are very important figures for the young. However, they: guardians, fathers and mothers do not possess needed expertise in relating to their young ones through this phase. (Miller, B.1992). There are a number of ways through which parents can acquire knowledge and skills which would enable them to properly guide and counsel students eventually leading to a decline in teen pregnancies. (Brown et al.,1997). Such ways are as discussed below.

Parents can work towards ensuring that they are approachable. They should ensure that that their children can comfortably talk to them, express their feelings, ask and share different opinions which they may have. Parents should establish rules, agreed upon code of behavior, especially including dialogue discussions and honest conversations. They; the parents, should seek towards explaining the expected behaviors that they desire to see developed in their children. It is important to engage the adolescents during setting of rules to be adhered with as this will lead them to see that they are appreciated and viewed upon as responsible.

Brown et al., (1997) continues to argue that parents should seek towards relating well with their children and they also should ensure that they are approachable, dependable and trustworthy. It is within parents' responsibilities in helping teenagers in planning for a future as this will greatly reduce their chances of engaging in early sexual activities.

In the United States of America, society school base sessions that dwells upon guidance and counselling in most cases welcomes counsellors to offer guidance and counselling to learners. Parents are also outsourced as well in guiding learners. (Kirby,1997).

According to Resnick et al., (1997), student assistance workers can also be used in minimizing truancy and drug abuse. Societies and schools have created several sites where personnel are sent. They dwell particular with vulnerable students to offer them personal kind of attention. (Stern, m.1998).

The discussed programs are showing that it is possible for schools to foster harmonious interaction of adults and adolescents. KellyMayer, J. (1998) discusses the quantum opportunities program. It is an in depth program initially created to cater for several community sites.

Vulnerable students of about twelve years are enrolled into the session for a period of time with an aim of promoting positive behavior change and instilling a spirit of community as well as country patriotism. Those involved are compensated and their earned fee banked until they complete the program. This fee helps them to meet financial requirements for college studies.

This session has displayed positive impacts in minimizing truancy, early sexual activities and drug abuse among adolescents. Several cities in the United States of America have started the programs and our country Kenya can borrow from the same.

Several learner sessions in schools that incorporates community personnel's in offering guidance to learners. (Stern, M.1988). Such programs although implemented in the western countries, should be looked at with an aim of borrowing that which is good and can be implemented in our country. This is particularly important because majority of western countries have reduced rates of teenage pregnancy compared to our country. (Fothergill, K.1998).

Adolescents decision is an abstinence organized commitment session organized by in wood house; a community organized learning center in New York City. Trained personnel's offer personalized counselling and lead dialogues among students. They often adjourn for meetings once in a semester where they dwell upon issues to do with abstinence, birth control, assertiveness among others. Specific workers are sent to specific schools and this ensures congeniality. (Stern, M.1988).

According to Dryfoos et al., (1994), there are a myriad of ways in which schools can provide for this need. Schools can be organized around 'family' groups with the trainer guiding and leading the conversations and dialogues. Every student especially the high risk students can thus be linked to a trained personnel.

Several learning centers in western countries boosted their relations with parents and guardians by providing personalized counselling on a myriad This has been seen to promote openness and good relations between parents and children. (Brown et al.,1997).

2.4. Adolescents' Knowledge and Skills On Sexual Matters and Teenage Pregnancy

Adolescents and children require understanding and wisdom in order to make sensible choices about sex. (Kirby, D.1997). In saying this, Kirby makes an acceptable point since knowledge is power and it acts as a determining factor in making wise choices learning centers are exact places where learners can acquire understanding, knowledge and skills cementing that which they already have acquired at home and churches. (Dryfoos et al.,1996).

An important question to ask oneself is what are the various ways in which schools can provide relevant knowledge to adolescents relating sexual matters. This question is answered extensively in the works of Resnick.

According to Resnick et al.,1997, there exist two forms of programs through which adolescents can be educated on sexual matters. These are abstinence only programs and comprehensive sex educational programs.

The word abstinence is synonymous to the word refrain. (Kirby, D,1997). This means that this educational program focuses and emphasizes on abstinence as the only effective way of avoiding pregnancy and sexually transmitted infections. The word comprehensive is synonymous to such words as broad, detailed, inclusive among others. (Kirby, d,1997). Comprehensive sex education is also called abstinence-plus because the program also includes discussions on contraceptives. (Kirby, D.1997).

A majority of counselling sessions seeks to instill knowledge in students in order that they can make wise choices especially when faced with a situation that calls for decisions to be made. According to Kirby, D.1997, not only information and understanding is needed to bring about a change in an individual's conduct. That is why the researcher looks at adolescents' knowledge on sexuality vis-a-vis their acquired skills in making right decisions.

Alternative ways can be looked at through which adolescents can be tutored to make informed decisions relating on sexual matters. Learning center programs have incorporated modern day toys that are designed to mimic a young child. They are frequently and are in some ways, as demanding as a young baby. This is seen to acquaint students with the demands of an infant care. (Stern, M,1998). Research has not been done on the impact of the strategy. Trainers and learners indicate that incorporation of the toys into learning can help in appealing to students in delaying early parenthood.

Several implemented learning center guidance sessions have been found researched upon and found to have positively impacted on behavior change, indicators being inclinations to abstain as well as engage in promiscuous behaviors. Other researched strategies were found to have impacted behavior change but in effective as far as encouraging abstinence was concerned. However, newly designed and implemented strategies have been found effective in fostering abstinence among adolescents. (Kirby,1997).

A diverse number of programs have been put in place in an effort to instill knowledge and skills to students. According to Barth et al.,1992, reducing the risk is one such program. It incorporates an extensive learning program that seeks to revolutionize learning centers, fostering abstinence among learners, encouraging good relations among guardians and learners among others. Exceptional components such as role playing are featured.

Evaluations have been made into this program and have showed that it has been effective in lowering the students' inclination to engage in sexual activities although the program is deemed ineffective to those who are already sexually active.

Sexually transmitted diseases control and prevention strategy for learners incorporates an in depth program for those of eleven to fifteen years.it dwells upon discussing HIV myths, instilling skills and knowledge that relate to sexuality awareness, presenting ways of dealing with those infected and affected and appraising abstinence. Research conducted into the program have found it relevant. (Kirby,1997). A variety of programs can thus be resorted to through which adolescents can be provided with relevant knowledge on sexual matters leading to a decreased tendency to engage in early sexual activities.

2.5. School-Community Cooperation Programs and Teenage Pregnancy

Resnick et al.,1997, views school as society machines for promotion of knowledge, skills and behaviors among learners. This eventually help the community in issues to do with governance, promotion of health and reduction of crime rates. As such, it is seen that for effective guidance of youths on sexual matters, schools should cooperate and work together with their respective communities in achieving this end.

It is an impossible thing for schools to cooperate with the community in offering guidance to adolescents when there is no harmony. Eshiwani, G.S. (1990) agrees with this by stating that schools should co-exist harmoniously with communities as this will make it possible for school community programs to be conceived and implemented. Such programs will have an effect of providing for platforms where teenagers can be guided on issues to do with sexuality.

One of the states in United states of America has encouraged incorporation of community based guidance and counselling programs within the school. Some Florida states learning centers have given out resources in addressing issues that affect learners at home. (Fothergill, K.1998).

In South Carolina, the integrated society school strategies for reduction and minimizing of teen pregnancy is an in depth program. The program has nine components as discussed by Calfee,C.et al., (1998). The components include: teacher training, comprehensive learning on sex for twelve-year-old, availability of doctors to offer guidance on disease prevention and control as well as linking with churches in offering individualized counselling and guidance to learners. (Dryfoos, J.1998).

The idea behind this strategy is that changing and revolutionizing learning centers as well as curriculums is directly proportional in curbing teen pregnancy. According to Kirby. (1997), initial evaluation into the program indicated that it was effective in lowering rates of pregnancy but the rates resumed to initial levels once the strategy was halted. Several other cities and states have implemented the program.

Fothergill. (1998) discusses the program that has been implemented in Hartford city, United States of America. A strategy that has linked the city with public schools has sought to eliminate teen pregnancy. To do this, the strategy incorporates promotion of abstinence among learners, conducting open dialogues on matters to do with sex as well as provision of opportunities for learners to interact with guidance and counselling personnel's.

A comprehensive form of education is provided to learners, one that addresses issues to do with sexuality where learners are taken through the advantages of delaying sexual activities as well as the dangers that face those youths who engage in promiscuous activities.

According to Dryfoos 1998, appreciation is growing among learning centers and society programs that school community programs can aid learners in making wise choices relating to their future. An example of such strategy is abstinence only program that aims at lowering sexual activities among adolescents. This program has found extensive application in South Carolina, united states of America. (Mullen, M.1998).

The strategy incorporates equipping knowledge and skills on sexuality to learners, use of disciplined learners as peer leaders as well as linking with churches in offering individualized instructions to learners.

The idea behind this theory is that the greater the number of changes in the schools and community, the greater the likelihood of reducing teen pregnancy. The program has been found effective in those areas where it has been applied.

According to Berth et al.,1993, there are a variety of ways in which school community partnerships can be fostered. Town meetings can be set up where group of students can meet to discuss dating, violence as well as adult youth relationships. This in depth program further reinforces knowledge and skills learnt in schools. Guardians, fathers and mothers can also be incorporated within the program where they participate together with learners in give activities within the program.

Objectives of these society school partnerships strategies is to encourage meeting of educational goals by students, encourage good responsible behaviors among learners as well as alleviate those problems which could be facing learners.

2.6. Summary of Literature Review

A variety of literature has been examined sieving out a variety of ways through which teenage pregnancy can be reduced and eventually eliminated. On education success, examined literature has shown that academic commitments and teen pregnancy are inversely proportional. On Harmonious healthy adult-youth interaction, children as well as adolescents require an available, dependable and trustworthy guardian. It also has been presented that understanding, sills and wisdom are needed by learners in making responsible decisions relating to their future. Under school-community cooperation

program, it has been presented revolutionizing learning centers is inversely proportional to teen pregnancy. These various ways have been discussed in depth and the point thus deduced is that schools and communities should be actively deployed in the execution of these programs which will lead youths to make informed decisions on issues to do with sexuality.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section dwells upon evaluation strategies followed, data sources and data manipulations that enabled the researcher in making inferences. It also contains an operationalization table, and aims and purposes the researcher concerned himself plus ethical considerations observed.

3.2 Research Design

The research design that was adopted in the research in assessing the ways through which high school education can help curb teenage pregnancy in Kiambaa sub-county was descriptive survey. Descriptive survey research design assisted the researcher to gather both qualitative and quantitative data on how study variables such as; educational success, adult-youth harmonious interaction, adolescents' knowledge and skills on sexual matters and school-community interactions can help curb teenage pregnancy in the Sub County. Through this design the study established the link between study variables and study problem. This is because survey research design enabled the researcher to ask the respondents about their perceptions, attitudes, behaviors and values in regard to the research topic. And it was also an effective vehicle to collect data from samples representing large populations.

3.3 Target Population

According to the District education office (D.E.O), Kiambaa Sub County has 40 public secondary schools. There are 300 teachers and 10,000 secondary school students attending the public secondary schools in Kiambaa Sub County. The Sub County has only 10 Education officers.

This study concentrated on Form 3 and Form 4 students only because they have stayed in their respective schools longest and therefore are expected to have a wealth of information from their experiences. In Kiambaa Sub County there are 5,500 Form 3 and Form 4 students in public secondary schools.

Table 3. 1:Target Population

Respondents	Target population
Students	5,500
Teachers	300
Education officers	10
Total	5,810

Source: Kiambaa sub county District Education Office (D.E.O), October 2019

3.4 Sample Size and Sampling Procedure

Mugenda and Mugenda (2003) suggest that when the population is less than 10,000 then 10%- 30% of the total population is considered adequate for descriptive survey research.

Therefore, the sample for 300 teachers for this study was 30 teachers from different public secondary schools. The accessible population for this study was 5,500 Form 3 and Form 4 students. Mugenda and Mugenda (2003) recommend the formula:

$$n = \frac{n_1}{1 + n_1 \text{ divide by } N}$$

$$n = \frac{n_1}{1 + n_1 \text{ divide by } N}$$

According to the formula:

n_1 = desired sample size when the population is less than 10,000

n = desired sample size when the population is more than 10,000

N= estimate of the population size.

Using the formula, the sample size for the students is:

384

1 + 384

5,500

Which is 357

For the education officers all of them were to be included in the study due to their low numbers.

Table 3. 2:Sampling Frame

Respondents	Target population	Sample size
Students	5,500	357
Teachers	300	30
Education officers	10	10
Total	5,810	397

Since the chosen data source was divided into portions of three, the researcher used Proportionate random representation. Stratified presented adequate prototype of the public secondary schools making it easier to make inferences for the schools. The researcher then used simple random sampling to select the final subjects proportionately from different strata.

3.5 Methods of Data Collection

Research information was gathered by way of asking respondents to fill the requested questions that were displayed in the form. This mode of data collection was chosen since the respondents would be allowed sufficient time in deliberating about the asked questions.

The questionnaires provided for opportunities for respondents to express themselves especially since they were asked to explain their answers. The forms were grouped in several portions each portion addressing the research objectives

The first portion provided for respondents to enter their basic information such as gender while the remaining portions sought to address research objectives. This were; Adolescents' educational success and teenage pregnancy, Adult-youth interaction and teenage pregnancy, adolescents' acquisition of knowledge and skills on sexuality and teenage pregnancy and School –community cooperation programs and teenage pregnancy. The researcher prepared 30 questionnaires for teachers, 357 for students and 10 for education officers.

3.6 Data Analysis

The researcher sort, edited, coded and analyzed primary data that was collected in order to eliminate any mistakes that could have been encountered. The goal of encoding was to make it possible to explore ways in which the study variables were related to the topic of interest. The evaluator then sought to provide explanations as to how the study variables were related to the research topic. Statistical package for the social sciences(spss) version 21.0 was used to construe frequency and percentage distribution. This enabled the researcher in making deductions from the observed patterns.

3.7 Operationalization of Variables

Table 3.3 operationalization Table of variables

Objectives	Variable	Indicators	Measurement Scale	Data Collection	Data Analysis
To explore on the effectiveness of adolescents' education Success in curbing teenage pregnancy in kiambaa sub county	Independent variable Education success	Continuation of learning to the next class Score grade that a student belongs to Students' exploits in extra curriculum activities	Nominal Ordinal Nominal	Forms Forms Forms	Descriptive statistics Descriptive statistics Descriptive statistics
To explore on the effectiveness of adult-youth interaction in curbing teenage pregnancy in kiambaa sub county.	Independent variable Adult-youth interaction	Presence of family groups in schools Provision of individual guidance on family problems by schools Provision of recreational experiences by schools Provision of workshops by schools that brings together parents and children	Nominal Nominal Nominal Nominal	Forms Forms Forms Forms	Descriptive statistics Descriptive statistics Descriptive statistics Descriptive statistics
To explore on the effectiveness of adolescents' acquisition of knowledge and skills in curbing teenage pregnancies in Kiambaa sub county	Adolescents' acquisition of knowledge and skills	School based programs that offer knowledge on sexuality School based teaching skills lessons to delay sexual intercourse	Nominal Nominal	Questionnaire Forms	Descriptive statistics Descriptive statistics
To explore on the effectiveness of school community cooperation programs in curbing teenage pregnancy in kiambaa sub county	School community programs	Number of students involved in after school community programs Community personnel deployed in schools as counsellors	Nominal Nominal	Forms Forms	Descriptive statistics Descriptive statistics

3.8 Ethical Considerations

The objectives of the collected information for evaluation purposes and as such the researcher endeavored upon ensuring anonymity of the respondents. This also went long way away in making respondents feel comfortable especially to information pertaining to age at first sexual intercourse resulting to teenage pregnancy. The researcher thus informed the kiambaa education offices and obtain a permit from them.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter discusses the interpretation and presentation of the findings. It also presents analysis of the data on the role of high school education in curbing teenage pregnancy in Kiambaa sub county, Kiambu county, Kenya.

4.2 Response Rate

The study targeted a sample size of 397 respondents from which 196 filled in and returned the questionnaires making a response rate of 49.01 % for students, 53.33% for teachers and 50% for education officers. This feedback was appropriate for interpretations and discussions and adheres to Mugenda and Mugenda (1999) where a feedback of 50% and above is sufficient for interpretation and discussions.

Table 4. 1 Feedback Percentage

Respondent	Sample Size	Occurrence	Non respondents	Response rate Percentage
Teachers	30	16	14	53.33%
Students	357	175	182	49.01%
Education Officers	10	5	5	50%

4.3 Analysis of Demographic Data

The research endeavored upon inquiring into the basic details of the respondents especially those which would have an impact on how they responded to the questionnaires.

4.3.1 Age of the Teachers

Table 4. 2: Age of the teachers

Years	Frequency	Percentage
20-29	5	31.5
30-39	6	37.5
40-49	3	18.8
50-59	2	12.2
60-69	0	0
Total	16	100

The teachers were requested to indicate their age. The findings were as shown in Table 4.2. From the findings in table 4.2,31.5 % of the teachers were aged between 20-29 years,37.5% of the teachers indicated that they were aged between 30-30 years,18.8% of the teachers indicated that they were aged between 40-49% years,12.2 % of the teachers indicated that they were aged between 50-59 years while none of the teachers were found to be within 60-69 years. We can thus deduce from this finding that a majority of the teachers are within 30-39 years.

4.3.2 Gender of the Respondents

The respondents were requested to also indicate their gender. The responses were as tabled in **Table 4.3.**

Table 4. 3: Gender of the Respondents

Gender	Teachers		Students	
	Frequency	Percentage	Frequency	Percentage
Male	9	56.3	75	42.9
Female	7	43.7	100	57.1
Total	16	100	175	100

From this findings,56.3 % were male instructors while 43.7% were females. It was also noted that 42.9% of learners were males while 57.1% of them were females. It thus can be deduced that a majority of the respondents from teachers and students were males and females respectively.

4.3.3 Education Achievements

The teachers were also requested to indicate their highest level of education. The results were as in Table 4.4.

Table 4. 4: Education Achievements

Level of education	Frequency	Percentage
Certificate	2	12.5
Diploma	4	25
Bachelors	8	50
Masters and above	2	12.5
Total	16	100

From the above Table,50% of the instructors presented that their education achievement was at bachelor's degree level,12.5% of the instructors presented that their education achievement was at masters and certificate level while 25% indicated that they had schooled to bachelors' level.

4.3.4 Possession of Skills to Teach Sex Education

The instructors were further requested to indicate whether they possessed skills and knowledge of teaching sex education. The findings are in Table 4.5.

Table 4. 5Teacher training on sex education

Response	Frequency	Percentage
No	7	43.7
Yes	9	56.3
Total	16	100

From the table,56.3% of the teachers indicated to have had received training on sex education while 43.7% indicated that the they had not received training o sex education. We can thus infer from this that teachers had received training on sex education.

4.3.5 Students Familiarity to sex education

The learners were called upon to present whether they had been familiarized to sex education in their learning centers. Their results were as shown in Table 4.6.

Table 4. 6: Students familiarity to sex education in their School

Response	Frequency	Percentage
No	115	65.7
Yes	60	34.3
Total	175	100

From the table above, 34.3% of the students indicated that they had received sex education in their schools while 65.7% of the students indicated that they had not received sex education in their schools. A higher number of students were thus not familiarized to sex education in their schools.

4.3.6 Pregnancy/fathering of a child by Student

The learners were called upon to present whether they had fathered or beared a child.

Their results were as shown in table 4.6.

Table 4. 7: Students ever being pregnant/fathered a child

Response	Frequency	Percentage
No	115	65.7
Yes	60	34.3
Total	175	100

From the above table,65.7% of the students indicated that they had never fathered or beared child while 34.3 % of the students indicated that they had a fathered or beared a child. It thus can correctly be projected that a majority of the students are not yet sexually active.

4.3.7 Truancy and Teen Pregnancy

The students were additionally requested to present if they were acquainted with a student who had to drop out of school because of pregnancy. Their feedback was displayed in the below table.

Table 4. 8: Existence of pregnant learners who dropped out of school because of pregnancy

Response	Frequency	Percentage
No	50	28.1%
Yes	125	71.1%
Total	175	100

From the above table,71.1% of the students indicated to have known someone who had to drop out of school because of pregnancy while 28.1% of the students indicate that they were not acquainted with anyone who had to drop out of school because of pregnancy.it

thus can be deduced there is a tendency for students to drop out of school as a result of pregnancy.

4.3.8 Expectant young students in learning Centers

Learners were requested to present if they thought that expectant young students should be allowed to stay in schools. The findings were as shown in Table 4.9.

Table 4. 9: Expectant young girls in learning centers

Response	Frequency	Percentage
No	25	14.3
Yes	150	85.7
Total	175	100

From the above table,14.3% of the learners presented that expectant young students should be disallowed to stay in schools while 85.7% of the learners expressed a contrary opinion. We thus can deduce that there is a spirit of sympathy and empathy from the students towards teenage pregnancy.

4.4. Education success and Teenage Pregnancy

The education success of students was also sought after by researching on their score grade aspirations as well as their tendency to engage in extra curriculum activities. The findings are shown in the below tables.

Table 4. 10: Score grade Aspiration

Score grade	Frequency	Percentage
A	35	20
B	35	20
C	80	45.7
D	20	11.4

Below D	5	2.9
Total	175	100

From the above table,20% of the students aspired grades A and B,45.7%,11.4% and 2.9% of the students aspired grades C, D and below D respectively. We thus can deduce that a majority of the students aspired an above average performance.

Table 4. 11: Students involvement in extra curriculum activities

Response	Frequency	Percentage
No	100	57.1
Yes	75	42.9
Total	175	100

From the above table,57.1% of the students indicated that they were actively involved in extra curriculum activities while 42.9% of the students indicated that they did not participate in extra curriculum activities. We thus can infer from this that there are a variety of extra curriculum activities and students’ participation in any of this is purely dependent upon the students wish or will.

4.5. Adolescents’ knowledge and skills on sexual matters and Teenage Pregnancy

The researcher endeavored upon finding out the extent to which the students had gained relevant knowledge and skills on sexual matters. Students were asked whether they would engage in sex to prove their manhood or fertility and also whether boys should be allowed to engage in sex n indiscriminately. The findings are as presented below.

Table 4. 12 Engaging in sex to prove fertility and manhood

Response	Frequency	Percentage
No	145	82.9
Yes	30	17.1
Total	175	100

From the above table,82.9% of the students indicated that they would not engage in sex merely to prove their fertility or manhood while 17.1% of the students indicated that they would engage in sex to prove their fertility or manhood

Table 4. 13: Boys allowed to engage in sex the risks involved notwithstanding

Response	Frequency	Percentage
No	125	71.4
Yes	50	28.6
Total	175	100

From the above table,71.1% of the learners presented that it's not sensible to allow boys to engage in sex as they so wish while 28.6% of the students indicated that boys should have sex as they please. We thus can deduce that 28.6% of the students do not seem to understand the when and with whom should one engage sex with.

4.6. School-community interaction and teenage Pregnancy

Efforts were also made in founding out the impact of school-community interaction and teenage pregnancy. The researcher endeavored upon finding out whether there is a harmonious co-existence of the school and the community we thin which the school lies.

Table 4. 14: Harmonious school-community Interaction

Response	Students Frequency	‘ percentage	Teachers Frequency	, percentage
No	95	54.3	7	45.7
Yes	80	45.7	9	54.3
Total	175	100	16	100

From the above table, I can be seen that 54.3% of the students believe that there is no harmonious school-community interaction while 45.7% of the students believe that there is harmony between the school and the community within which the school lies. The same was also realized among teachers. It can be deduced that efforts should be made in fostering and cultivating a harmonious interaction between the school and the community within which the schools lies.

4.7. Adult-youth harmonious interaction and teenage Pregnancy

An effort was made in finding out to whom the students were comfortable talking with about sexual matters. The feedbacks were tabulated in table 4.15.

Table 4. 15: Students and those with whom they talk with about sexual Matters.

	Frequency	Percentage
Relatives	15	8.6
Siblings	60	34.2
Parents	15	8.6
Friends	70	40
Teachers	15	8.6
Total	175	100

From the above table,8.6% of the students preferred to talk with relatives, parents and teachers while 34.2% and 40% of the students preferred to talk with their siblings and friends respectively. We thus can deduce that a majority of the students preferred to communicate about sex with their peers.

4.8 Connection Evaluation

The feedbacks from the above tables on education success, adult-youth harmonious interaction, Adolescents' knowledge and skills and school-community cooperation were linked with an effort of clearly seeing in what ways they related to the research problem.

According to the table, there is a connection between teenage pregnancy and education success, adult-youth harmonious interaction, adolescents' knowledge and skills on sexual matters and school-community cooperation were presented as 0.725, 0.605, 0.590 and 0.502 respectively. The positive relationship indicates that there is a correlation between the factors and the teenage pregnancy. This infers that education success factor has the highest effect on teenage pregnancy, followed by harmonious adult-youth interaction, then adolescents' knowledge and skills on sexual matters while school-community programs having the lowest effect on teenage pregnancy

Table 4. 16: Correlation Matrix

		Teenage pregnancy	Education success	Adult-youth harmonious interaction	Adolescents 'knowledge and skills on sexual matters	School-community interaction
Teenage pregnancy	R-Pearson	1				
	Sig.(2-tailed)	-				
Education success	R-Pearson	0.725	1			
	Sig.(2-tailed)	0.016	-			
Adult-youth harmonious interaction	R-Pearson	0.605	0.496	1		
	Sig.(2-tailed)	0.028	0.015	-		
Adolescents ' knowledge and skills on sexual matters	R-Pearson	0.590	0.705	0.567	1	
	Sig.(2-tailed)	0.029	0.011	0.027	-	
School-community interaction	R-Pearson	0.502	0.506	0.653	0.504	1
	Sig.(2-tailed)	0.045	0.009	0.002	0.013	-

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter sought to present the discussion of key data findings, conclusions drawn from the findings represented and recommendations made there-to. The conclusions and recommendations were focused on addressing the objectives of the study.

5.2 Discussion

5.2.1 Education Success and Teenage Pregnancy

The study established that 85.7% of the students aspired a C grade and above performance while 14.3% of the students aspired a below C grade performance. The C grade and above grade performance is regarded as an above average performance while a below C grade performance is regarded as a below average grade performance. (Jeremiah,2009). We thus can deduce that in this sub-county,85.7% of the students aspire and are working towards an above average performance while 14.3% of the students are aspiring a below average performance. A below average performance suggests a lack of interests and enthusiasm as far as education success is concerned. This is particularly so because education success is the extent to which a student, institution or teacher attains their short term or long term goals. (Magnuson and Katherine,2007).

The visited schools expressed a desire to have students attain an above average performance as was evidenced by the examined mottos, mission and vision statements. Kiambaa sub county like many of the other sub counties in Kenya, is affected by teenage pregnancy.

The study endeavored upon establishing a link between education success and teenage pregnancy. This is so because pursuit of academic excellence is inversely proportional to involvement in promiscuous behaviors among youths. (Resnick et al,1997).

The researcher grouped the 14.3% of the students who aspired a below average performance as vulnerable students. These students who did not indicate a positive aspiration about their studies were viewed as those who were more predisposed to engage in early sexual intercourse. This study agrees with those of Allen (1990) who presented that young people are more likely to avoid teen pregnancy when they believe in a positive future for themselves. The point thus made is that educational failure is a key predictor of teen pregnancy.

The study thus established that there existed a group of students who needed to be motivated and beseeched upon in aspiring a better performance in their studies. High schools were thus viewed as a vehicle through which the vulnerable students would be led to aspire above average performance. Kellmayer (1998) agrees that vulnerable and high risk students are those who are unsuccessful in schools.

The researcher viewed education success in a holistic way such that students' involvement in extra-curriculum activities was also considered. This is particularly important because academically focused students will have a tendency to engage in extra curriculum activities. (Eshiwani,1990).57.1% of the students indicated that they were actively involved in extra curriculum activities while 42.9% of the students indicated that they did not participate in extra curriculum activities. It was inferred from this that there existed a variety of extra curriculum activities for students to engage in but their involvement was purely out of choice and not from strictly outlined school policies or

else why would 42.9% of the students indicate a lack of involvement in extra curriculum activities?

Student involvement in extra curriculum activities helped them to get rid of extra energy which would otherwise have sought expressions in purely physical channels such as involvement in sexual activities. Napoleon Hill (1970) agrees that high school students possess a buildup of energy that must be provided with outlets such as engaging in extra curriculum activities.

The study thus established that teenage pregnancy in the sub county could be attributed to a given extent to a lack of students' involvement in extra curriculum activities as well as a lack of a belief in a radiant positive future for themselves.

5.2.2. Adult-Youth Harmonious Interaction and Teenage Pregnancy

The study endeavored upon finding out to whom the students were comfortable talking with about sexual matters. 8.6% of the students preferred to talk with parents, relatives and teachers while 34.2% and 40% of the students preferred to talk with their siblings and friends respectively. It was thus deduced that a majority of the students preferred to communicate about sex with their peers. This is an alarming finding since young people need one dependable, reliable and trustworthy adult in their lives. (Stern, M.1998).

This was further compounded by the fact that 65.7% of the students indicated that they had not received sex education in their schools. It was thus inferred from this that parents had great difficulties in communicating to their children issues to do with sex. student's preference of talking to their friend's issues to do with sex is not a healthy phenomenon because students' peers i.e. Friends are those who in most cases are lacking in knowledge and skills on sexual matters. A solution thus needs to be provided in helping teenagers

communicate with those who cannot mislead them. Such people who cannot mislead them include teachers and parents.

Resnick et al., (1997) agrees with this finding by stating that the schools should seek to lead and counsel learners in order that they can make wise choices relating to their future lives.

This in ability of students to communicate with those who cannot mislead them is thus looked at in this study as a factor which motivates early sexual encounters among learners. The researcher endeavored upon presenting that engaging in early sexual practices is directly proportional to the in ability of students to communicate with those who are older than them about issues to do with sexual matters.

According to Dryfoos et al., (1994), there are a myriad of ways through which schools can provide platforms for students to discuss sexual matters with their parents and even those of mature years. Such several ways should be resorted to in order to eradicate student's tendency to talk only to their peers on issues to do with sexuality. The study thus established that the fact that there is a low percentage number of students who prefer to talk about sex matters with parents and teachers is proof enough that the school is wanting in this area and that there is a big room for improvement. There is a decreased tendency of teenage pregnancies in western countries where schools have established good connections between parents and children.

Fothergill (1998) agrees with this finding and also goes an extra mile in articulating ways in which schools can maintain good connections of parents and their children.

5.2.3. Adolescents' Knowledge and Skills On Sexual Matters and Teenage Pregnancy

The study also sought to establish a link between adolescents' knowledge and skills on sexual matters and teenage pregnancy. According to Kirby (1997), children and adolescents requires at least one dependable, trustworthy and reliable adults in their lives.

In saying this, Kirby makes an acceptable point since knowledge is power and it acts as a determining factor in making decisions. Students were asked whether they would engage in sex to prove their fertility for girls and manhood for boys.

82.9% of the learners indicated that they would not engage in sex to prove their fertility or manhood as the case may be while 17.1% of the learners presented that they would participate in sex to prove their fertility and manhood.it was thus inferred from this that 17.1% of the learners in the sub county possessed erroneous views about sex.

They were lacking in knowledge and skills about sexual matters and thus were more prone to making unwise decisions as far as sex was concerned. since teenage pregnancy was a problem affecting the sub county, the study thus projected that this could be because some students lacked knowledge and skills relating to sexual matters. Resnick et al., (1997) agrees with this inference by stating that knowledge acts as a determining factor in making wise choices. Schools were thus viewed as places where students would receive knowledge and skills relating to sexual matters. The students were also asked whether boys should be allowed to engage in sex at the risk of impregnating girls.71.1% of the learners displayed that boys should not be permitted to engage in sex as they so choose while 28.6% of the students indicated that boys should have sex as they so please.

The existence of such students who think that boys should be allowed to engage in sex indiscriminately at whatever age suggested that some students were vulnerable and stood at a risk engaging in sexual activities. The study thus established that a good number of students did not possess knowledge and skills on sexual matters. Students were asked if guidance and counselling on sexual matters was part of their learning curriculum.

34.3% of the students indicated that they had received sex education in their schools while 65.7% of the students indicated that they had not received sex education in their schools. The study thus showed that a majority of learners had not received sex education. The study thus established that the reason why students lacked knowledge and skills on sexual matters was because they had not received sex education in their schools. According to Dryfoos et al., (1996), schools should work towards ensuring that learners receive an all-round education including that which has to deal with sex.

5.2.4. School-community Cooperation Programs and Teenage Pregnancy

Effort was made during the study in establishing the link between school-community cooperation programs and teenage pregnancy. This was motivated by the fact that a child belongs to the community. Furthermore, Resnick et al., (1997) views learning centers as society machines for provision of education as well as one that promotes positive behaviors among individuals. Students as well as teachers were asked whether there existed a harmonious school community interaction. 54.3% of the students indicated that there was no harmonious school-community interaction while 45.7% of the teachers indicated the same phenomenon. It was thus inferred from this finding that the way in which school related themselves to the communities in which they lied was wanting.

According to Resnick et al., (1997), school should cooperate and work together with their respective communities in achieving effective guidance of youths on sexual matters. The study sought to articulate that there can only be cooperation program helping the learners if schools and communities are co-existing harmoniously.

According to Dryfoos (1998), appreciation is glowing among learning centers and society programs that school community programs can aid learners in making wise choices relating their future.

Dryfoos (1998) thus agrees that for proper guidance of learners on sexual matters, the schools should cooperate with the community in achieving this objective. There exists a variety of ways in which school community partnership can be fostered. Schools should resort to this alternative way in order to counsel and instruct students appropriately on matters to do with sex.

5.3. Conclusion

The study established that there is a link between students' education success, adult-youth harmonious interactions, adolescents' knowledge and skills on sexual matters, school-community cooperation programs and teenage pregnancy. Young people were seen to be more likely to avoid teenage pregnancy when they believe in a positive future for themselves. Harmonious adult-youth interaction, acquisition of knowledge and skills on sexual matters by students, and school-community cooperation programs were also seen as factors which lowers students' tendency to engage in early sexual activities.

The school was thus seen as one with potential of curbing teenage pregnancy by fostering education success among students, encouraging a harmonious adult-youth interaction, encouraging acquisition of knowledge and skills on sexual matters by

students and taking advantage of school community cooperation programs in guiding students on sexual matters.

5.4. Recommendations

1. Efforts should be made to ensure that vulnerable students (those that are unsuccessful in school) makes it for promotions in subsequent grades or classes.
2. After school programs should be made available to students especially to the high risk students who are more prone to engage in promiscuous behaviors.
3. High risk students; those prone to engage in early sexual practices should be encouraged to make art most use of guidance and counselling programs within the school as this will help them to gain confidence and status
4. Schools should offer individual guidance on family problems as well as provide for opportunities for adults and youths to interact with each other.
5. Schools should provide an in-depth education on sex to students that will enable adolescents to acquire knowledge and skills on sexual matters
6. Schools should make at most use of community personnel such as counselors and priests as well as use school community partnerships in order to provide for guidance and counselling to students on matters to do with sex.

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APPENDICES

APPENDIX I: TEACHERS QUESTIONNAIRE

This questionnaire is to collect data for purely academic purposes. You are kindly requested to answer the questions as sincerely as possible. The information you will give will only be used for research purposes and your identity will be treated with confidentiality. Fill the questionnaire by putting a tick \checkmark in the appropriate box or by writing your response in the provided spaces.

Part A: Personal Information

1. Please indicate your age.

20-29 30-39 40-49 50- 60-69

2. Indicate your gender.

Male Female

3. What is your level of education.

Certificate Diploma Bachelors Masters and above

4. How long have you worked as a secondary school teacher in kiambaa sub county, kiambu county Kenya.....

Part B: Education Success and Teenage Pregnancy

1. What is the approximate percentage number of students with intrinsic motivation to learning as evidenced by their good performance.

0-24 % 25-49 % 50-74% 75-100%

2. What is the approximate percentage number of students who fail to join the next class because of their dismal performance.

0-24% 25-49% 50-74% 75-100%

3. Are there additional learning lessons in the school to provide for the weak students?

Yes No

Explain your answer

.....
.....
.....

4. Are there a variety of extra curriculum activities for students to participate in.

Yes No

Explain your answer

.....
.....

5. In what academic score grade do a majority of your students fall in.

A B C D

Explain your answer

.....
.....
.....

6. How many high school pregnant girls have you come across.

Few several many

Explain your answer

.....
.....

7. What are the variety of ways, if any, through which your school seeks to provide for extrinsic motivation to academic success to students. Explain your answer.

.....
.....
.....

8. What is the approximate percentage number of students who are left back to study after evening school programs

0-24 % 25-49% 50-74% 75-100%

9. Are there student oriented discussion groups in the school.

Yes No

Explain your answer

.....
.....
.....

10. Explain in your own words whether students are more inclined to seek consultations from teachers.....

.....
.....
Section C: Adult-Youth Harmonious Interactions and Teenage pregnancy

1. Do parents taking their children to your school talk to them about sex.

Yes No

Explain your answer

.....
.....
.....

2. What reasons do parents give for talking or not talking to their children about sex.

.....
.....
.....

3. Do parents in your school support the return to school of teenage pregnant girls

Yes No

Explain your answer

.....
.....
.....

4. Are there family groups in the school in the context of students helping each other with teacher's guidance.

Yes No

Explain your answer

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.....
.....

5. Is there provision of individual guidance on family problems by schools.

Yes No

Explain your answer

.....
.....
.....
6. Is there provision of recreational experiences by schools where parents can interact with their children.

Yes No

Explain your answer

.....
.....
.....

7. Is there provision of organized workshops that bring together parents with other people's children

8. In your own words, do you think parents have difficulties communicating with other children about a myriad of issues.

.....
.....
.....

9. Do your students come from supportive families.

Yes No

Explain your answer..... your

.....
.....

10. Are there students who come from dysfunctional families.

Yes No

Explain your answer

.....
.....
.....

Section D: Adolescents' Knowledge and Skills On Sexuality and Teenage Pregnancy

1. Have you received any training on sex education.

Yes No

2.Does your perspectives and upbringing hinder you from effectively teaching sex education.

Yes No

Explain your answer

.....
.....
.....

3.What topics on sex related issues do you discuss with your students. Please write down on _____ spaces provided.....

.....
.....

4.Which topics on sex related issues don't you like to discuss with students. Please write down _____ on _____ spaces provided.....

.....
.....

5.In your own words, are there practical learning lessons aimed at providing students with _____ knowledge _____ on sexuality.....

.....
.....

6.Are there school based programs incorporated within the curriculum aimed at raising students' _____ knowledge _____ on sexuality.....

.....
.....

7.Do students in your school complain about being solicited for sex online.

Yes No

Explain your answer

.....
.....
.....
8.How often do you catch your students listening to sexually explicit music on their mobile phones in a week.

Once twice thrice triple five time

9.How often do you catch your students sexting in class in a week.

Once twice ice es

Section E: School-Community Cooperation Programs and Teenage Pregnancy

1.Is there harmonious cooperation between your school and the community within which the school lies.

Explain your answer.....

.....
.....

2.Is there provision of after school community programs which students can participate in.

Yes No

3.What is the approximate percentage number of students involved in after school community progr % % %

Explain Your answer

.....
.....
.....

4.Are there school based community programs in which students can participate in.

Yes No

Explain your answer

.....
.....
.....

5.Are there community personnel deployed in your school as counsellors. Yes No

APPENDIX II: STUDENTS' QUESTIONNAIRES

This questionnaire is to collect data for purely academic purposes. You are kindly requested to answer the questions as sincerely as possible. The information you will give will only be used for research purposes and your identity will be treated with confidentiality. Fill the questionnaire by putting a tick \checkmark in the appropriate box or by writing your response in the provided spaces.

Section A: Personal Information

1. Indicate your class.

Form.....

2. What is your gender

Male Female Other(s)

3. What is your age. Please write down

.....
.....

4. What is your personal opinion on teenage pregnancy

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.....
.....

5. Do you know anyone who is pregnant currently or has been pregnant and had to drop out of school

Explain your answer

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.....
.....

6. Should pregnant girls be allowed to stay in school until they deliver.

Yes No

Section B: Education Success and Teenage Pregnancy

1. Have you ever repeated a class

Yes No

Explain your answer

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.....
.....

2. Looking into the future, what occupation do you see yourself in.

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.....
.....

3. Do you undertake personal studies after school

Yes No

Explain your answer

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.....

4. What is your general attitude about learning. Kindly give your answer in spaces provided.

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.....

5. Are you actively involved in extra curriculum activities.

Yes No

Explain your answer

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.....

6. What is the cumulative score grade in which you fall in

A B C D

7. Are you in any after school or before school study group. Yes No

Explain your answer

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.....
.....

8. What grade do you aspire to get in your next examinations

.....
.....

Section C: Healthy Adult-Youth Interaction and Teenage Pregnancy

1. Do your parent(s) or guardian talk to you about sex, yes No

Explain your answer

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.....
.....

2. Would you like your parent(s) or guardian to talk to you about sex. Yes No

Explain your answer

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3. Do you freely communicate with your parents about several issues. Yes No

Explain your answer

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4. How often do you interact with your parent(s) or guardian in a week.

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.....

5. Who are you comfortable talking with about sexual matters

Relatives Siblings Parents Friends Teachers

6. In your own words, explain your current relationships with your parent(s) or guardian

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.....

7. Are you comfortable to have your parent(s) or guardian visit you in your school

Yes No Explain your answer

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8. How frequent do you and your family go for retreats or vacations.

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Section D: Adolescents' Knowledge and Skills On Sexual Matters and Teenage Pregnancy

1. Have you ever been exposed to any sex education in your school? Yes No
Explain your answer.....
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2. With whom do you discuss matters to do with sexuality?
parents Siblings Relatives Friends Teachers

3. How often does your school discuss matters to do with sexuality?
.....
.....

4. What is your personal opinion on teenage pregnancy?
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.....
.....

5. Have you ever been pregnant or fathered a child. Yes No
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.....

6. Should boys be allowed to have sex at whatever age even if they risk impregnating girls?
Yes No
Explain your answer
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.....

7. Should girls be held responsible in the event of pregnancy. Yes No
Explain your answer
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.....

8. Would you risk being pregnant/fathering a child during your teen years just to prove you are fertile for girls or manhood for boys.

Yes No Explain your answer

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Section E: School-Community Interaction and Teenage Pregnancy

1.Are there community personnel like counsellors who work in your school. Explain your answer

Yes No

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.....

2.In your own opinion is there harmonious coexistence between your school and the community around.....

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.....

3.Are there after school community programs which students can involve in.

Yes No

4.Do resource persons from the community come to talk to you about sex.

Yes No

APPENDIX III: EDUCATION OFFICERS' QUESTIONNAIRES

This questionnaire is to collect data for purely academic purposes. You are kindly requested to answer the questions as sincerely as possible. The information you will give will only be used for research purposes and your identity will be treated with confidentiality. Fill the questionnaire by putting a tick \surd in the appropriate box or by writing your response in the provided spaces

1.For how long have you worked in the sub county

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2.Do you have any sex education

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3.Is teenage pregnancy the greatest challenge in Kiambaa sub-county

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4.Are cases of teenage pregnancy among secondary schooling girls frequently reported in your office.....

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5.Is girl child education taken seriously in kiambaa sub –county

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6.How often do you receive cases of teacher student sexual relationships that results to teenage pregnancy

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