FACTORS INFLUENCING TEENAGE PREGNANCY IN PUBLIC SECONDARY SCHOOLS IN IMENTI NORTH SUB COUNTY, MERU COUNTY, KENYA

BY

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2015

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.

Signature: …… Date: …….

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L50/71258/2014

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 loving wife Purity Nkirote and my son Ethan Kiarie for their moral support during the period of struggle for this degree. Their contribution towards my success is invaluable.

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ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CDC	Centers for Disease Control and Prevention
DEO	District Education Officer
DFID	Department for International Development
DHRO	District Human Resource Officer
HCWs	Health Care Workers
HIV	Human Immune-Deficiency Virus
KNHCR	Kenya National Human Rights Commission
NGO	Non Governmental Organization
UNFPA	The United Nations Population Fund
UNICEF	United Nations International Childrens Emergency Fund
UNAIDS	The Joint United Nations Programme on HIV and AIDS
SADHS	South African Demographic and Health Survey
SNS	Social Networking sites
SRH	Sexual and Reproductive Health
STIs	Sexually Transmitted Infections
WHO	World Health Organization

ABSTRACT

Sub-Saharan Africa has one of the highest levels of teenage pregnancies in the world. In spite of that, there is paucity of research on causes of teenage pregnancies in African countries. Teenage pregnancies and the eventual dropping out of school has been and still is a major problem bedeviling the education sector in many parts of developing countries. This study investigated the influence of cultural factors, economic factors, peer group pressure and social media on teenage pregnancies among public secondary school students in Imenti North Sub County. The study was hinged on two theories; Bronfrenbergs Ecological Development theory and Albert Banduras Social Learning Theory. The study employed descriptive survey research design. Target population form three and four students 5,496, teachers 300 and education officers 9.The sample size was of 359 (n=359) form three and four students and 90 (n=90) teachers from 20 public secondary schools and 9 Education officers that were selected to participate in the study. Stratified sampling and random sampling were used to pick the respondents. Questionnaires were used to collect data from teachers and the students while an interview guide was used to collect data from education officers in the Sub County. Data was analyzed qualitatively and quantitatively using SPSS version 21.0. With regard to cultural factors and teenage pregnancy and specifically concerning the teachers, the study established that cultural background hindered the teachers from effectively teaching sex education. The study established that most parent /parents taking their children to the school are into business. The study also deduced that electronic media influences teenagers to have sex at an early age and those students are pressurized to have sex by their friends. This study recommends that efforts on educating people regarding teenage pregnancy should be focused on areas experiencing high levels of poverty. The government with the help of NGOs should also ensure that parents are well educated on the how and when to talk about sex with their children. The study established that parental communication on peer group pressure could reduce chances of teenage pregnancy. Therefore, the study recommends that parents be encouraged to communicate with their children. The study also established that the level technological savvy of teachers and parents does limit their ability to control the access of teenagers to social networking sites and exposure to explicit music and videos. The study therefore recommends that the government with the help other development partners train more teachers on use of ICT tools.

CHAPTER ONE
INTRODUCTION

1.1. Background to the Study

Although adolescent fertility rates are falling on a global level, approximately 18 million girls under the age of 20 give birth each year (World Health Organization [WHO], 2004). Two million of these girls are under the age of 15.Teenage pregnancy is a problem with far-reaching effects. Teen pregnancy rate in the U.S is among the highest of other developed countries (World Health Organization (WHO), 2004). U.S. teen birth rates are five times higher than the teen birth rates of other Western nations (Gilbert, Jandial, Field, Bigelow, & Danielsen, 2004). The incidence of teen births in the U.S. is 41.9 out of 1000 female adolescents, and among females aged 15-19, 750,000, or 7%, became pregnant in 2006 (Guttmacher, 2010). In the U.S, preventing teen pregnancy is generally considered a priority among policy makers and the public because of its high economic, social, and health costs for teen parents and their families. However, the continued trend of high teen pregnancy has been blamed on inappropriate sex education approaches. Many sex education programs in the United State caution young people to not have sex until they are married (Landry et al., 1999). However, most abstinence-only programs are not effective because they fail to delay the onset of intercourse and often provide information that is medically inaccurate and potentially misleading (Kirby, 2007; Kohler et al., 2008; Lin & Santelli, 2008; Trenholm et al., 2007).

In China, unintended pregnancy is an emerging public health concern for teenagers, especially in coastal metropolitan areas, such as Shanghai and Hong Kong. For example, according to the Youth Sexuality Survey of the Family Planning Association of Hong Kong, the prevalence of premarital sex has increased from 35.1% in 1996 to 44% in 2006 among unmarried males, from 27.5% in 1996 to 31.0% among unmarried females aged 18 to 27 years (WHO, 2008).

While the 45 countries that comprise Sub-Saharan Africa region (SSA) show steady economic growth, this progress is not reflected in the socioeconomic and health indicators for its young population. The Sub-Saharan Africa region accounts for the highest adolescent

fertility rate at 119.7 compared to the global average of 58.1. Adolescents and young people in Sub-Saharan Africa (SSA) will constitute 19.6% (224,432,000) of the regions population by 2015(Lukale & Okande, 2012). It is estimated that in low and middle income countries 10% of all girls become mothers before they are 16, with the highest levels being in Sub-Saharan Africa, south-central and south-eastern Asia (WHO, 2008). Data from Demographic Health Surveys indicate that teenage pregnancy rates in Sub-Saharan Africa range from a low of 5.9 percent in Burundi to a high of 43.1 percent in Niger (World Bank, 2005).

Teenage pregnancy in Sub-Saharan Africa has important social and economic outcomes, the most highly publicized of which stem from lost educational opportunities when pregnancy forces young women to leave school. Ideally, an investigation of the consequences of adolescent childbearing and sexuality should cover a wide range of outcomes that affect not only the young mother and her child, but also other family members and society at large. Most unintended pregnancies experienced by adolescent women occur among those who are using no contraceptive method or a traditional one: 92% of those in Sub-Saharan Africa (UNFPA, 2003).

The 2003 South African Demographic and Health Survey (SADHS) survey indicated that 27% of women had had a child by the age of 19 years. In a nationally representative household survey, Pettifor *et al (*2005) found that 15.5% of 15–19 year-old women reported having ever been pregnant (including pregnancies resulting in abortion, miscarriage and birth). According to Pettifor et al (2005), among the sexually active youths aged 15–19, 90% of the females and 73% of the males have had sex in the past 12 (twelve) months. Unprotected sex and risky sexual behaviour of adolescents have often resulted in problems such as unwanted pregnancies and infection with sexually transmitted diseases such as syphilis, gonorrhea, Chlamydia and AIDS (Grant & Hallmark 2006; Zabin & Karungari 1998). A sociological difference between teenage fertility in South Africa and other sub-Saharan countries, however, is that in South Africa child-birth to teen-aged women tends to take place outside of marriage (Makiwane & Udjo, 2006).

Both the 1998 and 2003 South Africa Demographic and Health Surveys (Department of Health 1999, 2004) showed that teenage pregnancy displays marked social patterning. Being a teenage mother was much more prevalent in rural areas (60% more likely), amongst women

with lower educational attainment (a three-fold difference between completion of primary school and matric) and amongst African and Coloured women (a seven-fold difference between African and Coloured women, on the one hand, and White and Indian women, on the other). The incidence was much higher amongst 18- and 19-year-olds than those in the earlier teenage years. With 25 percent of adolescent girls becoming pregnant before the age of 19, Uganda has one of the highest rates of adolescent pregnancy in Sub-Saharan Africa. The countrys high adolescent pregnancy rate has two distinct implications.

First, the risk of maternal death is higher in adolescents than in older women. A Uganda government survey on demography and health indicates that there is a higher morbidity and mortality rate among pregnant teenagers and their babies (Republic of Uganda, 2006). Furthermore, pregnant adolescent girls are more susceptible to pregnancy- and childbirth-related complications because they have not yet developed the physical maturity required for a healthy pregnancy. Other common medical problems associated with adolescent pregnancy include obstructed labour, eclampsia, fistula, low birth weight, stillbirths, and neonatal death.

Second, the socio-economic impacts of adolescent motherhood are devastating. Adolescent girls who become pregnant are often unable to complete a secondary education, a fact that diminishes their potential to find employment. In Uganda, education and economic status are factors that influence adolescent pregnancy. Adolescents who have completed secondary school tend to have low pregnancy rates (15 percent) compared to adolescents who have no secondary education (50 percent). From an economic perspective, adolescents from poor households are more likely to become pregnant compared to adolescents from wealthier families. For the former, the pregnancy rate is 41 percent and for the latter the rate is 16 percent (Republic of Uganda, 2006).

Unwanted pregnancy and abortion are prevalent among school-going youth in Kenya. Teenage pregnancy in particular amongst school going girls has become a worrying trend. Teenage childbearing is common in Kenya and increases dramatically from 2 percent of girls at age 15 to 36 percent at age 19. Teenagers from poorer households are also more likely to have begun having children before the age of 20 (29 percent) compared with those from wealthier households (21 percent). Teenage pregnancies are problematic for a number of reasons: children born to young mothers are predisposed to higher risks of illness and death; adolescent mothers are more likely to experience complications during pregnancy some of which can be fatal; and teenage pregnancies often deny young women the opportunity to

pursue further education (Central Bureau of Statistics, 2004). According to a study by the Centre for the Study of Adolescence, a non-governmental organisation that works on issues related to teenage reproductive health, an estimated 13,000 Kenyan girls drop out of school annually as a result of pregnancy, and about 17 per cent of girls have had sex before the age of 15. The drop-outs occur in spite of a Return to School policy put in place by the Ministry of Education that allows girls to stay in school until delivery, and resume their studies as soon as they are strong enough to do so.

The Ameru community has undergone tremendous changes related to social norms of sexual behaviour. In this process of opening up to Western culture, the high value attached to womens premarital virginity has decreased, and the societal disapproval of premarital sex has weakened. Therefore, it has become more common place for teenagers in local secondary schools to initiate intercourse prior to marriage and for never-married women to obtain an abortion. According to Melissa (2012), teenage pregnancy could lead to incomplete education, unemployment and other numerous emotional traumas. Early motherhood had been linked to effects the psychological development of the child adversely. Beside psychological physical risks cannot be ignored.

1.2 Statement of the Problem

Eighteen per cent of women aged 15-19 years had in 2008 given birth to at least one child in Imenti North Sub County UNICEF (2008). While only 2 per cent of the teenagers were pregnant with the first child, nearly 2per cent were pregnant with the first child by age 15. The proportion that had begun childbearing by age rose from about 2 per cent by age 15 to 47 per cent by exact age 19.

Table 1.1 shows percentage rate of teenage pregnancy for 5 years to the total number of births recorded in Imenti North, Central Imenti and South Imenti 3 Sub counties in Meru County. Given that hospitals are the catchment areas, data was collected from 3 major hospitals (Meru Level 5 Hospital, Githongo District Hospital and Nkubu Hospital) in the 3 sub counties. Data was used for comparative purposes to establish the magnitude of the problem in Imenti North Sub County and whether it is more prevalent in one of the sub county than others.

Table 1.1 Teenage Pregnancy rates as per 3 Sub Counties in Meru County for 5 years.

Years	Imenti North Sub County (Percentage of Total birth Deliveries)	Central Imenti Sub County (Percentage of Total Birth Deliveries)	South Imenti Sub County (Percentage of Total Birth Deliveries)
2014	23	20	22
2013	23	19	21
2012	22	24	18
2011	15	20	15
2010	13	17	15

Source: Meru Level 5 District Hospital, Githogo District and Nkubu Hospitals records offices.

From Table 1.1 though the rate of teenage pregnancy in Imenti North Sub County in 2010 was lower (at 13%) compared to the other two sub counties (Imenti Central at 17% and South Imenti 15%). However, the last 3 years have showed a steady alarming increase from 22 percent in 2012, with the percent being constant at 23 percent of total deliveries for both 2013 and 2014. This is an indication that teenage pregnancy is more prevalent in this Sub County.

According to Jielimishe Girls Education Challenge a DFID funded project run by a local NGO to take adolescent mothers back to school; teenage pregnancy is a real social problem in Imenti North Sub County that leads to the girl child dropping out of school. The project is currently supporting 32 adolescent mothers that in the last two years dropped from different public secondary schools in Imenti North Sub County to go back to school. It is for this reason this study sought to investigate the factors that influence teenage pregnancy in secondary schools in Imenti North Sub County.

1.3 Purpose of the Study

The purpose of the study was to investigate on factors that influence teenage pregnancy in secondary schools in Imenti North Sub-county.

1.4 Objectives of the Study

The objectives of the study were as follows;

1. To establish the influence of cultural factors on teenage pregnancy in Imenti North Sub-county;
2. To determine the influence of economic factors on teenage pregnancy in Imenti North Sub-county;
3. To determine the influence of electronic media on teenage pregnancy in Imenti North Sub-county;
4. To establish the influence of peer groups on teenage pregnancy in Imenti North Sub-county.

1.5 Research Questions

The study was guided by the following research questions;

1. How do cultural factors influence teenage pregnancy in Imenti North Sub-county?
2. To what extent do economic factors influence teenage pregnancy in Imenti North Sub-county?
3. To what extent do electronic media influence teenage pregnancy in Imenti North Sub-county?
4. How do peer groups contribute to teenage pregnancy in Imenti North Sub-county?

1.6 Significance of the Study

The findings of this study will provide Meru County Government Ministry of Education with insights on teenage pregnancy in the locale of study and help them to come up with appropriate policies of dealing with the issue. The study will also provide information to the Ministry of Gender and Children on how to appropriately come up with ways of curbing girl child sexual abuse and consequent teenage pregnancy. Useful recommendations and measures to aid in the realization of Kenya's Vision 2030 in terms of girl child rights will also be provided by the study. The study will also furnish decision and policy makers in the Public Health and Education sectors in the country and in Meru County with information that will help them make sound decisions. The study has availed information in some areas that has not been researched before. This will provoke other researchers to carry out more research on the impact of teenage pregnancy.

1.7 Delimitation of the Study

The scope of the study was public secondary schools in Imenti North Sub-county. The respondents were teachers, students and officers from the education office. This study looked into how cultural factors, economic factors, peer group pressure and social media influence teenage pregnancy.

1.8 Limitations of the Study

The main limitation of this study was that the topic of sex is quite private and may be sensitive for respondents to discuss openly. To counter this, questionnaires were used to ensure confidentiality and anonymity. Teenage pregnancy may also result from a multiplicity of other factors not covered by the study.

1.9 Assumptions of the Study

The researcher assumed that the sample population would be a representative of the general population; the researcher assumed that students are aware of factors that influence teenage pregnancy and that teachers would not be barred by their cultural backgrounds to freely talk on the topic of study. The selected sample would provide good representation of all schools in Imenti North Sub County.

1.10 Definitions of Significant Terms

Cultural Factors: It is the respondent's way of life and how it influences teenage pregnancy. The respondents beliefs and taboos and how they influence teenage pregnancy.

Economic Factors: Parental financial ability to provide basic necessities for his or her girl child so that she is not involved in sexual activities to meet those very needs; sexual activity that could result to early age pregnancy due to desperation.

Electronic Media: Tools that teenagers view content, listen to music and use to communicate about their culture and interact with each other.

Peer Groups: Those that are of the same age group, close associates of teenagers that have either positive or negative influence in their

lives. In this study in terms of initiation to sex that could lead to teenage pregnancy.

Teenage Pregnancy: Conception by public secondary schools going girls of ages 15-19 years whether this results in live birth, miscarriage or abortion.

1.11 Organization of The study

This study is organized into five chapters. Chapter one is introduction covering; background to the study, statement of the problem, purpose of the study which explained what the study intended to accomplish, research objectives and research question, significance of the study. The significance of the study justifies the reason for my study. This chapter also highlights delimitation and limitation of the study, and assumptions of the study.

Chapter two reviews literature of the study. This chapter brings out what previous researchers have found out in the area of study. This chapter covers how various independent variables; cultural factors, economic factors, peer group pressure and social media influence teenage pregnancy levels from a global point of view narrowing down to the local level. It also covered theoretical and conceptual frameworks.

Chapter three was Research methodology covering; research design, target population, sampling procedure which discussed in detail how the sample for this study was selected. It also covered methods of data collection, validity and reliability of data collection instruments. It also captured the study's data was analyzed, and also covered the operational definition of variables and ethical considerations to be upheld.

Chapter four covers data analysis, presentation and interpretation of findings, based on background information and on four variables under study which include; cultural factors, economic factors, peer group pressure and social media. Chapter five covers summary of findings, discussions of the findings, conclusions and recommendations. It also provides suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter looks at previous literature on factors that influence teenage pregnancy. The chapter also discusses the theoretical framework and the conceptual framework of the study.

2.2 Cultural Factors and Teenage Pregnancy

According to Goodman (2009), culture comprises of the distinctive habits of a people in that it performs both a unifying and, more importantly, a directive role and that it involves the cultivation of a people towards a common end. The genus of culture can be derived from this: the distinctive habits of a given people. Studies in the U.S show that among the Hispanic immigrants, cultural values, attitudes and behaviors that influence sexual and contraceptive behavior has shown that sexuality is often a taboo subject and that parental communication regarding sexuality is often lacking in Hispanic homes (Meneses et al., 2006) . At the same time, Hispanic culture supports early and high fertility, as well as the belief that early motherhood and continued education are incompatible. These cultural values may explain why Hispanic women desire marriage and children at a younger age than do blacks, Southeast Asians and whites. In addition, Mexican Americans are more likely than whites to believe that marriage affirms ones womanhood (Driscoll et al., 2001).

In the American context the importance of sex education for preventing teen pregnancy cannot be overemphasized. Somers and Surmann (2005) have found that early and comprehensive sex education is correlated with less risky sexual behavior among teens. Specifically, those who receive sex education in school at a young age report having sex less frequently than those who received sex education post-puberty (Somers & Surmann, 2005). There are two major types of sex education currently used in schools: abstinence only and comprehensive sex education. This section describes both types in relation to teenage pregnancy prevention. Currently, states are not required to provide sex education to teens (Collins, Alagiri, Summers & Morin, 2002).

However, in the U.S the federal government does decide which programs will receive federal funding, and after eight years of abstinence-only sex education being the only recipient of federal funds during the Bush administration, the Obama administration has made a change in policy only to provide funds to evidence-based sex education programs (Collins et al., 2002;

Guttmacher, 2009). Abstinence-only sex education teaches students that the only sure way to avoid unplanned pregnancy and sexually transmitted infections (STIs) is to abstain from sexual activity until marriage (Collins et al., 2002). Teens are not educated about contraception and condoms, and discussions of abortion are avoided (Collins et al., 2002). Students are taught refusal skills and discuss values, and they are also told that sex before marriage will likely result in negative consequences for themselves, their partners, and a baby if they were to get pregnant (Collins et al., 2002).

Studies in the U.S have shown that teens who have taken a pledge to be abstinent until marriage are just as likely to become sexually active as teens who have not received abstinence-only sex education, and are less likely to use protection than their peers who have received comprehensive sex education (Thomas, 2009). This is likely a result of the teens not learning the effectiveness of condoms and contraception (Collins et al., 2002). The other type of sex education is comprehensive sex education, which can be described as abstinence plus (Collins et al., 2002, p.1), where abstinence is promoted, but students are also educated about contraception and condoms. Students may have discussions about such topics as STIs, HIV, and abortion (Collins et al., 2002). Comprehensive sex education recognizes that students may become sexually active at some point, and aims to equip teens with accurate knowledge about disease and pregnancy prevention options (Collins et al., 2002).

A study in Brazil shows that despite an acceptance of sex among Brazilian teenagers, the conversation about sex continues to be a taboo. Cabral, (2003) paradoxically, despite an environment of transformations in which sex gains a status among youth and adolescent as an acceptable behavior, conversations about sexuality continue to be taboo in the family; contraception is not openly discussed in school, and sexual education is a highly controversial theme in Brazilian society. Teen and youth sexual relations have been modified, but these changes were not sufficient to alter the ways in which contraception can be discussed. Women are still considered to be the sole responsible for pregnancy, while men continue being absolved or omitted from their participation in the reproductive event.

Studies in Kenya show that there is a general reluctance on the part of adults particularly fathers to discuss sexual issues. Talking about sex is a taboo. Kiragu et al (1996) explored the question of who provides young people with information about sex and found that mothers were significantly more likely to do so than fathers. Sex education both in schools

and in the home is very inadequate in Kenya. Few adolescents receive comprehensive sex education, and often teachers do not have sufficient training or information. Teachers are gatekeepers of knowledge and skills for the large majority of young people most that live in developing countries and attend school at least in their early years (Tijuana et al, 2004). Religious and cultural taboos prevent open dialogue about premarital sex at home or in schools, despite the fact that such sexual activity is common. One study of urban slum dwellers in Nairobi found that mothers struggle to discuss sex and unintended pregnancy with their daughters because they feel embarrassed or shy. Because it is viewed as a taboo, even teachers have found it difficult to talk about sex with their adolescent learners leaving them to discover for themselves (K.N.H.C.R 2013). Long et al (2003) emphasized that to be able to provide counseling on sexuality matters, the giver needs to be able to differentiate what forms of sexual behavior and beliefs are accepted to them at a personal level and differentiate this to what could be acceptable to their clients, or other people, in order to avoid unnecessary biases.

Unequal gender relations within adolescent relationships are highly associated with sexual violence which influences teenage pregnancy. In a South African study, Holt et al (2012) noted that health care workers (HCWs) found that gender dynamics in relationships also played a factor in determining young womens risk of STIs and unplanned for pregnancy. Power relations between men and women take multiple forms, but in South Africa they are commonly manifested as and imposed through sexual violence and assault. Also in South Africa in his study, Jewkes (1997) found that, 60% of pregnant teenagers were beaten more than ten times by their male partners during their sexual activity. Gendered attitudes, behaviours, and gender power inequalities in intimate relationships impact on risky sexual behaviour, which consequently exposes boys and men and their partners to the risk of HIV infection, other sexually transmitted infections (STIs) and to unwanted pregnancies. Gender power inequities exemplified in mens frequent dominance in community and family decisions, impact on Sex and Reproductive Health (SRH) (UNAIDS, 2009; Gilbert & Walker, 2002; Foreit, 2001). Still in South Africa, Holt et al., 2012 emphasizes that the culture of submission to male partners often led to unprotected sex resulting to STIs, HIV and unintended teenage pregnancy.

Gupta (2000) definitions of femininity that idealize women as passive and sexually ignorant/innocent reinforce existing power imbalances in womens relations with men. It is

these power imbalances that contribute to adolescent pregnancy that has a disproportionate and negative impact on girls (Varga, 2003). The power imbalances are expressed in sexual relationships and confer on men the ability to influence and/or determine womens SRH choices, including utilisation of health care services and use of modern contraceptives including condoms (Wood et al, 1998; Blanc, 2001; MacPhail & Campbell, 2001; Varga, 1997; Horizons Programme Report, 2001). Power balances at home and at school within adolescent relationships determines the level of sexual risks and consequences such as HIV and STIs and early age conception. Several studies have found that womens household power has effects on general contraceptive use (Gage,1995; Hindin, 2000; Hogan et al, 1999; Laban & Gwako, 1997) and that forced sexual initiation, physical violence, and unwillingness to confront an unfaithful partner are strongly associated with teenage pregnancy (Jewkes et al, 2001).

Moreover, the placing of importance on female fertility by the African culture also has immense influence on teenage pregnancy. The cultural importance of female fertility has also been cited as a primary reason for nonuse of contraceptives and unprotected sex and for persistent high pregnancy rates among South African adolescents (Preston- Whyte and Zondi 1992; Caldwell & Caldwell 1993; Wood et al, 1997). With regard to male adolescents, Preston- Whytes work also suggests that for young Zulu men, early fatherhood is a welcome affirmation of masculine maturity and strength. This finding has been echoed in studies undertaken in Kenya and Ghana (Nzioka 2001; Ampofo 2001), indicating that by early adolescence, boys have begun to view fatherhood as a marker of man- hood and sexual prowess.

In terms of family structure, the absence of the biological father from the home as a major risk factor for both early sexual activity and teenage pregnancy (Day, 1992; Kiernan & Hobcraft, 1997; Newcomber & Udry, 1987; Geronimus 1992; Hogan & Kitagawa, 1985; McLa-nahan, 1999). Children who display externalizing behavioral problems early in life are at elevated risk for a variety of negative psychosocial outcomes in adolescence, including early sexual activity and teenage pregnancy (Dickson, & Silva, 1996; Quinton, Pickles, Maughan, & Rutter, 1993; Woodward & Fergusson, 1999). Associations between family breakdown (operationalized as parental separation, parental abuse, and father absence) and early sexual/reproductive onset have also been documented (Belsky 2007; Ellis 2004; Ellis et al, 2003; Ellis & Essex 2007).

Daughters of teenage mothers to be significantly more likely than young women whose mothers delayed parenting until adulthood to experience a teenage birth. Many studies have shown that girls raised in single-mother households are at increased risk of teenage pregnancy. Indeed, a disadvantaged home environment, being a single parent and mothers limited education does explain the association between mothers and daughters young ages at first birth. The risk of pregnancy was even higher for those living in a stepfamily than for those living in a one-parent family (Vikat et al., 2002).

Young mothers lack of emphasis on their childrens schooling also contributes to a daughters greater likelihood of teenage childbearing. Single parent families and more so female head families have children prone to conduct disorder and more so girls who have no role model to look up to. These girls are prone to early sexual initiation and its associated risks. Girls with conduct disorder are also at greater risk of teenage pregnancies (Woodward & Fergusson 1999). Overall, adolescents who live with both parents, who report communication with their parents about sex and who perceive high levels of parental monitoring are accordingly less likely to report high levels of sexual risk-taking.

2.3 Economic Factors and Teenage Pregnancy

There is a strong link between teen pregnancy and lower economic status. Poverty is a key risk factor for teenage pregnancy. At individual level, poverty is associated with illiteracy, gender inequality, and failure to negotiate for safer sex. Studies in U.K have cited the most common factor associated with teenage pregnancy was poverty. Five UK studies have found a strong association between pregnancy and exposure to local area deprivation: the areas with higher levels of deprivation were found to have higher conception rates (Bradshaw, Finch & Miles 2005; Clements et al, 1998; Diamond et al, 1999; McLeod, 2001, Paton, 2002). Bradshaw et al (2005) found that deprivation explains more than three quarters of the area variation in the teenage (age15-17) conception rate in England. McLeod (2001) also found that the proportion of local variation in teenage pregnancy (age 13-19) explained by deprivation more than doubled from the 1980s to the 1990s in Scotland and that teenage pregnancy rates increased more rapidly in more deprived areas (that is differences in teenage pregnancy in more affluent and more deprived areas widened).

Several studies in the U.S show that poverty is positively correlated to teenage pregnancy. Latino teenagers have the highest rates of pregnancy in the country (Hamilton et al, 2009). Poverty has been linked with higher rates of teen pregnancy, and the poorest women in the United States are the most likely to experience unintended pregnancy (Finer & Henshaw 2006). According to Sabatiuk and Flores (2009), due to low economic status of their parents most Latina teens are more likely than their non-Latina peers to have a partner who is significantly older for financial benefits, a factor that places them at greater risk for early sexual debut and coercive sexual relationships, which in turn can facilitate greater exposure to teenage pregnancy, HIV and other sexually transmitted diseases. This cycle goes on as most of the Latina adolescent dropout of school because of unintended pregnancy and they therefore cant secure employment. Teen pregnancy often interrupts a teens educational and career trajectory, which in turn can set the stage for reduced earnings and a higher likelihood of raising a child in poverty. These children that are raised in poverty are more likely to engage in risky sexual behavior that puts them at risk of teenage pregnancy. As many jobs require a high school-level education, young adults with lower levels of education are less likely to have well-paying jobs and more likely to be of lower socio-economic status (Moore et al, 2002). Young Latina mothers are particularly disadvantaged by being more likely to have a low income level and low levels of educational attainment (Dickson, 2004). Latino adolescents are also more likely to grow up in a family of low socio-economic status and are more likely to become poor themselves, compared to non-Latino white adolescents (Cellini et al, 2008).

Studies in South Africa emphasize that poverty is both a contributor and a consequence of early pregnancy. In some cases it leads to intergenerational sex, transactional sex or simply sexual relationships which are not ideal but provide some benefits (Flanagan et al, 2013). It also decreases a girls ability to negotiate condom use, and can keep her in abusive relationships, and creates a further layer of unequal power (Mkhwanazi, 2010). In his study on drivers of teenage pregnancy in South Africa, Panday et al (2009) noted that adolescent girls who are poor are often forced to make trade-offs between health and economic security, which can lead to staying in abusive relationships, inter-generational relationships and multiple partners; these situations usually reduce a young womens ability to negotiate when and how to have sex leading to unplanned or unintended pregnancy. Zulu et al (2002) found that women living in Nairobi slums in Kenya had significantly higher levels of sexual risk-taking than other women.

Vikat et al (2002) has emphasized that there is a significant association between fathers or guardians occupation and level of education and teenage pregnancy. Girls whose families are involved in unskilled manual labor are ten times more likely to become teenage mothers than girls from professional backgrounds. Family economic disadvantage exerts indirect effects on child conduct problem outcomes through more direct effects on making it difficult to parent effectively. Several studies have found that adolescents who live in communities that endure high levels of crime, high residential turnover, extreme rates of poverty, elevated unemployment rates and low educational levels are more likely to take sexual risks (Kaufman 2004). Brooks-Gunn et al (1993) found that neighborhood poverty was positively correlated with teenage pregnancy, while African American girls living in low-status neighborhoods were less likely to use contraception in their first sexual experience than were girls living in high-status neighborhoods. Though they come to different conclusions about the creation of concentrated-poverty neighborhood both Wilson (1987) agree that living in a neighborhood with concentrated poverty has serious consequences above and beyond those of growing up in a poor family because of the absence of role models, social isolation from job networks, weakened social institutions, and other factors. Cunradi et al (2000) emphasizes that intimate partner violence among adolescents is related to poverty, defined by low annual household income could result to teenage pregnancy. Hoffman, (2006) posits that the high rates of poverty and lower educational levels in rural communities in the U.S are the main cause of high rate of teenage pregnancy. Adolescents subjected to disadvantaged circumstances, such as living in poor, racially segregated, high crime communities, or living in problematic or single parent families, were more at risk of becoming pregnant during their teenage years. Poverty is an additional consequence of adolescent pregnancy, often leading to poorer outcomes for adolescent mothers (Tripp & Viner, 2005).

Income inequalities across cultures are also related to increased levels of violence and teenage pregnancies; societies with wider income gaps demonstrate higher violence and higher teenage conception rates (Wilkinson and Pickett 2009). Early sexual activity and pregnancy are significantly correlated with the number of girls classed as impoverished in urban localities (Brewster 1994; Lanctot & Smith 2001). Edelman (1988) proposes that a lack of life options suffered by poor and minority adolescents leads to loss of hope and low educational goals and attainment. Early parenthood and its consequences are not seen as problematic because opportunity is already lacking. These adolescents have poor basic skills

and are unable to compete in the labor market leading to repeated failures which have a negative effect on their self-esteem. This combination of events places poor and minority teens at higher risk of early parenthood. Frustration resulting from this lack of achievement opportunity is translated into rebellion against traditional societal norms. Children are deemed important in our society and having a child may temporarily elevate the adolescents self-esteem and sense of competence. Also, these alienated and economically disadvantaged youths are less able to conceptualize and plan for the future. The result is that they see no reason to focus on developing skills which would aid them in the job market (Ladner, 1987). Manlove et al (2002) reported adolescents living in poverty stricken neighborhoods were more apt to engage in sexual intercourse, often leading to adolescent pregnancy and childbirth.

The levels of education and attitude towards school have also proven to be factors that contribute to teenage pregnancy. Allied to poverty, lack of education elevates rates of aggression and early reproduction. Violence levels are lower in areas with more high-school graduates (Dobrin et al, 2005). Schools with lower academic performance and lower staff-pupil ratios have higher pupil crime rates (Limbos and Casteel 2008). Better education and academic achievement also appear to be protective factors against early sexual activity (Hallett et al, 2007; Laflin et al, 2008; Quinlivan et al, 2004).

According to Gupta and Mahy (2003), young women with no education are more than three times likely to have started childbearing by age 19 than those who have secondary and higher education (32% versus 10%). Empirical results indicate that girls education level has significant influence on the probability of teenage birth, with non-schooling adolescents and those with primary school level education being more vulnerable.

2.4 Electronic Media and Teenage Pregnancy

A very important factor contributing to early sexual initiation in adolescents is exposure to sexually explicit content especially in electronic media. Adolescents use electronic media in large numbers and are therefore uniquely positioned to be particularly vulnerable to its effects. They usually use Television, Radio, the Internet and Social Networking sites (SNS) such as Facebook and Twitter. Over half of all Internet-using teens are content creators who create websites or blogs, share original media such as photos and videos, or remix content

into new creations (Lenhart & Madden, 2007). A strong source of influence on adolescent attitudes, intentions and behaviors is the media. Social media are form of media created by adolescents, and thus they combine both peer and media effects. Through a single website such as Facebook, millions of adolescents are now linked to other adolescents online. Each of these ties represents a potential tie of influence. Preliminary evidence suggests that displays of sexual material on Facebook are associated with the reported intention to become sexually active among teenagers (Connell, 2009). In one American study, adolescents who viewed sexual references on their peers Facebook profiles, found them to be believable and influential sources of information (Moreno et al, 2009). Another study in the U.S found that, adolescents who perceived sex to be normative based on others Facebook profiles were more likely to report an interest in initiating sex (Litt & Stock, 2011).

Dunton et al (2010) in his study on adolescent sexual behaviors on social media and teen pregnancy posits that adolescents were more likely to display references to sexual behavior if a peer displayed similar references. The other concern of the influence of electronic media to teenage pregnancy is sexting which involves sending, receiving, or forwarding sexually explicit messages or pictures via a cell phone or over the internet via email or a social networking site. Dowdell et al (2011) in their study among American teenagers of the effects of sexting on adolescent initial sex experience and consequences such as HIV, STIs and teenage pregnancy, emphasize that sexting does not typically represent a random or anonymous event; rather it usually takes place in the context of existing offline relationships. He also argues that in most cases of sexting, the sexual photos were intended to be viewed by only a romantic partner, such as boyfriend or girlfriend. In another American study among teenage girls, sexting was associated with an increased likelihood of having engaged in sexual behavior and been at risk of STIs or adolescent pregnancy (Temple et al, 2012).

Given the anonymity of the internet and the ease with which identity can be disguised on social media, online sexual solicitation is the other area of great concern on the influence of electronic media on teenage pregnancy. In the U.S the sexual solicitation rate for teens is estimated at between 13-19% (Wolak et al, 2006). Ybarra (2007) posits that unwanted online sexual solicitation which involves encouraging someone to talk about sex, to do something sexual, or to share personal sexual information even when that person does not want to, is high among adolescent who have minimal parental supervision in terms of access to the internet. This puts these teenagers at risk of early sexual initiation and consequences such as STIs and teenage pregnancy. Online sexual predation occurs when an adult makes contact

with a minor with intent to engage in sexual activities that would result in statutory rape. Teenagers are much more likely to receive sexual solicitation between same-age teens than sexual predation and most of these solicitations come from same-age peers who are known offline (Collins, 2011). According to the National Campaign to Prevent Teen and Unplanned Pregnancy in the U.S, (2008) as many as 20% of teens reported they have sent/posted nude or semi-nude pictures or videos of themselves. Teens in relationships may also receive nude pictures or be pressured to send nude pictures of themselves to a partner. Relationship abuse can also include sending nonstop text messages or posting cruel comments on a boyfriends or girlfriends Facebook or MySpace page (Clifford, 2009).

In the absence of widespread, effective sex education at home or in schools, television and other online electronic media have arguably become the leading source of sex education in the United States (U.S) today (Strasburger, 2005). What children and adolescents see, hear, and read in the media is assumed to influence their social development and behavior. Various studies have shown that the American electronic media is the most sexually suggestive in the world and that the media far outranked parents or schools as the source of information about birth control (Strasburger, 2005). Research also found a direct relationship between the amount of sexual content children see and their level of sexual activity or their intentions to have sex in the future (Brown, 2004; Jones, 2006). Luscombe, in 2008 also showed that adolescents whose media diet was rich in sexual content were more than twice as likely as others to have had sex by the time they were sixteen. By age 17, nearly two thirds of males and one half of females have begun having sexual intercourse (Centers for Disease Control and Prevention [CDC], 2006). Nearly one third of sexually experienced teen females have been pregnant (National Campaign to Prevent Teen Pregnancy, 2006).

Bleakley et al (2008) demonstrates that the relationship between exposure to sexual content and sexual activity can be characterized by a feedback loop: The more sexual activity adolescents engage in, the more likely they are to be exposed to sex in media; and the more they are exposed to sex in media, the more likely they are to have progressed in their sexual activity. A study by Kim et al (2006) found that increased exposure to sexual content was positively associated with such variables as friends approval of sex, noncoital sexual experience, having a television in the bedroom, unsupervised time after school, participation in sports, active viewing of television, average television viewing, motivation to learn from television, and several demographic characteristics such as age, race, and gender.

Through television which can now be viewed online and shared through SNSs, each year American children and teenagers view nearly 14,000 sexual references, innuendoes, and behaviors, few of which (less than 170) involve the use of birth control, self-control, abstinence, or responsibility (Harris & Associates, 1988). Brown et al., (2006) argues that exposure to sexual content on television is associated with expectations about sex, perceptions of peer sexual behavior, sexually permissive attitudes, and sexual initiation. However, the greater the proportion of television viewing time that contained sexual content, the more likely it was that an adolescent had engaged in sexual intercourse. Collins et al (2004) used a two-wave longitudinal survey of 12- to 17-year-olds and found that watching sex on television (based on a content analysis of 23 television programs) predicted and possibly hastened sexual initiation. Chandra, et al (2008) found that teens who viewed more sex content on television were more likely to become pregnant. Ward et al (2011) emphasizes that sexual socialized television viewing is positively correlated with higher levels of sexual experience, having more sexual partners and more negative attitude towards abstinence. He goes on to argue that greater exposure to music videos and talk shows, and stronger identification with popular media characters, each predict a greater level of dating and sexual experience among high school students which in most cases results to STIs infections and teenage pregnancy.

In addition to television, digital print media, and music with explicit content which can all be shared through SNSs, the Internet has now become a viable way for adolescents to gain information about sexuality (Flowers-Coulson, Kushner, & Bankowski, 2000).The internet is a major contributor of wrong information about sex to the adolescents (Kanuga et al, 2004). Sullivan (2008) showed that more that 90% of the children between 3rd and 10th grade are exposed to pornography, and that access, affordability and anonymity has made online sexual activity extraordinarily common among all ages, including adolescents.

Contemporary online magazines reflect the same trend as seen in television and movies present a shift away from naive or innocent romantic love in the 1950s and 1960s to increasingly clinical concerns about sexual functioning (Planned Parenthood, 2006) .A content analysis of online British magazines for teens found that girls magazines tend to focus on romance, emotions, and female responsibility for contraception, whereas boys

magazines were more visually suggestive and assumed that all males were heterosexual (Batchelor, Kitzinger, & Burtney, 2004).

However, studies show that boys are less affected by electronic media as compared to girls. Girls, more than boys, rely on the media as an important site of information about sex and relationships, reflecting the wide range of publications available to them. For boys, the media has less of a role and school is a more important source of information (Burtney 2000). In a study in Scotland, Todd et al (1999) found a significant increase (25% to 32%) between 1990 and 1998 in the proportion of girls who reported that the media was their primary locus of information about sexual matters. In an Irish study, Holland et al (1998), the silence around female sexual pleasure in all areas of formal and family sex education drives many young women to seek alternative sources of information and this is mostly the media.

The media has an important role in pregnancy prevention. With a long term teenage pregnancy prevention media campaign, the consequences of illicit unprotected sex that can result to early pregnancy can be avoided. Airing of commercials or public information campaigns can instill behavior change and delayed sexual debut among teens resulting in postponement of childbearing. In the Netherlands, Germany and France in which teenage birth rates are many times lower than that in the U.S, there are promotions of healthy, lower-risk sexual behavior through national media campaigns that have a high degree of influence with young women and men (Berne & Huberman, 1999).

2.5 Peer Group Pressure and Teenage Pregnancy

Peer pressure is powerful, especially among adolescents. It causes members to reject, albeit temporarily, the standards of their parents and adopt those of the peer group. The more subtle form of peer pressure is known as peer influence, and it involves changing ones behaviour to meet the perceived expectations of others (Burns & Darling, 2002). According to Black (2002), peer groups provide a forum where teens construct and reconstruct their identities. Noting the increasing importance of peer acceptance to all adolescents, Brown et al (1993) showed that adolescent's behaviour and adjustment are associated with the kind of peers with whom they associate. They found that the more adolescents associate with peers who have positive attributes the better they perform in school, while affiliating with negative attributes is not associated with academic achievement. Peer influence also affects adolescent sexual

activity. In the Adolescent Health (Add Health) Survey in the U.S of students in grades 7 through 12, when factors of family structure, wealth, education and popularity were controlled, a female's close group of friends had the most influence on the timing of sexual debut. Adolescents whose friendship network included mostly low-risk friends were half as likely to experience first intercourse as were adolescents whose close friend network was composed mostly of high-risk friends (Bearman & Bruckner, 1999). Jaccard et al., (2005) in his study on peer influences on risk behavior among American teenagers, posits that adolescents who perceive their friends are engaged in sexual practices are more likely to adopt those same behaviors.

In another study in the U.S, The Kaiser Family Foundation (1998) found that 13% of young men between 13 to 18 years cited pressure from their friends compared to 7% of young women and 8% of young women and 1% of young men cited pressure from a partner as a factor contributing to why they had sex for the first time. This is because peers provide adolescents with models, support and identity (Ochieng, Kakai & Abok, 2011). During adolescence, teenagers often feel pressure to make friends and fit in with their peers. Many times these teens let their friends influence their decision to have sex even when they do not fully understand the consequences associated with the act. Teenagers have sex as a way to appear cool and sophisticated, but in some cases the end result is an unplanned teen pregnancy. The Kaiser Family Foundation (2000) states that more than 29 percent of pregnant teens reported that they felt pressured to have sex, and 33 percent of pregnant teens stated that they felt that they were not ready for a sexual relationship, but proceeded anyway because they feared ridicule or rejection. Didi (2004) emphasizes that the factors that predispose adolescents to engage in sexual behavior have been identified as: having peers who are sexually active and who pressurize others to engage in sex experimentation, relationships between adolescents and their parents and engaging in substance use and abuse.

Peer effects may operate at several levels. Same-sex peers are a major source of information about sex and peers provide settings (for example cars, parties) where sex can occur (Davis & Harris, 1982). Same-sex friends may influence the perceived acceptability of sexual behavior, and sexually experienced friends may serve as role models. Finally, romantic partners provide opportunities for sexual experimentation and may also exert pressure for sex (Wyatt & Riederle, 1994).According to Dilorio et al. (1999) peers may become more powerful sexual socialization agents than parents, particularly for information about sexual intercourse.

In a study in the U.S, about 48% of 13 to 15 year old male and female respondents said they talked to their friends about sexuality issues. Females were more likely to discuss many sexuality issues with their mothers, while less than 20% talked with their fathers about any sexuality issue. Fewer males than females reported talking with friends or parents about sex-based topics. However, male teens were about as likely to talk with their mothers as with friends and only slightly less likely to talk with their fathers (Dilorio et al., 1999). Peers transmit sexual information that is often more accepting, and influential, than standards espoused by adults. When the sexual information supplied by peers is dominant, adolescents have an earlier transition to first coitus. Adolescents who believe that peers approve of sexual activity and are sexually active are more likely to initiate intercourse (Romer & Stanton, 2003).

Burtney (2000) contends that peer pressure can be an issue. While friends are an important source of information for young people, they can often serve to reinforce the behaviour patterns within a group. A study of 2,000 British thirteen to fifteen year olds revealed the influence of peer groups. Only 4% of young people whose friends were not sexually active were sexually active themselves. Among those whose friends were sexually active, 43% were sexually active themselves (Family Education Trust, 2000). Schubotz et al (2003) reported similar findings in his Scottish study: 20% of males and 12% of females in their survey reported that they felt unable to resist the pressure of peer expectations to be sexually active, and consequently many were unhappy about the timing of first intercourse. A study of adolescent students attitudes to various sexual matters conducted by the National University of Ireland, Galway, provides further evidence of the influence of friends (Malesevic, 2003). While 80% of respondents reported that their own opinion was more valuable to them than that of friends, half of them still sought the approval of friends regarding their sexual behaviour.

From a South African study, (Wood & Jewkes, 2001) concluded that while the teenage years are an important period in exploration and development of gender identity and, in a context of poverty and limited alternatives, securing and maintaining sexual relationships are critical to self-evaluations of masculine success as well as male peer group positioning. Similarly, relationships are very important to women in their evaluations of their femininity and processes of exploration of their identity and power as women. Despite the commonness of gender-based violence, both teenage girls and boys are generally active and willing

participants in their sexual relationships (OSullivan et al, 2006). Based on earlier work, there is good reason to suspect that having older peers may make it more likely that a teenage girl engages early in sexual activity and hence is more likely to have a teen birth (Black, Devereux, & Salvanes, 2011).

2.6 Theoretical Framework

This study will be hinged on two theories; Bronfenbrenners ecological theory of human development (Brofenbrenner, 1986) and Banduras (1977) Social Learning Theory. Brofenbrenner adapted ecological systems theory from the physical sciences to human behavior. Brofenbrenner discussed the different system levels as: Macrosystem Level. At this level the social economic status (SES) has been found to be a significant factor to teenage pregnancy and child bearing (Abrahamse, et al., 1988; Barnett, et al, 1991; Hason, et al., 1987; Mayfield-Brown, 1989). In Imenti North, Secondary school students from economically challenged families are prone to early sexual activity which results to teenage pregnancy and STIs.

At the Mesosystem level different aspects of peer influence that have been examined in literature include peer educational goals (Hanson et al., 1987) peer involvement (Yamaguchi & Kandel, 1987), pressure from sexual partners, and liberal sexual attitudes of peers (Shah & Zelnik 1981). Evans Found liberal sexual attitudes among friends to be associated with pregnancy and parenting, where as Shah and Zelnik discovered that females with views on sexuality closer to those of their friends rather than those of their parents were more likely to experience premature pregnancy. In addition, teenagers experiencing family problems might be more at risk for influence by a negative peer group (Yamaguchi & Kandel 1987).

At this level, the other influential factor to teenage pregnancy is education; with grade level been the most important aspect to be discussed (Ralph, et al.,, 1984). Other aspects under study are; conduct problems (Abrahamse et al., 1998) and attitudes towards school (Landry, Bertrand, Cherry & Rice, 1986). Studies also indicate that poor academic performance and the relationship with the school setting, the greater the risk for premature pregnancy (Abrahamse et al., 1998; Hanson et al., 1987; Ralph et al., 1984). Applied to the family structure, the theory refers to the manner in which contexts beyond the family may help shape adolescent functioning through their influence on the family (Bronfenbrenner, 1986). Parents

serve as the principal link between environmental settings and adolescent functioning and the other contextual factors which influence adolescent functioning.

Banduras (1977) Social Learning theory identifies 3 main processes involved in learning: direct experience, indirect or vicarious experience from observing others (modeling), and the storing and processing of complex information through cognitive operations. This theory suggests that behaviors are learned and that they are influenced by social context; the media and more so television is seen as an increasingly influential agent of socialization that produces its effects through teenagers' propensity to learn by imitation. In applying Social Learning Theory to adolescent pregnancy, a major component would be modeling: adolescents imitate behavior from others in their environment through observational learning.

It is often the job of health educators and counselors to help adolescents recognize that difference, sometimes conflicting, social norms may well exist in their community or environment. The messages they receive about sexual behavior from the media, from their peers, or from family members, religious leaders, and others, will almost inevitably be different to some extent. By providing adolescents with an increased awareness of the influence of other significant individuals in their lives, as well as knowledge and negotiation skills about abstinence and contraceptives, the chances of an unplanned pregnancy can be lessened.

2.7 Conceptual Framework

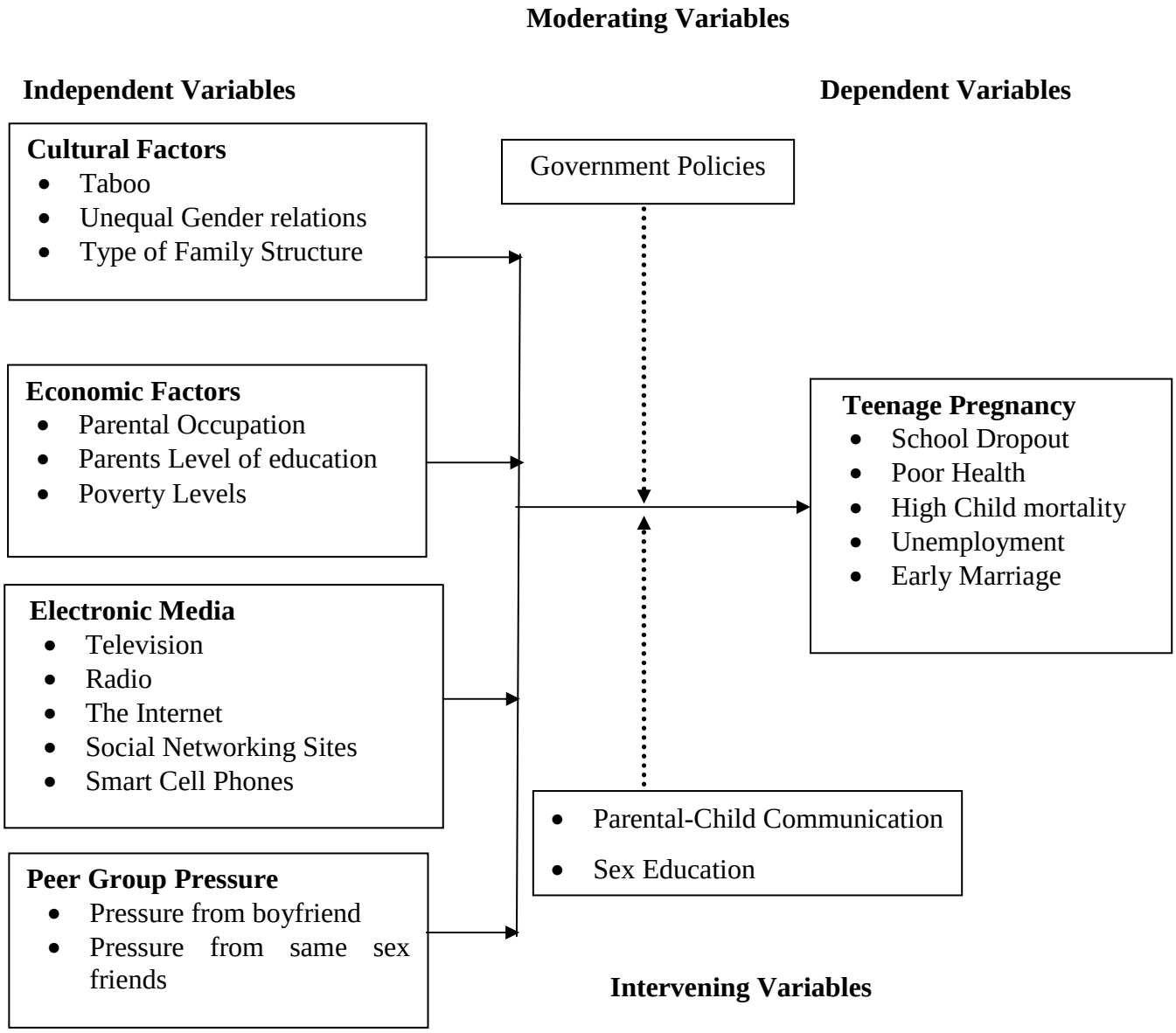

Figure 1: Conceptual Framework of the relationship between the study's independent variables and the dependent variable.

2.8 Summary of Literature Review

This chapter has reviewed literature on how cultural factors, economic factors, peer group pressure and social media influence teenage pregnancy. To this effect, the chapter also comes up with a theoretical framework and a conceptual framework.

Kiragu et al (1996) in his study on cultural factors and adolescent sexuality in high schools in Kenya does show that sex is not talked about by parents (more so fathers) and teachers which leads to early sexual initiation by teenagers exposing them to STIs and unintended pregnancy.

In his study in South Africa on drivers of teenage pregnancy, Panday et al (2009) did address the issues of poverty and teenage pregnancy. Through his findings he noted that it is adolescent girls from poor families that are forced to make tradeoff between health and economic security. This puts the adolescent girls in inter-generational and abusive relationships situations which reduce their ability to negotiate on when and how to have sex leading to unplanned or unintended pregnancy. In their study in the U.S among Latino teenagers Sabatiuk and Flores (2009) found out that due to low economic status of their parents most Latina teens have a partner who is significantly older for financial benefits, a factor that places them at greater risk for early sexual debut and coercive sexual relationships, which in turn can facilitate greater exposure to teenage pregnancy, HIV and other sexually transmitted diseases.

Holland et al (1998) in his Irish study found out that girl more than boys seek alternative sources of sexual information in the media. His findings are supported through a Scottish study by Todd et al (1999) who found a significant increase (25% to 32%) between 1990 and 1998 in the proportion of girls who reported that the media was their primary locus of information about sexual matters. From their study on the effects of peer pressure to teenage pregnacy in South Africa, Wood and Jewkes (2001), point out that securing and maintaining sexual relationships are critical to self-evaluations of masculine success as well as male peer group positioning among male South Africa teens.

2.8 Research Gap

The Kiragu et al (1996) study doesn't find out whether the cultural backgrounds of teachers affects their teaching of sex education. It doesnt also address the issue of sex education training for teachers. This research study seeks to fill this gap.

The study in South Africa by Panday et al (2009) doesn't address adolescent girls sexual peer relationships as a result of poverty which can also result to teenage pregnancy. It only looks at their relationships with older sexual partners. Also Sabatiuk and Flores (2009) dont address adolescent girls sexual peer relationships. This study seeks to fill this research gap.

The research also seeks to fill a research gap on whether the same findings by Holland et al (1998) Ireland and Todd et al (1999) in Scotland can be replicated in Imenti North Sub-county.

The study by Wood and Jewkes (2001) do not address girls peer group pressure and teenage pregnancy they only look at boys peer pressure. This study therefore seeks to find out whether pressure from fellow girls to prove femininity can lead girls to engage in sex.

Most of these studies have been done in far off countries and regions; through this study the researcher seeks to fill a research study gap on factors that influence teenage pregnancy in Imenti North Sub-county.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the research design used in the study, the target population, sampling procedure and methods of data collection, validity and reliability of the questionnaire which were used for data collection. It also contains the Operationalization table of variables and objectives under study and methods of data analysis plus ethical considerations observed.

3.2 Research Design

This study adopted the descriptive survey research design to assess the factors that influence teenage pregnancy in Imenti North Sub County. Descriptive survey research design assisted the researcher to gather both qualitative and quantitative data on how study variables such as; cultural factors, economic factors, peer group pressure and social media influence teenage pregnancy in the Sub County. Through this design the study was able to establish 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 is also an effective vehicle to collect data from samples representing large populations.

3.3 Target Population

According to the D.E.Os and D.H.R.Os office, Imenti North Sub County has 40 public secondary schools. There are 300 teachers and 10, 991 secondary school students attending the public secondary schools in Imenti North Sub County. The Sub County has only 9 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 Imenti North Sub County there are 5,496 Form 3 and Form 4 students in public secondary schools.

This was summarized in Table: 3.1 on target population

Table 3.1 Target Population

Respondents	Target Population
Teachers	300
Students	5,496
Education Officers	9
Total	**5,805**

Source: Imenti North Sub county D.E.Os and D.H.R.O Offices, February 2015

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 90 teachers from different public secondary schools. When the population is more 10,000 individuals, 384 of them are recommended as the desired sample size (Mugenda & Mugenda, 2003). The accessible population for this study was 5,496 Form 3 and Form 4 students.

Mugenda and Mugenda (2003) recommend the formula:

$$nf = \frac{n}{1 + \frac{n}{N}}$$

According to the formula:

nf= 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:

$$nf = \frac{384}{1 + \frac{384}{5{,}496}} = 358.94$$

which is 359 students

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

Table 3.2 Sampling Frame

Respondents	Target Population	Sample Size
Teachers	300	90
Students	5,496	359
Education Officers	9	9
Total	**5,805**	**458**

Since the target population is grouped into three different categories, the researcher used stratified random sampling. Stratified sampling ensured proper representation of the different public secondary schools to enhance representation of variables related to them. The researcher then used simple random sampling to select the final subjects proportionately from different strata.

3.5 Methods of Data Collection

The data for this study was collected through questionnaires and an interview guide. A research questionnaire is a research tool composed of a set of questions for the purpose of gathering information from respondents (Mugenda & Mugenda 2003). The researcher intended to use this method because questionnaires are free from the bias of the interviewee; respondents had adequate time to give well thought out answers and a large sample could be made use of and thus results could be more reliable and dependable.

The questionnaires in this study were used to get information from the teachers and students, and the interview guide was used to get information from the education officers. The questionnaire consists of both closed and open ended questions. Closed questions consist of a fixed set of questions to be answered by students and teachers in a specified sequence and with a pre-designated response options. Open ended questions were not restrictive to the respondents. Open ended questions provided respondents with opportunities to reveal information in a naturalistic way. The questionnaire was divided in 5 sections. Section one requested the respondent to fill in his or her background information, whereas the reaming 4 sections consisted of variables which the researcher intended to research on. The sections were; Cultural Factors and teenage pregnancy, Economic factors and teenage pregnancy, Peer

group pressure and teenage pregnancy and Electronic Media. The research would prepare 90 questionnaires for teachers and 359 for students. The researcher used an interview guide to collect data from the education officers. The interview guide was unstructured to enable the researcher ask questions or make comments intended to lead the respondent towards giving data to meet the study objectives. The research prepared 9 interview guides for education officers.

3.6 Validity of Research Instruments

Validity is the ability of an instrument to measure what it is designed to measure. Kothari, (2006) states validity is the most crucial criterion and indicates the degree to which an instrument measures what it is supposed to measure. In other words, validity is the extent to which differences found with measuring instrument reflect true differences among those being tested. One tenth of the sample size is sufficient for pilot testing (Mugenda & Mugenda 1999). To enhance validity, a pilot test using the questionnaires was done on 36 students, 9 teachers and 9 education officers and it was also reviewed with the help of the researcher's supervisor on its relevance to the topic under study. To ensure content validity, the researcher specified the domain of indicators which are relevant to the topic under study and also used expert opinion of the supervisor to determine if the content that the research instruments contain is adequate in addressing the research questions. The researcher then used results from the pilot study to address any deficiencies in the research instruments.

3.7 Instrument Reliability

According to Mugenda and Mugenda (2003), reliability is a measure of the degree to which a research instrument yields consistent result on data after repeated trials. A reliable instrument is one that produces consistent results when used more than once to collect data from the sample randomly drawn from the sample population (Mulusa, 1990).

To enhance reliability of the instrument, the researcher employed split-half technique. This method was used to estimate internal consistency by dividing the scale into halves, and then correlating the scores on these two halves. A high correlation indicates that the two sets yield consistent information (Hayes, 2008). In employing the split-half technique the research followed these steps:

The researcher first sampled items from the domain indicators in the table of Operationalization of variables that provided a measure for the variables under study;

The researcher then administered the total test to an appropriate group;

At random, divide the scored items into two groups. Alternatively, one group was all the odd-numbered items together and all the even numbered items together;

The researcher then computed each subjects total score from the two groups of items;

Finally scores from the two groups of items for all the subjects was correlated.

To calculate the reliability coefficient the researcher used the Spearman-Brown formula as suggested by (Mugenda & Mugenda 2003):

$$r_{xx} = \frac{n \times r}{(n-1)r + 1} \qquad \frac{2 \times 0.06}{(2-1)0.06 + 1}$$

$r_n = 0.11$

Where: r = the original reliability

r_n= reliability of the test n items long

n = number of items in the instrument

Gay (1992) says that any research instrument with a split half coefficient of between 0.8 and 1.00 are acceptable and reliable enough.

3.8 Data Analysis

The researcher sorted edited, coded and analyzed primary data that was collected so as to ensure that errors and points of contradiction are eliminated. The purpose of coding was to classify the answers to different questions into meaningful categories so as to bring out their essential patterns. The researcher also tabulated quantitative data for each research question. This process would present a comprehensive picture of how the data would look like and it also assisted the researcher in identifying the patterns. To ensure that data is entered correctly, scores are high or low and how many in each category, the researcher constructed frequency and percent distribution using SPSS version 21.0. SPSS was used because it helps

to spot data entry errors or unusual data points and has full set of statistical tests. The researcher also analyzed the data collected to get statistical measures such as mean and standard deviations for easy interpretation of the study. The analysis helped the researcher to make valid inference on the topic of study. The data from interview guide and open ended questions was analyzed through content analysis by presenting data in themes as per the research objectives. Frequencies and percentages were used to summarize information.

3.9 Operationalization of Variables

Table 3.3 Operationalization Table of Variables

Objective	Variable	Indicator (s)	Measurement Scale	Data Collection Method	Data Analysis
To establish the influence of cultural factors on teenage pregnancy in Imenti North Sub county.	Independent Variable Cultural Factors	Parental marital status. Position of women and girls in the community. Number of teachers reporting that taboos limit them and parents to talk to students about sex. Number of teachers reporting that early marriage is a factor contributing to teenage pregnancy.	Nominal Nominal Nominal Nominal	Questionnaire Questionnaire /Interview guide Questionnaire Questionnaire	Descriptive statistics Descriptive statistics Descriptive statistics Descriptive statistics
To determine the influence of economic factors on teenage pregnancy in Imenti North Sub county.	Independent Variable Economic Factors	Type of parental occupation. Parental level of education. Number of times student are sent home for school fees. Parents influence on students level of education. Girls who drop out of school due to poverty per year.	Nominal Nominal Nominal Nominal	Questionnaire Questionnaire /Interview guide Questionnaire Questionnaire	Descriptive statistics Descriptive statistics Descriptive statistics Descriptive statistics
To determine the influence of electronic media on teenage pregnancy in Imenti North Sub county	Independent Variable Electronic Media	Number of times teachers catch their students accessing SNSs in class. Number of teachers that have caught their students sharing or viewing explicit sexual content on social media. Number of teachers that are	Nominal Interval Nominal	Questionnaire /Interview guide Questionnaire Questionnaire/	Descriptive statistics Descriptive statistics Descriptive statistics

		technologically savvy. Belief among teachers that social media does influence adolescent sexuality. Number of times students access social media to view and share explicit content. Type of social media platform students mostly use. Number of students that belief that social media does influence teenage pregnancy.	Nominal Interval Interval Interval Nominal	Interview guide Questionnaire/ Interview guide Questionnaire Questionnaire Questionnaire	Descriptive statistics Descriptive statistics Descriptive statistics Descriptive statistics
To establish the influence of peer groups pressure on teenage pregnancy in Imeti North Sub county**.**	Independent Variable Peer groups pressure	Number of cases on peer group pressure for sex teachers handle. Number of teachers that belief that peer pressure is major cause of teenage pregnancy. Number of pregnant girls that report peer pressure been the main cause of pregnancy. Number of students that report that they engaged in sex due to peer pressure either from friends or boyfriend. Number of girls that are afraid of losing boyfriends for denying them sex. Students that report they didn't use contraceptives due to pressure from boyfriend/girlfriend	Interval Nominal Nominal Nominal Nominal Interval	Questionnaire Questionnaire Questionnaire/ Interview guide Questionnaire Questionnaire Questionnaire	Descriptive statistics Descriptive statistics Descriptive statistics Descriptive statistics Descriptive statistics Descriptive statistics

3.10 Ethical Considerations

Due to the sensitivity of the information that was collected regarding age at first sexual intercourse resulting to teenage pregnancy, the researcher ensured that the information was used for research purposes only. The researcher ensured anonymity when it comes to answering the study questionnaire. To conduct this study, the researcher also sought a permit from the Commission for Science, Technology and Innovation.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter discusses the interpretation and presentation of the findings. This chapter presents analysis of the data on the factors influencing teenage pregnancy in public secondary schools in Imenti North Sub County, Meru County, Kenya. The chapter also provides the major findings and results of the study.

4.2 Response Rate

The study targeted a sample size of 458 respondents from which 359 filled in and returned the questionnaires making a response rate of 75.56% for the teachers, 78.83% for the students and 88.89% for the education officers. This response rate was good and representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent.

Table 4. 1: Response Rate

Respondents	Sample Size	Response Rate	Non-respondents	Response Rate
Teachers	90	68	22	75.56
Students	359	283	76	78.83
Education Officers	9	8	1	88.89

4.3 Analysis of Demographic Data

The study sought to establish the background information of the respondents both the teachers and the students with regard to their age, gender, level of education, whether or not they have received any training on sex education for the teachers.

4.3.1 Age of the teachers

The teachers were requested to indicate their age. The findings were as shown in Table 4.2.

Table 4. 2: Age bracket of the teachers

	Frequency	**Percentage**
15-25 yrs	5	6.8
26-35 yrs	19	28.4
36-45 yrs	26	38.6
46 and above	18	26.1
Total	**68**	**100**

From the findings in table 4.2, 38.6% of the teachers indicated that they were aged between 36 and 45 years, 28.4% of the teachers indicated that they were aged between 26 and 35 years, 26.1% of the teachers indicated that they were aged 46 years and above whereas 6.8% of the teachers indicated they were aged between 15 to 25 years. From the findings above we can deduce that most teachers were aged between 36 and 45 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

	Teachers		**Students**	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Male	36	52.3	151	53.4
Female	32	47.7	132	46.6
Total	**68**	**100**	**283**	**100**

From the findings, 52.3% of the teachers indicated they were male while 47.7% of the teachers indicated they were female. From the findings tabled above, 53.4% of the students indicated they were male while 46.6% indicated they were female. Clearly, most of the student respondents were male. This clearly shows that majority of the respondents for this study was male.

4.3.3 Highest level of education

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

Table 4. 4: Highest level of education

	Frequency	Percentage
Certificate	10	14.8
Diploma	19	27.3
Degree	34	50
Masters and Above	5	8
Total	**68**	**100**

From the findings, 50% of the teachers indicated that their level of education was the degree level, 27.3% indicated diploma level, 14.8% indicated certificate level while 8% indicated masters and above. From these findings, we can deduce that for most teachers, their level of education was the degree level.

4.3.4 Training on sex education

The teachers were further requested to indicate whether they had any training on sex education. The results are in Table 4.5.

Table 4. 5: Teacher training on sex education

	Frequency	Percentage
No	31	45.5
Yes	37	54.5
Total	**68**	**100**

From the findings in table 4.5, 54.5% of the teachers indicated that had received training on sex education while 45.5% disagreed indicating no. From this, we can infer that the teachers

had received training on sex education. The interviewees also added that public secondary school teachers in Imenti North Sub County do not undergo training on the influence of social media and peer pressure to teenage sex.

4.3.5 Students Exposure to sex education

The students were further asked to indicate whether they have ever been exposed to any sex education in their school. Their results were as shown in Table 4.6.

Table 4. 6: Students exposure to sex education in their school

	Frequency	**Percentage**
No	200	70.5
Yes	83	29.5
Total	**283**	**100**

From the findings shown in table 4.6, 70.5% of the students indicated they have never been exposed to any sex education in their school while 29.5% indicated they have not. From these findings we can deduce that the students have not been exposed to any sex education in their school.

4.3.6 Pregnancy/fathering of a child by student

The students were further asked to indicate whether they have ever been pregnant/fathered a child. Their results were as shown in Table 4.7.

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

	Frequency	**Percentage**
Yes	145	51.1
No	138	48.9
Total	**283**	**100**

From the findings shown in table 4.7, 51.1% of the students indicated they have ever been pregnant/fathered a child while 48.9% indicated they have not. From these findings we can deduce that most of the students have not been exposed to any sex education in their school.

4.3.7 Pregnancy and school drop out

The students were additionally asked to indicate whether they know anyone who are currently pregnant or has been pregnant and had to drop out of school. Their responses were as shown in Table 4.8.

Table 4. 8: Knowledge of teenagers currently pregnant or has been pregnant and had to drop out of school

	Frequency	Percentage
Yes	190	67
No	93	33
Total	**283**	**100**

From the findings shown in table 4.8, 67% of the students indicated they know people who are currently pregnant or has been pregnant and had to drop out of school while 33% indicated they did not. From these findings we can deduce that they know people who are currently pregnant or has been pregnant and had to drop out of school.

The interviewees confirmed that teenage pregnancy is the greatest challenge in the Education sector in Imenti North Sub County since there are many cases reported of teenage pregnancy among secondary schooling girls leading to school dropout as a result. This they attributed to the fact that Kenyas education curriculum cover sex education in a shallow way at advanced classes and also the fact that public secondary school teachers in Imenti North Sub County do not undergo training in sex education.

4.3.8 Teenage pregnant girls staying in school

The students were further asked to indicate whether teenage pregnant girls should be allowed to stay in school until they deliver. The findings were as shown in Table 4.9.

Table 4.9: Decision to allow teenage pregnant girls should be allowed to stay in school until they deliver

	Frequency	Percentage
Yes	161	56.8
No	122	43.2
Total	**283**	**100**

From the findings shown in 4.9, 56.8% of the students indicated that teenage pregnant girls should be allowed to stay in school until they deliver while 43.2% indicated they should not. From these findings we can deduce that teenage pregnant girls should be allowed to stay in school until they deliver.

4.4 Cultural Factors and Teenage Pregnancy

The study sought to establish the influence of cultural factors on teenage pregnancy in Imenti North Sub-county. The results were as represented below.

4.4.1 Cultural background and teaching sex education

The respondents were requested to indicate whether their cultural background hindered them from effectively teaching sex education. The results were as shown in Table 4.10.

Table 4. 10: Teachers cultural background hindering them from teaching sex education

	Frequency	**Percentage**
Yes	58	85.2
No	10	14.8
Total	**68**	**100**

From the findings, 85.2% of the respondents agreed that their cultural background hindered them from effectively teaching sex education while 14.8% disagreed. From these findings, we can infer that cultural background hindered the teachers from effectively teaching sex education.

4.4.2 Parents talk about sex

The respondents were requested to indicate whether parents taking their children to their school talk to them about sex. Their responses were as shown in Table 4.11.

Table 4. 11: Parents talk to children about sex

	Teachers		Students	
	Frequency	**Percentage**	**Frequency**	**Percentage**
No	44	64.5	206	72.7
Yes	24	35.5	77	27.3
Total	**68**	**100**	**283**	**100**

From the findings tabled above, 54.5% of the respondents indicated that parents taking their children to their school did not talk to them about sex while 45.5% indicated they did. Additionally, 72.7% of the students indicated that their parent /parents do not talk to them about sex while 43.2% indicated they do. They explained that this is because they take it as a teachers responsibility and some were shy about the subject. From this, we can infer that parents taking their children to the school did not talk to them about sex.

4.4.3 Reasons for not talking about sex

Further, the students were asked to indicate why their parent /parents do not talk to them about sex. The responses were as shown in Table 4.12

Table 4. 12: Reasons for parents not talking about sex

	Frequency	**Percentage**
They leave it to my relatives (Aunty or Uncle	64	22.7
Am not old enough	122	43.2
Sex is a taboo in my community	97	34.1
Total	**283**	**100**

From the findings, 43.2% of the students indicated that their parent /parents do not talk to them about sex because they are not old enough, 34.1% indicated it is because sex is a taboo in their community, while 22.7% indicated their parents leave it to their relatives (Aunty or Uncle). From these findings we can deduce that most students parent /parents do not talk to them about sex because they are not old enough.

4.4.4 Whether students would like their parents to talk to them about sex

The students were also requested to indicate whether they would like their parents to talk to them about sex. The results were as shown in Table 4.13.

Table 4. 13: Parents talking to students about sex

	Frequency	Percentage
Yes	158	55.7
No	125	44.3
Total	**283**	**100**

From the findings, 55.7% of the students indicated that they would like their parents to talk to them about sex while 44.3% indicated would not. From these findings we can deduce that students would like their parents to talk to them about sex.

4.4.5 Preference on whom to talk about sex with

The students were further asked to indicate whom they would prefer to talk about sex with. The results were as shown in Table 4.14.

Table 4. 14: Students preference on whom to talk about sex with

	Frequency	Percentage
Mother	231	81.8
Father	52	18.2
Total	**283**	**100**

From the findings, 81.8% of the students indicated that they would like their mother to talk to them about sex while 18.2% indicated their fathers. From these findings we can deduce that students would like their mothers to talk to them about sex.

4.4.6 Parental communication about sex and pregnancy

In additional, the students were further requested to indicate whether parental communication about sex reduces chances of their children becoming pregnant/ fathering a child (For girls becoming pregnant and boys fathering a child). The results were as shown in Table 4.15.

Table 4. 15: Parental communication about sex and children becoming pregnant/ fathering a child

	Frequency	Percentage
Yes	215	76.1
No	68	23.9
Total	**283**	**100**

From the findings, 76.1% of the students indicated that parental communication about sex reduce chances of their children becoming pregnant/ fathering a child while 23.9% indicated it does not. From these findings we can deduce that parental communication about sex reduce chances of their children becoming pregnant/ fathering a child.

4.4.7 Boys and sex

The students were asked to indicate whether boys should be allowed to have sex at whatever age even if they risk impregnating girls. Their responses were as shown in Table 4.16.

Table 4. 16: Decision on boys being allowed to have sex at whatever age even if they risk impregnating girls

	Frequency	Percentage
Yes	132	46.6
No	151	53.4
Total	**283**	**100**

From the findings, 53.4% of the students indicated that boys should not be allowed to have sex at whatever age even if they risk impregnating girls while 46.6% of the students indicated they should. From these findings we can deduce that boys should not be allowed to have sex at whatever age even if they risk impregnating girls.

The interviewees intimated that girl child education is not taken seriously in Imenti North Sub County and some parents take education as a preserve for the boy child. They added that they have a return to school policy for teenage girls that have dropped out due to pregnancy which is strictly adhered to.

4.4.8 Early marriage and teenage pregnancy

The students were asked to indicate whether early marriage leads to teenage pregnancy among their peers. Their responses were as shown in Table 4.17.

Table 4. 17: Early marriage and teenage pregnancy

	Frequency	Percentage
Yes	186	65.9
No	97	34.1
Total	**283**	**100**

From the findings, 65.9% of the students indicated that early marriage leads to teenage pregnancy among their peers while 34.1% of the students indicated it does not. From these findings we can deduce that early marriage leads to teenage pregnancy among their peers.

4.4.9 Pregnancy responsibility

The students were asked to indicate whether girls be held solely responsible in the event of pregnancy. Their responses were as shown in Table 4.18.

Table 4. 18: Girls being held solely responsible in the event of pregnancy

	Frequency	Percentage
Yes	209	73.9
No	74	26.1
Total	**283**	**100**

From the findings, 73.9% of the students indicated that girls be held solely responsible in the event of pregnancy while 26.1% of the students indicated they should not. From these findings we can deduce that girls be held solely responsible in the event of pregnancy.

4.4.10 Proving fertility/manhood

The students were asked to indicate whether they would risk being pregnant/fathering a child during their teen years just to prove their fertility/manhood (For girls fertile and for boys to prove manhood.) Their responses were as shown in Table 4.19.

Table 4. 19 : Students risking being pregnant/fathering a child during their teen years just to prove their fertility/manhood

	Frequency	Percentage
No	154	54.5
Yes	129	45.5
Total	**283**	**100**

From the findings, 54.5% of the students indicated that they would not risk being pregnant/fathering a child during their teen years just to prove their fertility/manhood while 45.5% of the students indicated they would. From these findings we can deduce that students would not risk being pregnant/fathering a child during their teen years just to prove their fertility/manhood.

4.4.11 Return to school of teenage pregnant girls

The respondents were further requested to indicate whether the parents in their school support the return to school of teenage pregnant girls. The responses were as shown in Table 4.20.

Table 4. 20: Parents supporting the return to school of teenage pregnant girls

	Frequency	Percentage
No	39	58
Yes	29	42
Total	**68**	**100**

From the findings tabled above, 58% of the respondents indicated that parents in their school do not support the return to school of teenage pregnant girls while 45.5% indicated they did. From this, we can infer that parents do not support the return to school of teenage pregnant girls.

4.4.12 Marital status of your parent /parents

The students were further asked to indicate the marital status of their parent /parents. The findings were as shown in Table 4.21.

Table 4. 21: Marital status of the parent /parents

	Frequency	Percentage
Single	48	17
Married	116	40.9
Divorced	64	22.7
Separated	55	19.3
Total	**283**	**100**

According to these findings, 40.9% of the students indicated their parents were married, 22.7% indicated they were divorced, 19.3% of the students indicated they were separated while 17% indicated they were single. From these findings, we can infer that most students parents were married.

4.4.13 Parental marital status influence teenage pregnancy

The respondents were also asked to indicate whether parental marital status influences teenage pregnancy. The results were as shown in Table 4.22.

Table 4. 22: Parental marital status and teenage pregnancy

	Frequency	Percentage
Yes	50	73.9
No	18	26.1
Total	**68**	**100**

From the findings tabled above, 73.9% of the respondents indicated that parental marital status influences teenage pregnancy while 26.1% indicated it did not. From this, we can infer that parental marital status influences teenage pregnancy.

4.4.14 Statements on culture and teenage pregnancy

The respondents were also requested to indicate their level of agreement with following statements on culture. The results were as shown in Table 4.23.

Table 4.23: Teachers level of agreement with statements on culture and teenage pregnancy

Statement	Mean	Std. Deviation
The kinds of job parents do significantly influence chances of their girls becoming teenage mothers.	4.7164	.59813
Girls from poor families are at higher risk of becoming pregnant than girls from rich families	4.5373	.70342
The level of education of parents does not lead to teenage pregnancy	4.5821	.65480
Girls from poor families have an opportunity of going back to school even after dropping out due to pregnancy.	4.5522	.65790

On the cultural factors on teenage pregnancy, majority of the respondents indicated that to a very great extent, the kinds of job parents do significantly influence chances of their girls becoming teenage mothers as shown by a mean score of 4.7164, girls from poor families are at higher risk of becoming pregnant than girls from rich families to a very a great extent as shown by a mean score of 4.5821, the level of education of parents does not lead to teenage pregnancy to a very a great extent as shown by a mean score of 4.5373, and girls from poor families have an opportunity of going back to school even after dropping out due to pregnancy as shown by a mean score of 4.5222.

Table 4. 24: Student level of agreement with statements on cultural factors and teenage pregnancy

Statement	Mean	Std. Deviation
Failure to talk about sex by parents does not influence teenage pregnancy.	4.1023	.86365
The marital status of parents contributes to teenage pregnancy.	3.8384	.79098
The position of women and girls in society does not contribute to teenage pregnancy.	4.0348	.96032
Teachers can freely talk about sex to students irrespective of their cultural backgrounds.	3.6530	.96033
Girls should not deny boys sex even if it puts them at risk of been pregnant because it is a sign of manhood.	4.0724	.72936
It is girls responsibility only to take care of the contraception to avoid pregnancy.	3.9272	.86244

From the results, the students agreed that with a mean score of 4.1023 that failure to talk about sex by parents does not influence teenage pregnancy. Further, the students agreed with a mean score of 4.0724 that girls should not deny boys sex even if it puts them at risk of been pregnant because it is a sign of manhood. Additionally, the students agreed with a mean of4.0348 that the position of women and girls in society does not contribute to teenage pregnancy. Also, he students agreed with a mean of 3.9272 that it is girls responsibility only to take care of the contraception to avoid pregnancy. Additionally, the students agreed with a mean score of 3.8384 that the marital status of parents contributes to teenage pregnancy. Lastly the students agreed with a mean of 3.6530 that teachers can freely talk about sex to students irrespective of their cultural backgrounds.

It was clear that the education officials encourage parents through schools to talk to their teenage children about sex although the parents see it as the teachers responsibility and some as a taboo to talk to their children about sex. The interviewees added that some parents say it is shameful while others feel it is against traditional beliefs.

4.5 Economic Factors and Teenage Pregnancy

The study further sought to determine the influence of economic factors on teenage pregnancy in Imenti North Sub-county. The findings were as shown in Table 4.25.

4.5.1 Parents occupation

The respondents were further requested to indicate what do most parent /parents taking their children to their school did for a living. The results were as shown below.

Table 4. 25: Parents occupation

	Teacher		Student	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Farmer	17	25	68	23.9
Teacher	6	9.1	52	18.2
Business	19	28.4	48	17
Unskilled Labor	18	26.1	35	12.5
Doctor	2	3.4	29	10.2
Driver	5	8	52	18.2
Total	**68**	**100**	**283**	**100**

From the findings, 28.4% of the respondents indicated that most parent /parents taking their children to their school are into business, 26.1% indicated they were unskilled labor, 25% indicated they were farmers, 9.1% indicated they were teachers, 8.0% indicated they were drivers and 3.4% indicated they were doctors. From the students results, 23.9% of the students indicated that their parents were farmers, 18.2% of the students indicated their parents are drivers while the same percentage also indicates that they are teachers. Further, the 17% of the students indicated theirs were business people, 12.5% indicated unskilled laborers while 10.2% indicated they were doctors. From these findings, we can deduce that most parent /parents taking their children to the school are into farming.

4.5.2 Parents level of education

The students were also asked to indicate their level of education did their parent /parents achieve. The results were as shown in Table 4.26.

Table 4. 26: Parents level of education

	Frequency	Percentage
Primary School	71	25
Secondary School	135	47.7
Themth Polytechnic	45	15.9
University	32	11.4
Total	**283**	**100**

From the results, 47.7% of the students indicated that their parents level of education was secondary school level, 25% of the students indicated primary school level, 15.9% indicated themth polytechnic while 11.4% indicates university level. From these findings, we can deduce that most parents level of education was secondary school level.

4.5.3 Level of education of parents and teenage pregnancy

The respondents were further requested to indicate whether the level of education of parents influence teenage pregnancy. The results were as shown in Table 4.27.

Table 4. 27: Level of education of parents and teenage pregnancy

	Frequency	Percentage
No	52	76.1
Yes	16	23.9
Total	**68**	**100**

From the findings tabled above, 76.1% of the respondents indicated that the level of education of parents influence teenage pregnancy while 23.9% indicated it does not. From this, we can infer that the level of education of parents influences teenage pregnancy.

4.5.4 School fees challenges

The students were asked to indicate whether they have ever been sent home for school fees. Their responses were as shown in Table 4.28.

Table 4. 28: Students being sent home for school fees

	Frequency	Percentage
Yes	196	69.3
No	87	30.7
Total	**283**	**100**

From the findings, 69.3% of the students indicated they have ever been sent home for school fees while 30.7% of the students indicated they had not. From these findings we can deduce that most students have ever been sent home for school fees.

4.5.5 Statements on economic factors and teenage pregnancy

The respondents were also requested to indicate their level of agreement with following statements on economic factors and teenage pregnancy. The results were as shown in Table 4.29.

Table 4. 29: Statements on economic factors and teenage pregnancy

Statement	Mean	Std. Deviation
The kinds of job parents do significantly influence chances of their girls becoming teenage mothers.	4.4908	.86225
Girls from poor families are at higher risk of becoming pregnant than girls from rich families	3.8718	.79898
The level of education of parents does not lead to teenage pregnancy	4.1941	.96770
Girls from poor families have an opportunity of going back to school even after dropping out due to pregnancy.	3.7363	.96827

Regarding electronic media, majority of the respondents indicated that the kinds of job parents do significantly influence chances of their girls becoming teenage mothers as shown by a mean score of 4.4908, girls from poor families are at higher risk of becoming pregnant than girls from rich families as shown by a mean score of 4.1941, the level of education of parents does not lead to teenage pregnancy as shown by a mean score of3.8718 and girls from poor families have an opportunity of going back to school even after dropping out due to pregnancy as shown by a mean score of 3.7363.

4.6 Electronic Media and Teenage Pregnancy

The study further sought to determine the influence of electronic media on teenage pregnancy in Imenti North Sub-county. The results were as below.

4.6.1 Electronic media influences on teenagers

The respondents were additionally requested to indicate whether they thought that electronic media influences teenagers to have sex at an early age. The findings were as shown in Table 4.30.

Table 4. 30: Electronic media influencing teenagers to have sex at an early age

	Teachers		**Students**	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Yes	43	63.6	148	52.3
No	25	36.4	135	47.7
Total	**68**	**100**	**283**	**100**

From the findings tabled above, 63.6% of the respondents indicated that electronic media influences teenagers to have sex at an early age while 36.4% indicated it does not. From the students findings, 52.3% of the students indicated that electronic media influences teenagers to have sex at an early age while 47.7% of the students indicated that electronic media does not influence. From these findings we can deduce that electronic media influences teenagers to have sex at an early age.

4.6.2 Electronic media on teenage sex

The respondents were as well requested to indicate whether they thought that the influence of electronic media on teenage sex should be taught in secondary schools. The findings were as shown in Table 4.31.

Table 4. 31: Decision on teaching the influence of electronic media on teenage sex in secondary schools

	Frequency	Percentage
Yes	50	73.9
No	18	26.1
Total	**68**	**100**

From the findings tabled above, 73.9% of the respondents indicated that the influence of electronic media on teenage sex should be taught in secondary schools while 26.1% indicated it should not be taught. From this, we can infer that the influence of electronic media on teenage sex should be taught in secondary schools.

4.6.3 Teenage sex

The students were further requested to indicate which out of the following do them think is significantly influences teenage sex. The responses were as shown in Table 4.32.

Table 4. 32: Social media that significantly influences teenage sex

	Frequency	Percentage
Online Television	23	8
Social Networking sites	74	26.1
The internet	52	18.2
Online Radio	45	15.9
Sexting on Mobile Phones	90	31.8
Total	**283**	**100**

From the findings, 31.8% of the students indicated that sexting on mobile phones significantly influences teenage sex, 26.1% of the students indicated social networking sites, 18.2% indicated the internet, 15.9% indicated online radio while 8% indicated online television. From these findings we can infer that sexting on mobile phones significantly influences teenage sex.

4.6.4 Media devices usage

The students were also asked to indicate which of the following they personally use, at home or at school. The findings are as shown in Table 4.33

Table 4. 33: Media devices usage by students at home or at school

	Frequency	**Percentage**
A Television	10	3.4
A Radio set	38	13.6
The Internet	113	39.8
Social networking sites	32	11.4
Smart Cell phones	90	31.8
Total	**283**	**100**

From the findings, 39.8% of the students indicated that they personally use the internet at home or at school, 31.8% of the students indicated smart call phone, 13.6% indicated a radio set, 11.4% indicated social networking sites while 3.4% indicated a television. From these findings we can infer that students personally use the internet at home or at school.

4.6.5 Material students look for using the electronic media

The students were also asked to indicate what kind of material they look for using the electronic media indicated. The results were as shown in Table 4.34.

Table 4.34: Material students look for using the electronic media indicated

	Frequency	Percentage
Educational Material /Do research for homework	55	19.3
Look for information on sex health and sexuality	10	3.4
Explicit Music	74	26.1
Adult rated movies /Pornography	77	27.3
Educational Scholarships	16	5.7
Look for information on Alcohol and Drugs	29	10.2
Look for information on health topics	23	8
Total	**283**	**100**

From the findings, 27.3% of the students indicated that the kind of material they look for using the electronic media is adult rated movies /pornography, 26.1% of the students indicated explicit music, 19.3% indicated educational material /do research for homework, 10.2% indicated look for information on sex health and sexuality, 8% indicated look for information on health topics, 5.7% of the students indicated educational scholarships while 3.4% of the students indicated that they look for information on sex health and sexuality From these findings we can infer that the kind of material students look for using the electronic media is adult rated movies /pornography.

4.6.6 Mobile phone ownership and usage among students

The students were as well requested to indicate which of the following best describes them. The results were as shown in Table 4.35.

Table 4. 35: Mobile phone ownership and usage among students

	Frequency	Percentage
I have my own mobile phone	83	29.5
I share a mobile phone with my family members	74	26.1
I share a mobile with my friends	45	15.9
I share SIM cards with my family members	58	20.5
I share SIM cards with my friends	29	10.2
Total	**283**	**100**

From the findings, 29.5% of the students indicated that they have their own mobile phone, 26.1% of the students indicated they share a mobile phone with their family members, 20.5% indicated they share SIM cards with their family members while 10.2% indicated they share SIM cards with their friends. From these findings, we can infer that students have their own mobile phone

4.6.7 Sex solicitation

The respondents were further requested to indicate whether they thought that students in their school report have been solicited for sex. The findings were as shown in Table 4.36.

Table 4. 36: Students in the school report being solicited for sex

	Frequency	Percentage
Yes	45	65.9
No	23	34.1
Total	**68**	**100**

From the findings tabled above, 65.9% of the respondents indicated that students in their school report have been solicited for sex while 34.1% indicated they have not. From this, we can infer that students in the school report have been solicited for sex.

4.6.8 Listening to sexually explicit music

The respondents were additionally requested to indicate how often they catch their students listening to sexually explicit music on their mobile phones. The results were as shown in Table 4.37.

Table 4. 37 Frequency of students listening to sexually explicit music on their mobile phones

	Frequency	**Percentage**
Once a week	9	13.6
2 times a week	17	25
3 times a week	35	51.1
5 times week	7	10.2
Total	**68**	**100**

From the findings shown above, 51.1% of the respondents indicated that they catch their students listening to sexually explicit music on their mobile phones 3 times a week, 25% indicated 2 times a week, 13.6% indicated once a week while 10.2% indicated 5 times a week. From these findings we can infer that students listen to sexually explicit music on their mobile phones 3 times a week.

4.6.9 Students sexting in class

The respondents were additionally requested to indicate how often they catch their students sexting in class. The results were as shown in Table 4.38.

Table 4. 38: Frequency of students sexting in class

	Frequency	Percentage
Once a week	12	17
2 times a week	28	40.9
3 times a week	15	22.7
5 times week	13	19.3
Total	**68**	**100**

From the findings shown above 40.9% of the respondents indicated that they catch their students sexting in class 2 times a week, 22.7% indicated 3 times a week, 19.3% indicated 5 times a week while 17% indicated once a week. From these findings we can infer that students sext in class 2 times a week.

4.6.10 Internet access

The students were also asked to indicate how often they connect to the internet. Their responses were as shown in Table 4.39.

Table 4. 39: Frequency of students connecting to the internet

	Frequency	Percentage
Once a day	23	8.1
Twice a day	31	11.1
3 times a day	43	15.2
4-6times a day	94	33.3
7-9times a day	60	21.2
Total	**283**	**100**

From the findings, 33.3% of the students indicated that they connect to the internet 4-6times a day, 21.2% of the students indicated 7-9times a day, 15.2% indicated 3 times a day, 11.1%

indicated twice a day while 8.1% indicated once a day. From these findings we can infer that they connect to the internet 4-6times a day.

4.6.11 Chatting about with people

The students were also asked to indicate which of the following topics they chat about with people using themr mobile phone or computer. Their responses were as shown in Table 4.40

Table 4. 40: Topics that students chat about with people

	Frequency	Percentage
Love life and/ or dating	16	5.7
Schoolwork and homework	19	6.8
Explicit Music, movies and celebrities	71	25
Gossip /stories about people at school or in the community	93	33
Sports	74	26.1
Total	**283**	**100**

From the findings, 33% of the students indicated that they chat about gossip /stories about people at school or in the community with people using themr mobile phone or computer, 26.1% of the students indicated sports, 25% of the students indicated explicit Music, movies and celebrities, 6.8% indicated schoolwork and homework while 5.7% indicated Love life and/ or dating. From these findings we can infer that student chat about gossip /stories about people at school or in the community with people using the mobile phone or computer.

4.6.12 Student activities

The students were also asked to indicate which of the following activities they were involved in. Their responses were as shown in Table 4.41.

Table 4. 41: Student activities using in the internet

	Frequency	Percentage
Sent a message via Whatsapp	38	13.6
Used a social networking site like Facebook	52	18.2
Used Twitter	45	15.9
Used Them Tube	35	12.5
Shared pictures or videos of myself online	23	8
Chatted online with someone I have not met in person	32	11.4
Sent a sexual text on my mobile phone	58	20.5
Total	**283**	**100**

From the findings, 20.5% of the students indicated that they sent a sexual text on my mobile phone, 18.2% of the students indicated they used a social networking site like Facebook, 15.9% of the students indicated they used Twitter, 13.6% indicated sent a message via Whatsapp, 12.5% indicated they used Them Tube, 11.4% indicated they used chatted online with someone I have not met in person, while 8% indicated they shared pictures or videos of themselves online. From these findings we can deduce that they sent a sexual text on my mobile phone.

4.6.13 Sexual image

The students further asked to indicate whether they have ever seen any sexual images or heard sexual discussions when using their phone, television, radio or the internet. Their responses were as shown in Table 4.42.

Table 4. 42: Students seeing any sexual images or heard sexual discussions

	Frequency	Percentage
No	16	5.7
Yes I opened an attachment by mistake	80	28.4
Yes, it popped on my screen when I was browsing the internet	61	21.6
Yes, I wanted to see /hear it	83	29.5
Yes, a friend sent me a photo or a video	42	14.8
Total	**283**	**100**

From the findings, 29.5% of the students indicated yes, that they wanted to see /hear it, 28.4% of the students indicated yes that they opened an attachment by mistake, 21.6% of the students indicated yes, that it popped on my screen when they were browsing the internet, 14.8% indicated yes, that a friend sent me a photo or a video while 5.7% indicated no. From these findings we can deduce that the students wanted to see /hear sexual images or hear sexual discussions.

4.6.14 Topics on social networking sites

The respondents were requested to indicate the topics they think their students discuss on social networking sites (Facebook, Twitter and WhatsApp). The findings were as shown in Table 4.43.

Table 4. 43: Topics students discuss on social networking sites

	Mean	Std. Deviation
Love life and/ or dating	4.4564	.86545
Schoolwork and homework	3.5328	.79848
Explicit Music, movies and celebrities	4.1079	.96722
Gossip /stories about people at school or in the community	3.7522	.96893

Regarding topics discussed, the respondents indicated that the topics that their students discuss on social networking sites (Facebook, Twitter and WhatsApp) are love life and/ or dating as shown by a mean score of 4.4564, explicit music, movies and celebrities as shown by a mean score of 4.1079, gossip /stories about people at school or in the community as shown by a mean score of 3.7522 and schoolwork and homework as shown by a mean score of 3.5328.

4.6.15 Statements on electronic media and teenage pregnancy

The respondents were also asked to indicate the extent to which they agree with the following statements on electronic media and teenage pregnancy. The results are as shown in Table 4.44.

Table 4. 44: Level of agreement with statements on electronic media and teenage pregnancy

Statement	Mean	Std. Deviation
Seeing characters in popular online television shows and the internet acting a certain way about sex significantly influence how I feel about sex and sexuality in real life.	4.0348	.96032
Facebook, WhatsApp and other SNSs do not influence how teenagers feel about sex and sexuality in real life.	4.1673	.86545
Parental control on their childrens access to social networking sites and the internet reduces chances of sexual relationships among teenagers and teenage pregnancy	3.6384	.79848
The watching of adult rated movies and explicit music online by students does not influences teenage pregnancy.	4.0348	.96722
Teachers control of their students access to social networking sites, the internet reduces chances of sexual relationships among students and teenage pregnancy	3.8930	.96893
Teachers limited technological savvy hinders their ability to control students access to explicit content on social media	4.1044	.38524
Students only use the internet as a good educational research tool.	3.9115	.86728

Regarding statements on electronic media and teenage pregnancy, the respondents agreed that Facebook, WhatsApp and other SNSs do not influence how teenagers feel about sex and sexuality in real life as shown by a mean score of 4.1673. The respondents also agreed that teachers limited technological savvy hinders their ability to control students access to explicit content on social media as shown by a mean score of 4.1044. Further, the respondents agreed

with a mean score of 4.0348 that watching of adult rated movies and explicit music online by students does not influences teenage pregnancy. Also, the respondents agreed with a mean of 3.9115 that students only use the internet as a good educational research tool, teachers control of their students access to social networking sites, the internet reduces chances of sexual relationships among students and teenage pregnancy as shown by a mean score of 3.8930 and that parental control on their childrens access to social networking sites and the internet reduces chances of sexual relationships among teenagers and teenage pregnancy as shown by a mean score of 3.6384.

The interviewees said that the education office has provided guidelines to schools on how their students should use the internet. They added that they often receive cases of teacher student sexual relationships that result to teenage pregnancy from the sib county.

4.7 Peer Group Pressure and Teenage Pregnancy

The study sought to establish the influence of peer groups on teenage pregnancy in Imenti North Sub-county. The results are as follows in the subsequent sections.

4.7.1 Students Sexual Active or Not

The students were also asked to indicate whether they would consider themselves sexually active. The findings were as shown in Table 4.45.

Table 4. 45: Students considering themselves sexually active

	Frequency	**Percentage**
Yes	151	53.4
No	132	46.6
Total	**283**	**100**

From the findings, 53.4% of the students indicated that they would consider themselves sexually active while 46.6% of the students indicated that would not. From these findings we can deduce that the students are sexually active.

4.7.2 Age at First encounter

The students were also asked to indicate how old they were during their first encounter. The findings were as shown in Table 4.46.

Table 4. 46: Age of student during their first encounter

	Frequency	Percentage
less 13 years	103	36.4
13-15years	61	21.6
16-18years	38	13.6
19-20 years	80	28.4
Total	**283**	**100**

According to the findings, 36.4% of the students indicated they were less 13 years old during their first encounter, 28.4% indicated between 19-20 years, 21.6% indicated between 13-15years whereas 13.6% indicated between16-18years. From these findings we can infer that the students were less 13 years old during their first encounter.

4.7.3 Reason for first sexual intercourse

The students were further requested to indicate what made them engage in their first sexual intercourse. The results were as shown in Table 4.47.

Table 4. 47: Reason for first sexual intercourse

	Frequency	Percentage
Pressure from friends	109	38.6
I wanted to	71	25
Pressure from boyfriend /girlfriend	103	36.4
Total	**283**	**100**

According to the findings, 38.6% of the students indicated they pressure from friends made them engage in their first sexual intercourse, 36.4% indicated pressure from boyfriend

/girlfriend, while 25% indicated they wanted to. From these findings we can infer that pressure from friends made the students engage in their first sexual intercourse.

4.7.4 Contraception during last sexual encounter

The students were further requested to indicate whether they used any form of contraception during their last sexual encounter. The findings are as shown in Table 4.48.

Table 4. 48: Students use of contraception during last sexual encounter

	Frequency	Percentage
Yes	100	35.2
No	183	64.8
Total	**283**	**100**

From the findings, 64.8% of the students indicated that they did not use any form of contraception during their last sexual encounter while 35.2% of the students indicated they did use. From these findings we can deduce that the students did not use any form of contraception during their last sexual encounter.

4.7.5 Reason for not using the contraception

The students were further requested to indicate reason for not using the contraceptive. The results were as shown in Table 4.49.

Table 4. 49: Reason for not using the contraception

	Frequency	Percentage
Didnt know how to use	109	38.6
Pressure from boyfriend/ girlfriend not to	80	28.4
I didnt want to use	93	33
Total	**283**	**100**

According to the findings, 38.6% of the students indicated that they did not know how to use, was their reason, 33% indicated they did not want to use while 28.4% indicated pressure from

boyfriend/ girlfriend not to use the contraceptive as the reason. From these results, we can deduce that they did not know how to use, was their reason.

4.7.6 Sex by peers

The students were further requested to indicate whether they know of people their own age who have had sex. The results were as shown in Table 4.50.

Table 4. 50: Student Knowledge of people their own age who have had sex

	Frequency	Percentage
Yes	215	76.1
No	68	23.9
Total	**283**	**100**

From the findings, 76.1% of the students indicated that they did know of people their own age who have had sex while 23.9% of the students indicated they did not. From these findings we can deduce that they did know of people their own age who have had sex.

4.7.7 Losing a boyfriend/girlfriend

The students were additionally asked to indicate whether they would ever be afraid of losing a boyfriend/girlfriend by not having sex. The findings were as shown in Table 4.51.

Table 4. 51: Students afraid of losing a boyfriend/girlfriend by not having sex

	Frequency	Percentage
Yes	228	80.7
No	55	19.3
Total	**283**	**100**

From the findings, 80.7% of the students indicated that they would be afraid of losing a boyfriend/girlfriend by not having sex while 19.3% of the students indicated they would not. From these findings we can deduce that they would be afraid of losing a boyfriend/girlfriend by not having sex.

4.7.8 Teacher handling cases of students being pressurized to have sex

The respondents were requested to indicate whether they handle cases of students being pressurized to have sex by their friends. The results were as shown in Table 4.52.

Table 4. 52: Teacher handling cases of students being pressurized to have sex by their friends

	Frequency	Percentage
Yes	47	69.3
No	21	30.7
Total	**68**	**100**

From the findings tabled above, 69.3% of the respondents indicated that they handle cases of students being pressurized to have sex by their friends while 30.7% indicated they do not. From this, we can infer that students are pressurized to have sex by their friends.

4.7.9 Influence of peer groups pressure lead on teenage pregnancy

The respondents were also asked to indicate whether peer groups pressure influence lead to teenage pregnancy. The findings were as shown in Table 4.53.

Table 4. 53: Influence of peer groups pressure lead on teenage pregnancy

	Teachers		Students	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Yes	42	61.4	222	78.4
No	26	38.6	61	21.6
Total	**68**	**100**	**283**	**100**

From the findings tabled above, 61.4% of the respondents indicated that peer groups pressure influence lead to teenage pregnancy while 38.6% indicated they do not. From this, we can infer that peer groups pressure influence lead to teenage pregnancy. Further, 78.4% of the students indicated that peer influences can affect their opinion on sex while 21.6% of the

students indicated they do not. From these findings we can deduce that peer influences can affect their opinion on sex.

4.7.10 School reports on peer pressure

The respondents were additionally asked to indicate whether girls in their school report peer pressure as a cause of pregnancy. The findings were as shown in Table 4.54.

Table 4. 54: School reports on peer pressure

	Frequency	Percentage
yes	43	63.6
No	25	36.4
Total	**68**	**100**

From the findings tabled above, 63.6% of the respondents indicated that girls in their school report peer pressure as a cause of pregnancy while 36.4% indicated they do not. From this, we can infer that girls in their school report peer pressure as a cause of pregnancy.

4.7.11 Statements on peer group pressure and teenage pregnancy

The respondents were also asked to indicate the extent to which they agree with the following statements on electronic media and teenage pregnancy. The results are as shown in Table 4.55.

Table 4. 55: Teachers agreement with statements on peer group pressure and teenage pregnancy

Statement	Mean	Std. Deviation
Peer pressure as a cause of teenage pregnancy is not well taught in schools in Imenti North Sub County.	4.0603	.86365
Parental communication on peer group pressure could reduce chances of teenage pregnancy in Imenti North Sub county.	4.0384	.79098
Alcohol and drugs influence put girls in secondary schools in Imenti North sub county at greater risk of becoming pregnant than peer group pressure.	3.0348	.96032
Peer group pressure as a component of sex education does reduce chances of teenage pregnancy.	3.8930	.96033

Regarding statements on electronic media and teenage pregnancy, the respondents agreed with a mean of 4.0603 that peer pressure as a cause of teenage pregnancy is not well taught in schools in Imenti North Sub County. Further, they agreed with a mean of 4.0384 that parental communication on peer group pressure could reduce chances of teenage pregnancy in Imenti North Sub County. Additionally, the study agreed with a mean of 3.8930 that peer group pressure as a component of sex education does reduce chances of teenage pregnancy. Lastly, the respondents agreed with a mean of 3.0348 that alcohol and drugs influence put girls in secondary schools in Imenti North Sub County at greater risk of becoming pregnant than peer group pressure.

The students were also asked to indicate the extent to which they would agree with the following statements peer pressure and teenage pregnancy. The findings were as shown in Table 4.56.

Table 4.56: Students agreement with statements on peer pressure and teenage pregnancy

Statement	Mean	Std. Deviation
I should engage in sex to be fashionable with my friends.	2.0878	.79098
Girls who engage in sex for fear of losing boyfriends are at risk of becoming pregnant.	2.0384	.96032
Boys are pushier than girls when it comes to sex.	3.6123	.86365
Alcohol and drugs influence doesnt put girls at greater risk of becoming pregnant than peer pressure.	3.5530	.96033

From the findings, students agreed with a mean score of 3.6123 that boys are pushier than girls when it comes to sex. The students agreed with a mean score of 3.5530 that alcohol and drugs influence does not put girls at greater risk of becoming pregnant than peer pressure. Further, the students disagreed with a mean score of 2.0878 that they should engage in sex to be fashionable with my friends. Additionally, the students disagreed with a mean score of 2.0384 that girls who engage in sex for fear of losing boyfriends are at risk of becoming pregnant.

4.7.12 Teenage Pregnancy and School Dropout

The respondents were further requested to indicate whether teenage pregnancy is a major cause of school dropout in their school. The results were as shown in Table 4.57.

Table 4. 57: Teenage pregnancy as a major cause of school dropout in the school

	Frequency	Percentage
Yes	55	80.7
No	13	19.3
Total	**68**	**100**

From the findings tabled above, 80.7% of the respondents indicated that teenage pregnancy is a major cause of school dropout in their school while 19.3% indicated it is not. From this, we can infer that teenage pregnancy is a major cause of school dropout.

4.7.13 Health risk for teenage girls

The students were further requested to indicate whether they would agree that teenage pregnancy is major health risk for teenage girls. The results were as shown in Table 4.58.

Table 4. 58: Teenage pregnancy as major health risk for teenage girls

	Frequency	Percentage
Yes	196	69.3
No	87	30.7
Total	**283**	**100**

From the findings, 69.3% of the students indicated that they would agree that teenage pregnancy is major health risk for teenage girls while 30.7% of the students indicated they would not. From these findings we can deduce that teenage pregnancy is major health risk for teenage girls.

4.8 Correlation Analysis

The data presented on Table 4.59 on cultural factors, economic factors, electronic media and peer group pressure were computed into single variables per factor by obtaining the averages of each factor. Pearson's correlations analysis was then conducted at 95% confidence interval and 5% confidence level 2-tailed. Table 4.59 indicates the correlation matrix between the factors (cultural factors, economic factors, electronic media and peer group pressure) and Teenage Pregnancy. According to the table, there is a positive relationship between teenage pregnancy and cultural factors, economic factors, electronic media and peer group pressure of magnitude 0.605, 0.725, 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 economic factors has the highest effect on teenage pregnancy, followed by cultural factors, then electronic media while peer group pressure having the lowest effect on teenage pregnancy.

Table 4. 59: Correlation Matrix

		Teenage Pregnancy	Cultural Factors	Economic Factors	Electronic Media	Peer Group Pressure
Teenage Pregnancy	Pearson Correlation	1				
	Sig. (2-tailed)	.				
Cultural Factors	Pearson Correlation	0.605	1			
	Sig. (2-tailed)	0.028	.			
Economic Factors	Pearson Correlation	0.725	0.496	1		
	Sig. (2-tailed)	0.016	0.015	.		
Electronic Media	Pearson Correlation	0.590	0.705	0.567	1	
	Sig. (2-tailed)	0.029	0.011	0.027	.	
Peer Group Pressure	Pearson Correlation	0.502	0.506	0.683	0.504	1
	Sig. (2-tailed)	0.045	0.009	0.002	0.013	.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the discussion of key data findings; conclusion drawn from the findings highlighted and recommendation made there-to. The conclusions and recommendations drawn were focused on addressing the objectives of the study.

5.2 Summary of Findings

The study sought to investigate on factors that influence teenage pregnancy in secondary schools in Imenti North Sub-county.

5.2.1 Cultural Factors and Teenage Pregnancy

With regard to cultural factors and teenage pregnancy and specifically concerning the teachers, the study established that cultural background hindered the teachers from effectively teaching sex education. As well, the study established that parents taking their children to the school did not talk to them about sex and that parents do not support the return to school of teenage pregnant girls. The study further established that the kinds of job parents do significantly influence chances of their girls becoming teenage mothers and that the level of education of parents does not lead to teenage pregnancy to a very a great extent.

Concerning the students, the study established that most students parents were married and do not talk to them about sex because they deem the students as not old enough. Further, it was established that students would like their parents to talk to them about sex and also that more students would like their mothers to talk to them about sex than those that would love their fathers. As well, the study established that parental communication about sex reduces chances of their children becoming pregnant/ fathering a child. Further, the study established that boys should not be allowed to have sex at whatever age even if they risk impregnating girls. The study established that early marriage leads to teenage pregnancy among their peers and that girls be held solely responsible in the event of pregnancy. Additionally, the study established that students would not risk being pregnant/fathering a child during their teen years just to prove their fertility/manhood. The study further established that failure to talk about sex by parents does not influence teenage pregnancy, girls should not deny boys sex

even if it puts them at risk of been pregnant because it is a sign of manhood and that the position of women and girls in society does not contribute to teenage pregnancy.

5.2.2 Economic Factors And Teenage Pregnancy

On this issue and with regard to teachers, the study established that most parent /parents taking their children to the school are into business. The study further established that the level of education of parents influences teenage pregnancy. The study further established that the kinds of job parents do significantly influence chances of their girls becoming teenage mothers. The study also found out that girls from poor families are at higher risk of becoming pregnant than girls from rich families and girls from poor families have an opportunity of going back to school even after dropping out due to pregnancy.

5.2.3 Electronic Media and Teenage Pregnancy

On this issue and with regard to teachers, the study established that electronic media influences teenagers to have sex at an early age. Further, the study established that students in the school report have been solicited for sex. Also, the study established that students listen to sexually explicit music on their mobile phones 3 times a week. As well, the study established that students were sex-texting in class 2 times a week. The study found out that the topics they think their students discuss on social networking sites (Facebook, Twitter and WhatsApp) include gossip /stories about people at school or in the community, love life and/ or dating and explicit music, movies and celebrities.

The study found out that electronic media influences teenagers to have sex at an early age. The study also found out that the influence of electronic media on teenage sex should be taught in secondary schools. Also, the study revealed that the influence of electronic media on teenage sex should be taught in secondary schools. Further, the study established that students listen to sexually explicit music on their mobile phones 3 times a week and sext in class 2 times a week. Further, the study found out that the topics that their students discuss on social networking sites (Facebook, Twitter and WhatsApp) are love life and/ or dating

The study established that teachers' limited technological savvy hinders their ability to control students' access to explicit content on social media. Further, the study established that students only use the internet as a good educational research tool; teachers' control of their students access to social networking sites, the internet reduces chances of sexual relationships among students and teenage pregnancy. The study further established that parental control on

their children's access to social networking sites and the internet reduces chances of sexual relationships among teenagers and teenage pregnancy.

Concerning students, the study established that electronic media influences teenagers to have sex at an early age and that sex-texting on mobile phones significantly influences teenage sex. The study also established that students personally use the internet at home or at school and that the kind of material students look for using the electronic media is adult rated movies /pornography. The study established that students connect to the internet 4-6 times a day. The study further found out that students chat about gossip /stories about people at school or in the community with people using their mobile phone or computer. The study additionally established that students sent a sexual text on my mobile phone and that the students wanted to see /hear sexual images or hear sexual discussions. Additionally, the study established that seeing characters in popular online television shows and the internet acting a certain way about sex significantly influence how they feel about sex and sexuality in real life. Further, the study established that parental control on their children's access to social networking sites and the internet reduces chances of sexual relationships among teenagers and teenage pregnancy and that watching adult rated movies and explicit music online does not influence teenage pregnancy.

5.2.4 Peer Pressure And Teenage Pregnancy

On this issue and with regard to the teachers, the study established that students are pressurized to have sex by their friends. Further, the study found that peer groups pressure influence lead to teenage pregnancy and that girls in their school report peer pressure as a cause of pregnancy. Further, the study established that peer pressure as a cause of teenage pregnancy is not well taught in schools in Imenti North Sub County. Additionally, the study established that parental communication on peer group pressure could reduce chances of teenage pregnancy in Imenti North Sub County. Further, the study established that peer group pressure as a component of sex education does reduce chances of teenage pregnancy. Furthermore, the study found out that alcohol and drugs influence put girls in secondary schools in Imenti North Sub County at greater risk of becoming pregnant than peer group pressure. The study further established that teenage pregnancy is a major cause of school dropout. According to Black (2002), peer groups provide a forum where teens construct and reconstruct their identities as evidenced by the findings above.

Concerning the students, the study established that the students were less 13 years old during their first encounter. It was also established that pressure from friends made the students engage in their first sexual intercourse. In an agreeing study in the U.S, The Kaiser Family Foundation (1998) found that 13% of young men between 13 to 18 years cited pressure from their friends compared to 7% of young women and 8% of young women and 1% of young men cited pressure from a partner as a factor contributing to why they had sex for the first time. During adolescence, teenagers often feel pressure to make friends and fit in with their peers. Many times these teens let their friends influence their decision to have sex even when they do not fully understand the consequences associated with the act. Teenagers have sex as a way to appear cool and sophisticated, but in some cases the end result is an unplanned teen pregnancy.

Further, the study established that the students did not use any form of contraception during their last sexual encounter. Further the students indicated that they did not know how to use the contraceptive, as their reason for not using. According to Dilorio et al (1999), peers may become more powerful sexual socialization agents than parents, particularly for information about sexual intercourse. In a study in the U.S, about 48% of 13 to 15 year old male and female respondents said they talked to their friends about sexuality issues. Females were more likely to discuss many sexuality issues with their mothers, while less than 20% talked with their fathers about any sexuality issue. Fewer males than females reported talking with friends or parents about sex-based topics. The study also established that the student know of people their age who have had sex. This shows sex amongst the youth is rampant. The students also indicated that they were afraid of losing a boyfriend/girlfriend by not having sex. Further, the study established that teenage pregnancy is major health risk for teenage girls. Burtney (2000) contends that peer pressure can be an issue. While friends are an important source of information for young people, they can often serve to reinforce the behaviour patterns within a group. A study of 2,000 British thirteen to fifteen year olds revealed the influence of peer groups. Only 4% of young people whose friends were not sexually active were sexually active themselves.

5.3 Discussion

This section sought to discuss the factors that influence teenage pregnancy in secondary schools in Imenti North Sub-county.

5.3.1 Cultural Factors and Teenage Pregnancy

With regard to cultural factors and teenage pregnancy and specifically concerning the teachers, the study established that cultural background hindered the teachers from effectively teaching sex education. These findings agree with those of Cabral, (2003) of a study in Brazil that shows despite an acceptance of sex among Brazilian teenagers, the conversation about sex continues to be a taboo. As well, the study established that parents taking their children to the school did not talk to them about sex and that parents do not support the return to school of teenage pregnant girls. Tijuana et al (2004) agree that religious and cultural taboos prevent open dialogue about premarital sex at home or in schools, despite the fact that such sexual activity is common.

The study further established that the kinds of job parents do significantly influence chances of their girls becoming teenage mothers. One study of urban slum dwellers in Nairobi found that mothers struggle to discuss sex and unintended pregnancy with their daughters because they feel embarrassed or shy. Because it is viewed as a taboo, even teachers have found it difficult to talk about sex with their adolescent learners leaving them to discover for themselves (K.N.H.C.R, 2013).

5.3.2 Economic Factors and Teenage Pregnancy

On this issue and with regard to teachers, the study established that most parent /parents taking their children to the school are into business. These findings agree with those of Clements et al (1998), that poverty is a key risk factor for teenage pregnancy. Bradshaw et al., (2005) found that deprivation explains more than three quarters of the area variation in the teenage (age15-17) conception rate in England. Other studies that agree with these findings include the following. Several studies in the U.S show that poverty is positively correlated to teenage pregnancy. Latino teenagers have the highest rates of pregnancy in the country (Hamilton et al, 2009). Poverty has been linked with higher rates of teen pregnancy, and the poorest women in the United States are the most likely to experience unintended pregnancy (Finer & Henshaw 2006).

The study further established that the level of education of parents influences teenage pregnancy. Moore et al (2002) concedes that as many jobs require a high school-level education, young adults with lower levels of education are less likely to have well-paying jobs and more likely to be of lower socio-economic status. Studies in South Africa emphasize that poverty is both a contributor and a consequence of early pregnancy. In some cases it leads to intergenerational sex, transactional sex or simply sexual relationships which are not ideal but provide some benefits (Flanagan et al, 2013). It also decreases a girls ability to negotiate condom use, and can keep her in abusive relationships, and creates a further layer of unequal power (Mkhwanazi, 2010).

The study further established that the kinds of job parents do significantly influence chances of their girls becoming teenage mothers. Vikat et al (2002) agrees with these findings stating that there is a significant association between fathers or guardians occupation and level of education and teenage pregnancy. Girls whose families are involved in unskilled manual labor are ten times more likely to become teenage mothers than girls from professional backgrounds. Family economic disadvantage exerts indirect effects on child conduct problem outcomes through more direct effects on making it difficult to parent effectively. Several studies have found that adolescents who live in communities that endure high levels of crime, high residential turnover, extreme rates of poverty, elevated unemployment rates and low educational levels are more likely to take sexual risks (Kaufman, 2004).

The study also found out that girls from poor families are at higher risk of becoming pregnant than girls from rich families, the level of education of parents does not lead to teenage pregnancy and girls from poor families have an opportunity of going back to school even after dropping out due to pregnancy. These findings agree with those of Hamilton et al (2009), several studies in the U.S show that poverty is positively correlated to teenage pregnancy. Latino teenagers have the highest rates of pregnancy in the country. Poverty has been linked with higher rates of teen pregnancy, and the poorest women in the United States are the most likely to experience unintended pregnancy (Finer & Henshaw 2006). According to Sabatiuk and Flores (2009), due to low economic status of their parents most Latina teens are more likely than their non-Latina peers to have a partner who is significantly older for financial benefits, a factor that places them at greater risk for early sexual debut and coercive sexual relationships, which in turn can facilitate greater exposure to teenage pregnancy, HIV and other sexually transmitted diseases.

5.3.3 Electronic Media and Teenage Pregnancy

The study found out that electronic media influences teenagers to have sex at an early age. Lenhart and Madden (2007) agree that a very important factor contributing to early sexual initiation in adolescents is exposure to sexually explicit content especially in electronic media.

The study also found out that the influence of electronic media on teenage sex should be taught in secondary schools. This is because Lenhart and Madden (2007) add that adolescents use electronic media in large numbers and are therefore uniquely positioned to be particularly vulnerable to its effects. They usually use Television, Radio, the Internet and Social Networking sites (SNS) such as Facebook and Twitter.

Further, the study established that students listen to sexually explicit music on their mobile phones 3 times a week and sexting in class 2 times a week. Connell (2009), states that preliminary evidence suggests that displays of sexual material on Facebook are associated with the reported intention to become sexually active among teenagers. This agrees with the finding.

Further, the study found out that the topics that their students discuss on social networking sites (Facebook, Twitter and WhatsApp) are love life and/ or dating. Another study in the U.S found that, adolescents who perceived sex to be normative based on others Facebook profiles were more likely to report an interest in initiating sex (Litt & Stock 2011).

The study established that teachers' limited technological savvy hinders their ability to control student's access to explicit content on social media. Further, the study established that students only use the internet as a good educational research tool; teachers' control of their students' access to social networking sites, the internet reduces chances of sexual relationships among students and teenage pregnancy. According to the National Campaign to Prevent Teen and Unplanned Pregnancy in the U.S, (2008) as many as 20% of teens reported they have sent/posted nude or semi-nude pictures or videos of themselves.

The study further established that parental control on their childrens access to social networking sites and the internet reduces chances of sexual relationships among teenagers and teenage pregnancy. Ybarra, (2007) posits that unwanted online sexual solicitation which involves encouraging someone to talk about sex, to do something sexual, or to share personal

sexual information even when that person does not want to, is high among adolescent who have minimal parental supervision in terms of access to the internet.

Concerning students, the study established that electronic media influences teenagers to have sex at an early age and that sexting on mobile phones significantly influences teenage sex. Teens in relationships may also receive nude pictures or be pressured to send nude pictures of themselves to a partner. Relationship abuse can also include sending nonstop text messages or posting cruel comments on a boyfriends or girlfriends Facebook or MySpace page (Clifford, 2009).

The study also established that students personally use the internet at home or at school and that the kind of material students look for using the electronic media is adult rated movies /pornography. The study established that connect to the internet 4-6 times a day. The study further found out that student chat about gossip /stories about people at school or in the community with people using their mobile phone or computer. The study additionally established that students sent a sexual text on my mobile phone and that the students wanted to see /hear sexual images or hear sexual discussions. What children and adolescents see, hear, and read in the media is assumed to influence their social development and behavior. Various studies have shown that the American electronic media is the most sexually suggestive in the world and that the media far outranked parents or schools as the source of information about birth control (Strasburger, 2005).

Additionally, the study established that seeing characters in popular online television shows and the internet acting a certain way about sex significantly influence how they feel about sex and sexuality in real life. Further, the study established that parental control on their childrens access to social networking sites and the internet reduces chances of sexual relationships among teenagers and teenage pregnancy and that watching adult rated movies and explicit music online does not influence teenage pregnancy. Bleakley et al (2008) demonstrates that the relationship between exposure to sexual content and sexual activity can be characterized by a feedback loop: The more sexual activity adolescents engage in, the more likely they are to be exposed to sex in media; and the more they are exposed to sex in media, the more likely they are to have progressed in their sexual activity.

5.3.4 Peer Pressure and Teenage Pregnancy

On this issue and with regard to the teachers, the study established that students are pressurized to have sex by their friends. According to Black (2002), peer groups provide a

forum where teens construct and reconstruct their identities. Therefore, noting the increasing importance of peer acceptance to all adolescents.

Further, the study found that peer groups pressure influence lead to teenage pregnancy and that girls in their school report peer pressure as a cause of pregnancy. Brown et al (1993) showed that adolescent's behaviour and adjustment are associated with the kind of peers with whom they associate. Jaccard et al., (2005) in his study on peer influences on risk behavior among American teenagers, posits that adolescents who perceive their friends are engaged in sexual practices are more likely to adopt those same behaviors

Further, the study established that peer pressure as a cause of teenage pregnancy is not well taught in schools in Imenti North Sub County. Additionally, the study established that parental communication on peer group pressure could reduce chances of teenage pregnancy in Imenti North Sub County. Further, the study established that peer group pressure as a component of sex education does reduce chances of teenage pregnancy. According to Dilorio et al (1999), peers may become more powerful sexual socialization agents than parents, particularly for information about sexual intercourse.

Furthermore, the study found out that alcohol and drugs influence put girls in secondary schools in Imenti North Sub County at greater risk of becoming pregnant than peer group pressure. The study further established that teenage pregnancy is a major cause of school dropout. These findings agree with the following: Jaccard et al (2005) in his study on peer influences on risk behavior among American teenagers, posits that adolescents who perceive their friends are engaged in sexual practices are more likely to adopt those same behaviors.

5.4 Conclusion

From the findings, the study concludes that cultural factors influence teenage pregnancy in public secondary schools Imenti North Sub-county. The study found that parental communication about sex reduces chances of the girls becoming pregnant. The study further deduced that early marriage leads to teenage pregnancy among their peers and that girls be held solely responsible in the event of pregnancy.

The study further concludes that economic factors influence teenage pregnancy in Imenti North Sub-county. The study deduced that parents taking their children to the school are into business. Further, the study concludes that the level of education of parents, kinds of job

parents do influences teenage pregnancy. Moreover, the study deduced that girls from poor families are at higher risk of becoming pregnant than girls from rich families.

The study further concludes that electronic media influences influence teenage pregnancy in Imenti North Sub-county as it influences teenagers to have sex at an early age. Also, the study concludes that the influence of electronic media on teenage sex should be taught in secondary schools. Furthermore, the study concludes that teachers' limited technological savvy hinders their ability to control students' access to explicit content on social media.

The study finally concludes that peer groups influence teenage pregnancy in Imenti North Sub-county. It was clear that the students are pressurized to have sex by their friends which lead to teenage pregnancy. Further, the study deduced that peer pressure as a cause of teenage pregnancy is not well taught in schools in Imenti North Sub County. Additionally, the study found that parental communication on peer group pressure could reduce chances of teenage pregnancy in Imenti North Sub County. However, peer group pressure as a component of sex education does reduce chances of teenage pregnancy.

5.5 Recommendations

The study established that parents taking their children to the school did not talk to them about sex and that parents do not support the return to school of teenage pregnant girls. This study therefore recommends that parents should take the initiative of talking to their children about sex. The government with the help of NGOs should also ensure that they, the parents are well educated on the how and when to talk about sex with their children.

The study also found out that girls from poor families are at higher risk of becoming pregnant than girls from rich families. Therefore, this study recommends that efforts on educating people regarding teenage pregnancy should be focused on areas that are poor. Such are the areas that most resources should be focused on. This will ensure that the problem is well tackled straight from their source or rather where they are in high concentration.

The study established that students listen to sexually explicit music on their mobile phones 3 times a week. As well, the study established that students' sex-texting in class 2 times a week. Therefore, the ministry of education should ensure that there is an existing policy on students listening to music. This should be held strictly because students listening time should be reduced to effectively reduce effect such music has on their behavior.

The study established that parental communication on peer group pressure could reduce chances of teenage pregnancy. Therefore, the study recommends that parents be encouraged to communicate with their children on peer pressure and its negative consequences. Communication should start right at home. This should be well communicated and campaigned for the parents to be fully aware. Only then will the whole process of educating parents and ensuring that they play their role, bear significant fruits.

5.6 Suggestion for Further Studies

Another study should be done to investigate the factors that influence teenage pregnancy in public secondary schools in Imenti North Sub-County because teenage pregnancy may also be as a result from a multiplicity of other factors not covered by the study. Another study looking at teenage pregnancy in private secondary schools in Imenti North Sub County should also be done because teenage pregnancy in these schools may be as a result of different factors than those in public secondary schools. A similar study should also be done on other sub counties and counties all over Kenya since their different communities have different cultures. Further studies should be done on the factors that influence teenage pregnancy in primary schools around the country since such cases have been growing more and more each day.

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APPENDICES

Appendix I: Letter Of Transmittal Of Data Collection Instruments

Kiarie Antony Kimemia

P.O BOX 599- 60200,

Meru- Kenya.

Dear Sir /Madam,

RE: Letter To The respondents

I am currently a student at The University of Nairobi pursuing a Masters degree in Project Planning and Management to meet the requirements of the programme I am undertaking a study on ***FACTORS INFLUENCING TEENAGE PREGNANCY IN PUBLIC SECONDARY SCHOOLS IN IMENTI NORTH SUB COUNTY, MERU COUNTY, KENYA.***

Kindly provide data which I require for this study through the provided study instruments.

The data you provide will be used for research purpose only and your identity will be held confidential.

Thank you.

Yours Faithfully,

Kiarie Antony Kimemia

L50/71258/2014

Appendix II:

Class 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 √ 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 and above ☐

2. Indicate your Gender.

   Male ☐ Female ☐

3. What is your level of education?

   Certificate ☐ Diploma ☐ Degree ☐ Masters and Above ☐

   Any other please specify _____

   _____

4. How long have you worked as a secondary school teacher in Imenti North Sub county? Please write down in the space provided?

   _____

5. Have you received any training on sex education?

   Yes ☐ No ☐

PARTB: CULTURAL FACTORS AND TEENAGE PREGNANCY

6. Does your cultural background hinder you from effectively teaching sex education?

   Yes ☐ No ☐

   Explain your answer. _____

   _____

   _____

   _____

7. Which topics on sex related issues do you discuss with students? Please write down on spaces provide.

_____

_____

_____

_____

_____

8. Which topics on sex related issues dont you like to discuss with students? Please write down on spaces provide.

_____

_____

_____

_____

_____

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

   Yes ☐ No ☐

   Explain your answer.

_____

_____

_____

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

_____

_____

_____

_____

_____

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

    Yes ☐ No ☐

    Explain your answer.

_____

_____

_____

12. Does parental marital status influence teenage pregnancy?

Yes ☐ No ☐

Explain your answer.

_____

_____

_____

13. Are girls in your school solely blamed when pregnancy occurs?

Yes ☐ No ☐

14. To what extent do you agree with the following statements?

Statement	**Strongly Disagree 1**	**Disagree 2**	**Neutral 3**	**Agree 4**	**Strongly agree 5**
Failure to talk about sex by parents does not influence teenage pregnancy.	☐	☐	☐	☐	☐
The marital status of parents contributes to teenage pregnancy.	☐	☐	☐	☐	☐
Boys should not be held responsible when they impregnate girls in their school because it is a sign of manhood.	☐	☐	☐	☐	☐
Teachers can freely talk about sex to their students irrespective of their cultural backgrounds.	☐	☐	☐	☐	☐
The position of women and girls in society does not contribute to teenage pregnancy.	☐	☐	☐	☐	☐
Girls should prove their femininity by bearing children at an early age.	☐	☐	☐	☐	☐

15. Does early marriage lead to teenage pregnancy among your students? Please explain your answer.

Yes ☐ No ☐

_____

_____

_____

PART C: ECONOMIC FACTORS AND TEENAGE PREGNANCY

16. What do most parent /parents taking their children to your school do for a living?

Farmer ☐ Teacher ☐ Business ☐ Unskilled Labor ☐ Doctor ☐ Driver ☐

Others (please specify)_____

17. Indicate the parental level of education for parents taking their children to your school?

Primary ☐ Certificate ☐ Diploma ☐ Degree ☐ Masters and Above ☐

18. How often do students in your school miss school due to lack of fees?

Once a term ☐ Twice a term ☐ 3 times a term ☐ Never ☐

19. Are girls from financially challenged families in your school prone to pregnancy than girls from wealthy families?

Yes ☐ No ☐

Explain your answer.

_____

_____

_____

20. How many girls drop out of school due to poverty per year?

Below 5 ☐ 6- 10 ☐ 11 -15 ☐ 16-20 ☐ 21 and above ☐

21. Does the level of education of parents influence teenage pregnancy?

Yes ☐ No ☐

Explain your answer. _____

_____

_____

22. To what extent do you agree with the following statements?

Statement	**Strongly Disagree 1**	**Disagree 2**	**Neutral 3**	**Agree 4**	**Strongly agree 5**
The kinds of job parents do significantly influence chances of their girls becoming teenage mothers.	☐	☐	☐	☐	☐
Girls from poor families are at higher risk of becoming pregnant than girls from rich families	☐	☐	☐	☐	☐
The level of education of parents does not lead to teenage pregnancy	☐	☐	☐	☐	☐
Girls from poor families have an opportunity of going back to school even after dropping out due to pregnancy.	☐	☐	☐	☐	☐

PART D: ELECTRONIC MEDIA AND TEENAGE PREGNANCY

23. Do you think that electronic media influences teenagers to have sex at an early age?

Yes ☐ No ☐

Explain your answer.

_____

_____

_____

_____

24. Should the influence of electronic media on teenage sex be taught in secondary schools?

Yes ☐ No ☐

25. Do students in your school report having been solicited for sex online?

Yes ☐ No ☐

Explain your answer.

_____

_____

_____

26. How often do you catch your students listening to sexually explicit music on their mobile phones?

☐ Once a week

☐ 2 times a week

☐ 3 times a week

☐ 5 times a week

27. How often do you catch your students sexting in class?

☐ Once a week

☐ 2times a week

☐ 3times a week

☐ 5times a week

28. What topics do you think your students discuss on social networking sites (Facebook, Twitter and WhatsApp)? Mark all that apply.

Love life and/ or dating	
Schoolwork and homework	
Explicit Music, movies and celebrities	
Gossip /stories about people at school or in the community	
Sports	

29. To what extent do you agree with the following statements?

Statement	**Strongly Disagree 1**	**Disagree 2**	**Neutral 3**	**Agree 4**	**Strongly agree 5**
Facebook, WhatsApp and other SNSs do not influence how teenagers feel about sex and sexuality in real life.	□	□	□	□	□
Parental control on their childrens access to social networking sites and the internet reduces chances of sexual relationships among teenagers and teenage pregnancy.	□	□	□	□	□
The watching of adult rated movies and explicit music online by students does not influences teenage pregnancy.	□	□	□	□	□
Teachers control of their students access to social networking sites, the internet reduces chances of sexual relationships among students and teenage pregnancy.	□	□	□	□	□
Teachers limited technological savvy hinders their ability to control students access to explicit content on social media.	□	□	□	□	□
Students only use the internet as a good educational research tool.	□	□	□	□	□

PART E: PEER GROUP PRESSURE AND TEENAGE PREGNANCY

30. Do you handle cases of students being pressurized to have sex by their friends?

Yes ☐ No ☐

Explain the strategies you use to handle such cases.

_____

_____

_____

31. Does peer group pressure influence lead to teenage pregnancy?

Yes ☐ No ☐

Explain your answer._____

_____

_____

32. Do girls in your school report peer pressure as a cause of pregnancy?

Yes ☐ No ☐

33. To what extent do you agree with the following statements?

Statement	**Strongly Disagree 1**	**Disagree 2**	**Neutral 3**	**Agree 4**	**Strongly agree 5**
Peer pressure as a cause of teenage pregnancy is not well taught in schools in Imenti North Sub County.	☐	☐	☐	☐	☐
Parental communication on peer group pressure could reduce chances of teenage pregnancy in Imenti North Sub county.	☐	☐	☐	☐	☐
Alcohol and drugs influence put girls in secondary schools in Imenti North sub county at greater risk of becoming pregnant than peer group pressure.	☐	☐	☐	☐	☐

Peer group pressure as a component of sex education does reduce chances of teenage pregnancy.	□	□	□	□	□

34. Is teenage pregnancy a major cause of school dropout in your school?

Yes ☐ No ☐

Explain your answer _____

_____

_____

_____

35. Would you say teenage pregnancy is a cause of high child mortality in Imenti North Sub-County?

Yes ☐ No ☐

Explain your answer. _____

_____

_____

_____

36. Indicate measures that can be put in place to mitigate the challenge of teenage pregnancy among secondary school girls in Imenti North Sub County.

_____

_____

_____

_____

_____

Thank you for your Cooperation.

Appendix III:

Students 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 √ in the appropriate box or by writing your response in the provided spaces.

Part A: PERSONAL INFORMATION

1. Indicate your class

   Form:_____

2. What is your gender?

Male	
Female	

3. What is your age? Please write down.

   _____

4. Have you ever been exposed to any sex education in your school?

   Yes ☐ No ☐

   Explain your answer.

   _____

   _____

5. What is your personal opinion on teenage pregnancy?

   _____

6. Have you ever been pregnant/fathered a child? (For girls pregnant and boys fathered).

   Yes ☐ No ☐

   Explain what happened to your schooling.

   _____

   _____

   _____

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

   Yes ☐ No ☐

8. Should teenage pregnant girls be allowed to stay in school until they deliver?

   Yes ☐ No ☐

PART B: CULTURAL FACTORS AND TEENAGE PREGNANCY

9. What is the marital status of your parent /parents?

   Single ☐ Married ☐ Divorced ☐ Separated ☐

10. Do your parent /parents talk to you about sex?

    Yes ☐ No ☐

11. If no why?

    ☐ They leave it to my relatives (Aunty or Uncle)

    ☐ Am not old enough

    ☐ Sex is a taboo in my community

12. Would you like your parents to talk to you about sex?

    Yes ☐ No ☐

    Explain your answer._____

    _____

    _____

    _____

13. With whom would you prefer to talk about sex with?

    Mother ☐ Father ☐

    Explain your answer._____

    _____

    _____

14. Does parental communication about sex reduce chances of their children becoming pregnant/ fathering a child? (For girls becoming pregnant and boys fathering a child)

    Yes ☐ No ☐

    Explain your answer. _____

    _____

    _____

    _____

15. Should boys be allowed to have sex at whatever age even if they risk impregnating girls?

    Yes ☐ No ☐

    Explain your answer.

    _____

    _____

    _____

16. Does early marriage lead to teenage pregnancy among your peers?

    Yes ☐ No ☐

    Explain your answer.

    _____

    _____

    _____

17. Should girls be held solely responsible in the event of pregnancy?

    Yes ☐ No ☐

    Explain your answer.

    _____

    _____

    _____

18. Would you risk being pregnant/fathering a child during your teen years just to prove you are fertile/manhood? (For girls fertile and for boys to prove manhood.)

    Yes ☐ No ☐

19. To what extent do you agree with the following statements?

Statement	**Strongly Disagree 1**	**Disagree 2**	**Neutral 3**	**Agree 4**	**Strongly agree 5**
Failure to talk about sex by parents does not influence teenage pregnancy.	□	□	□	□	□
The marital status of parents contributes to teenage pregnancy.	□	□	□	□	□
The position of women and girls in society does not contribute to teenage pregnancy.	□	□	□	□	□
Teachers can freely talk about sex to students irrespective of their cultural backgrounds.	□	□	□	□	□
Girls should not deny boys sex even if it puts them at risk of been pregnant because it is a sign of manhood.	□	□	□	□	□
It is girls responsibility only to take care of the contraception to avoid pregnancy.	□	□	□	□	□

PART C: ECONOMIC FACTORS AND TEENAGE PREGNANCY

20. What do your parent /parents do for a living?

Farmer ☐ Teacher ☐ Business ☐ Unskilled Labor ☐ Doctor ☐ Driver ☐

Others (please specify) _____

21. For how long have they worked in this job? Please write down.

_____

22. What level of education did your parent /parents achieve? Please select one.

Primary School ☐ Secondary School ☐ Youth Polytechnic ☐ University ☐

23. Have you ever been sent home for school fees?

Yes ☐ No ☐

24. How long did you stay home for lack of school fees? Please write down.

_____

25. To what extent do you agree with the following statements?

Statement	**Strongly Disagree 1**	**Disagree 2**	**Neutral 3**	**Agree 4**	**Strongly agree 5**
The kinds of job parents do significantly influence chances of their girls becoming teenage mothers.	☐	☐	☐	☐	☐
Girls from poor families have an opportunity of going back to school even after dropping out due to pregnancy.	☐	☐	☐	☐	☐
The level of education of parents does not influence teenage pregnancy.	☐	☐	☐	☐	☐
Girls from poor families are not at higher risk of becoming pregnant than girls from rich families.					

PART D: ELECTRONIC MEDIA AND TEENAGE PREGNANCY

26. Do you think that electronic media influences teenagers to have sex at an early age?

Yes ☐ No ☐

Explain your answer.

_____

_____

_____

27. Which out of the following do you think is significantly influences teenage sex?

☐ Online Television

☐ Social Networking sites

☐ The internet

☐ Online Radio

☐ Sexting on Mobile Phones

28. Which of these do you personally use, at home or at school? Mark all those that apply.

A Television	
A Radio set	
The Internet	
Social networking sites	
Smart Cell phones	

29. What kind of material do you look for using the indicated electronic media? Tick as many as apply.

Educational Material /Do research for homework	
Look for information on sex health and sexuality	
Explicit Music	
Adult rated movies /Pornography	
Educational Scholarships	
Look for information on health topics	
Look for information on Alcohol and Drugs	
Others Please specify	

30. Which of the following best describes you? Select only one answer.

I have my own mobile phone	
I share a mobile phone with my family members	
I share a mobile with my friends	
I share SIM cards with my family members	
I share SIM cards with my friends	

31. How often do you connect to the internet? Select only one answer.

Once a day	
Twice a day	
3 times a day	
4-6times a day	
7-9times a day	

32. Which of these topics do you chat about with people using your mobile phone or computer? Mark all that apply.

Love life and/ or dating	
Schoolwork and homework	
Explicit Music, movies and celebrities	
Gossip /stories about people at school or in the community	
Sports	
Things going on in my community	
Others(please specify)	

33. Which of the following activities have you engaged in? Mark all those that apply.

Sent a message via Whatsapp	
Used a social networking site like Facebook	
Used Twitter	
Used You Tube	
Shared pictures or videos of myself online	
Chatted online with someone I have not met in person	
Sent a sexual text on my mobile phone	

34. Have you ever seen any sexual images or heard sexual discussions when using your phone, television, radio or the internet?

No	
Yes I opened an attachment by mistake	
Yes, it popped on my screen when I was browsing the internet	
Yes, I wanted to see /hear it	
Yes, a friend sent me a photo or a video	

35. To what extent do you agree with the following statements?

Statement	**Strongly Disagree 1**	**Disagree 2**	**Neutral 3**	**Agree 4**	**Strongly agree 5**
Seeing characters in popular online television shows and the internet acting a certain way about sex significantly influence how I feel about sex and sexuality in real life.	□	□	□	□	□
Facebook, WhatsApp and other SNSs do not influence how I feel about sex and sexuality in real life.	□	□	□	□	□

Parental control on their childrens access to social networking sites and the internet reduces chances of sexual relationships among teenagers and teenage pregnancy	□	□	□	□	□
Watching adult rated movies and explicit music online does not influence teenage pregnancy.	□	□	□	□	□

PART D: PEER PRESSURE AND TEENAGE PREGNANCY

36. Would you consider yourself sexually active?

Yes ☐ No ☐

Explain your answer.

_____

_____

_____

37. How old were you at your first encounter?

☐ less 13 years

☐ 13-15years

☐ 16-18years

☐ 19-20 years

38. What made you engage in your first sexual intercourse?

☐ Pressure from friends

☐ I wanted to

☐ Pressure from boyfriend /girlfriend

39. Did you use any form of contraception during your last sexual encounter?

Yes ☐ No ☐

40. If YES, which one?

☐ Male Condom

☐ Emergency Contraceptive Pill (ECP)

☐ Birth Control Pills

☐ Female condom

41. If NO, why not?

☐ Pressure from boyfriend/ girlfriend not to

☐ Didnt know how to use

☐ I didnt want to use

42. Do you know of people your own age who have had sex?

Yes ☐ No ☐

Explain your answer _____

_____

_____

_____

42. Do peer influences affect your opinion on sex?

Yes ☐ No ☐

43. Would you ever be afraid of losing a boyfriend/girlfriend by not having sex?

Yes ☐ No ☐

Explain your answer _____

_____

_____

_____

44. To what extent do you agree with the following statements?

Statement	**Strongly Disagree 1**	**Disagree 2**	**Neutral 3**	**Agree 4**	**Strongly agree 5**
I should engage in sex to be fashionable with my friends.	□	□	□	□	□
Girls who engage in sex for fear of losing boyfriends are at risk of becoming pregnant.	□	□	□	□	□
Boys are pushier than girls when it comes to sex.	□	□	□	□	□
Alcohol and drugs influence doesnt put girls at greater risk of becoming pregnant than peer pressure.	□	□	□	□	□

45. Would you say teenage pregnancy is major health risk for teenage girls?

Yes ☐ No ☐

Explain your answer _____

_____

_____

_____

46. Suggest measures that can be put in place to reduce incidences of teenage pregnancy among secondary school girls in Imeti North Sub County.

_____

_____

_____

_____

Thank you for your cooperation.

Appendix IV:

Education Officers Interview Guide

1. Kindly tell me about yourself
2. Is teenage pregnancy the greatest challenge in the Education sector in Imenti North Sub County?
3. Does Kenyas education curriculum cover sex education?
4. Do public secondary school teachers in Imenti North Sub County undergo training in sex education?
5. Do public secondary school teachers in Imenti North Sub County undergo training on the influence of social media and peer pressure to teenage sex?
6. Are cases of teenage pregnancy among secondary schooling girls frequently reported in your office?
7. Is girl child education taken seriously in Imenti North Sub County?
8. Do you have a return to school policy for teenage girls that have dropped out due to pregnancy and if yes is it adhered to?
9. Does your office encourage parents through schools to talk to their teenage children about sex?
10. What is the main reason parents give for not talking to their children about sex?
11. Has your office provided guidelines to schools on how their students should use the internet?
12. How often do you receive cases of teacher student sexual relationships that result to teenage pregnancy?