INFLUENCE OF TEENAGE PREGNANCY ON GIRLS COMPLETION RATE IN SECONDARY SCHOOLS IN THE EDUCATIONAL SUB-DIVISION OF DUNGU, DEMOCRATIC REPUBLIC OF CONGO

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DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented to any other institution of higher learning for academic purposes. All sources cited are duly acknowledged and referenced.

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DEDICATION

I dedicate this work to my late father Jean Dedieu Alinye, to my mother Bernadette Arigio, brothers and sisters for their immeasurable support and love, to my fellow Augustinians and all the teen mothers of Dungu Educational Sub-Division.

ABSTRACT

The Purpose of this Study is to analyse the influence of teenage pregnancy on girls' completion rate in secondary schools in the Educational Sub-Division of Dungu in the Democratic Republic of Congo. The study was guided by the following six research questions. To what extent do home factors influence teenage pregnancy school dropout? What are environmental factors that influence teenage pregnancy and school dropout? How does teenage pregnancy influence girls' completion rates in secondary schools? Which policies have been put in place by the government to reduce teenage pregnancy and enhance girls' completion rates in Congo? What are the challenges that face the policies that are in place to address the issue of teenage pregnancies among girls in the secondary schools? What strategies can be put in place to curb girls' pregnancies to enhance their retention in school? The study would be anchored on Health Belief Model. A cross-sectional survey research design for quantitative and phenomenology for qualitative were used in the study. Probability sampling and non-probability sampling were used to select the different categories of participants. Data were collected using questionnaire, interview guide and document analysis guide. Quantitative data were analysed using Statistical Package for Social Science version 20.0 while qualitative data were analysed thematically. The findings show that home and environmental factors influenced teenage pregnancy and school dropout. Challenges that mitigated the current policies of government are: corruption, perpetrators of teenage pregnancy are unpunished, lack of books, incompetent teachers and lack of boarding schools. Strategies such as: rules and law enforcement, increased public awareness, community development, stakeholders' capacity building and boarding school for girls could help curb teen's pregnancy. The study recommends that there should be greater involvement of all stakeholders in handling teenage pregnancy.

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LIST OF ABREVIATIONS AND ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
AERA	American Educational Research Association
BOM	Board of Management
CH	Chaplain
CRC	Convention of the Rights of the Child
CSA	Center for the Study of Adolescence
CSG	Child Support Grants
DEO	District Education Officer
DRC	Democratic Republic of Congo
EFA	Education for All
FAWE	Forum for African Women Educationalists
HBM	Health Belief Model
HIV	Human Immunodeficiency Virus
HT	Head teacher
HSRC	Human Sciences Research Council
KDHS	Kenya Demographic and Health Surveys
KHRC	Kenya Human Rights Commission
LRA	Lord's Resistance Army
MDEG	Millennium Development Educational Goals
MEPSP	Ministere de l'Enseignement Primaire, Secondaire et Professionnel
MLC	Mouvement de Liberation du Congo
P	Parent

PTA	Parents Teachers Association
RHRA	Reproductive Health and Rights Alliance
S	Student
STI	Sexually Transmitted Infections
SPLA	Sudanese People Liberation Army
T	Teacher
TM	Teen Mother
UDHR	Universal Declaration for Human Rights
UNDCP	United Nations Drug Control Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Emergency Fund
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the Problem

The right to education is one of the human rights specified in most international declarations such as: The Universal Declaration for Human Rights (UDHR), the Convention of the Rights of the Child (CRC), Education for All (EFA) and the Millennium Development Educational Goals (MDEG). Since education is a key determinant variable for women emancipation, UN member states that have consented to these international conventions, have an obligation to progressively initiate policies that protect teenage pregnancies (Shizha, 2014).

One major contemporary social problem confronting most countries in the world is teenage pregnancy. From the first world countries such as the United States to the third world countries, this problem has been a source of worry for policy makers, social workers and other human service providers due to its negative repercussions on the girl-child (Grunseit, 1997). The existence of teenage pregnancy do not auger well for the development of the girl-child. This is attributable to the girls' age and the absence of any consistent means of support to care for the children and themselves when they should be in school. It is observed that teenage pregnancy and its associated motherhood are characterized with shame, disgrace, school dropout and sometimes end of the individual's dreams of achieving higher pursuits (Gyan, 2013). According to Yampolskaya, Brown, and Greenbaum (2002), approximately 60% of adolescent mothers live in poverty at the time of the birth of their babies, and approximately 73% go on welfare within 5 years of giving birth.

Sexual debut for most young people occurs during their teenage years. Sexual experience among young people has been estimated in a number of countries: at the age 15 years, 53% of young people in Greenland, 38% of young people in Denmark and 69% of young people in Sweden have experienced intercourse. By age 18-19 years, the percentage that is sexually active has been reported as 54.1% in the United States, 31% in the Dominican Republic and 51.6% in Australia. Age of debut has been estimated at a median of 17 years in England and a mean of 15.95 years in the United States and 16.8 years in Sweden. Therefore, the majority of young people have begun to have sexual intercourse before they leave their teens, and at least half by the age of 16 (Grunseit, 1997).

About 16 million adolescent girls aged 15-19 give birth each year, approximately 11% of all the births worldwide. However, almost 95% of these births occur in developing countries. Half of all adolescents births happen just in seven countries: Bangladesh, Brazil, the Democratic Republic of Congo, Ethiopia, Nigeria, India and the United States. World Population 2013 reported that motherhood in childhood is a huge global problem, especially in developing countries, where every year 7.3 million girls under 18 give birth (UNFPA, 2013).

Most African countries have the teenage pregnancy rates of 15%. These figures could be high because in most African countries, pregnancy is considered a social problem if the girl is unmarried. This means that most cases of teenage pregnancies are not reported. Most of the data is captured from school drop outs or studies related to sexually transmitted diseases and HIV. In some African countries, up to 10% of school girls drop out of school because of pregnancy. With specific reference to Sub-Saharan

Africa, statistical data from a study by a Forum for African Women Educators (FAWE) indicate that only 34% of the girls in Sub-Saharan Africa complete school uninterruptedly (Shizha, 2014).

According to Molosiwa and Moswela (2012) teenage pregnancy is an international crisis that affects the social economic welfare of countries, societies and families at large because it is one of the leading causes of school dropout for female students. According to a study by Willan (2013) in South Africa, approximately 30% of teenage girls report of having been pregnant with a devastating impact on their secondary schooling. In Cameroon teenage pregnancy is responsible for 30% gender gap difference between boys and girls in secondary education (Eloundou-Enyegue, 2004), while in Kenya 14.8% of 15-19 year olds were either pregnant or mothers (Kenya Demographic and Health Surveys (KDHS), 2008/2009), a cohort that should ideally be at secondary school level.

Another study by the Kenya Human Rights Commission/Reproductive Health and Rights Alliance (KHRC/RHRA) in 2010, revealed that unwanted pregnancy and abortions were prevalent among school going youth, which implies that among factors contributing to gender disparity in school completion rates is teenage pregnancy which this study attempted to examine critically. In the United States of America 30% of all teen girls who drop out of school cite pregnancy as a key reason (Shuger, 2012) and fewer than 38% of the teen mothers ever earned their high school diploma (Van Pelt, 2012).

A study conducted by UNESCO (2012) and UNICEF (2012) revealed that 7.3 million of children are out of school in the DRC out of which 3.8 million are girls. Various social and economic realities explain the low academic performance of girls in the DRC as well as their low education in some provinces of the country such as: early marriage, about 11% of women aged 15-49 have lived their first marriage before the age of 15 years; household activities for girls; child labor; insecurity on the way to school; inadequate policy of providing education on the basis of the principle of equity; the negative impact of the armed conflicts; and the lack of public funding for the sector of education (MEPSP, 2012).

The adolescent fertility rate in the DRC is high, which is 124 births per 1000 women; affecting not only young women and their children's health but also their long-term education and employment prospects. Teenage child bearing at the 15-19 years old have the highest risk of infants and child mortality as well as a higher risk of morbidity and mortality for the young mother (World Bank, 2011).

For the last twenty years, the territory of Dungu has suffered several civil wars such as, the so called liberation war led by the late president Laurent Desire Kabila in 1996 which ended the thirty two years of the dictatorial reign of the late President Joseph Desire Mobutu in 1997. The incursion of Sudanese People Liberation Army (SPLA) rebels of the late John Garang from South Sudan in 1998 and in August of the same year Mr. Jean-Pierre Bemba backed by Ugandan and Rwandese troops created another rebel movement called Movement for the Liberation of Congo (MLC) against Kinshasa' government led by the late President Kabila. This war ended in July 2003, with the inclusion of the warlord Jean-Pierre Bemba in the transitional government.

Finally, from 2008 till today, the territory of Dungu has been under the terrorism of the Lord Resistance Army (LRA) led by the Ugandan warlord Joseph Kony. These wars have damaged the social, economic and moral situation of people. Many school boys and girls have been kidnapped by rebels; some have been forced to become rebels while others have been reduced to sexual slaves (United Nations, 2009).

Statistics from Wando, one of the leading mixed day secondary schools in Dungu shows that in the academic year 2013-2014, 36 girls dropped out of school and 7 (19.4%) pregnant out of 259 girls registered. In 2014-2015, 19 girls dropped out and 4 (21%) cases of pregnancy were registered out of 276 girls registered. The current academic year 2015-2016 seems to be worst because out of 314 girls registered 16 have already dropped out of school among which 15 (93%) were pregnant (Tingbagbe, 2016). All education stakeholders in Dungu are complaining about the increasing number of girls dropping out of school because of pregnancy. This study will explore the influence of teenage pregnancy on completion rates among secondary school girls in the Educational Sub-Division of Dungu.

1.2 Statement of the Problem

The second demographic and health survey 2013-2014 confirmed that 27% of women age 15-19 in the Democratic Republic of Congo (DRC) have begun childbearing of which 21% were already mothers while 6% were still pregnant during the survey. The study proved that adolescent fertility is almost three times higher among teens living in the poorest household 42% than among those living in the wealthiest households 15%. Teenage childbearing varies according to province. In Kinshasa 13% of adolescent have

at least been pregnant compared to 41% in Orientale province where the Dungu Educational Sub-Division of education is located (DRC, 2014).

Reviewed literature has shown that most studies in this area, apart from being conducted in the developed world, addressed different scopes. For instance, factors associated with teenage pregnancies (Akella & Jordan, 2015) in USA; (Matodzi, 2015) in South Africa and (Wanjohi, 2016) in Kenya; factors affecting education of girls (Kasomo, 2009) in Kenya; (Serepete, 2012) in Botswana and (Uche, 2013) in Nigeria; coerced sex among adolescents (Moore, Koffi, Nyovani & Langba, 2007) in South Africa and (Jerop, 2007) in Kenya. From the reviewed literature, a knowledge gap on the influence of teenage pregnancy on girls' completion rates has been identified. This intended study therefore will be carried out on the influence of teenage pregnancy on girls' completion rates in secondary schools in Dungu Educational Sub-Division in order to develop some strategies which can be put in place to curb girls' pregnancies, to enhance their retention in school and their completion rates.

1.3 Research Questions

This study was guided by the following research questions:

i. To what extent do home factors influence teenage pregnancy and school dropout in Educational Sub-Division of Dungu, Democratic Republic of Congo?

ii. What are environmental factors that influence teenage pregnancy and school dropout in the Educational Sub-Division of Dungu?

iii. How does teenage pregnancy influence girls' completion rates in secondary schools in the educational sub division of Dungu, Democratic Republic of Congo?

iv. Which policies have been put in place by the government to reduce teenage pregnancy and enhance girls' completion rates in Congo?

v. What are the challenges that face the policies that are in place to mitigate teenage pregnancies among girls in the secondary schools in the educational sub division of Dungu, Democratic Republic of Congo?

vi. What strategies can be put in place to curb teenage pregnancies to enhance their retention in school?

1.4 Significance of the Study

According to Creswell (2014) the significance of the study in an introduction expresses the importance of the problem for different audiences that may profit from reading and using the study. The findings of this research will be helpful for the following groups: Ministry of Education and school management authorities in the DRC in creating and improving laws on the protection of teenage girls against sexual harassment and other factors which lead to pregnancy among adolescent girls. It will also help in promoting the re-admission of the affected girls back to school.

The finding of this study will benefit teachers on one hand in understanding the causes of teenage pregnancy, and on the other hand, it will help them with skills on how to encourage pregnant girls to continue with their study after they have given birth. This

investigation will stimulate awareness among secondary school girls on factors associated with teenage pregnancy and its consequences on their education and their future life in the society.

Through this research parents will be informed on the main causes of teenage pregnancy and strategies which they can use in preventing their daughters from early pregnancy. The study will also help parents with knowledge on how to help teen mother to complete their study. The civil society works hard in reducing gender disparities in education system in DRC. The outcome of this study will help the civil society in promoting the right of girls in attaining education.

The findings of this study will motivate other researchers to study similar situation at national, regional or international level. It can be used by the curriculum development center in developing sex education program for secondary school girls in the DRC. This study will contribute to the understanding of the phenomenon of teenage pregnancy among secondary school girls which has negative impacts on the lives of girls. This investigation will provide sufficient information on the magnitude of teenage pregnancy in Dungu and its impact on educational standards. Finally, the study will recommend plans, solutions and strategies that may help to reduce teenage pregnancy in the Educational Sub-Division of Dungu.

1.5 Scope and Delimitation of the Study

According to Porto (2008) scope of a study is where the study is conducted and who the subjects are. This research was delimited to the Educational Sub-Division of Dungu in the North-East of the DRC which contains 42 secondary schools (24 Catholic, 7 protestant, 4 private and 7 public). The Sub-Division of Dungu was chosen because of

the prevalence of teenage pregnancy in the area and lack of academic research on the issue. The target population of this research consisted of teen mothers from secondary schools in the educational Sub-Division of Dungu, secondary school girls and boys, teachers, principals, chaplain priests or pastors and parents or guardians.

Teen mothers were targeted because they have experienced teenage pregnancy and have a lot to share on factors related to adolescent pregnancy and its effect in their lives. Secondary school girls and boys from class 3 to 6 are included because they are the most affected category among students on the issue of pregnancy. Principals and teachers are targeted because they deal with teenage pregnancy in their schools and classrooms. Chaplain (priests or pastors) were included because they play a special role of counseling pregnant girls and teen mothers in schools. Finally, parents and guardians of teen mothers were included because they have a lot to share on the issue of teenage pregnancy.

The study focused on the influence of teenage pregnancy on secondary school girls' completion rates in the Educational Sub-Division of Dungu. The current study was specifically delimited to factors contributing teenage pregnancy, its influence on girls' completion rates, mechanisms put in place by the Ministry of Education and the government to curb teenage pregnancy and enhance girls' completion rates.

1.6 Theoretical Framework

The Health Belief Model (HBM) is one of the most widely used theoretical frameworks for understanding health behaviour. It is a psychological model that attempts to explain and predict health behaviours. The HBM was first developed in the 1950s by social psychologists Hochbaum, Rosenstock and Regels working in the United

States of America. The HBM was developed in answer to the failure of a free tuberculosis (TB) health screening program. The TB screening program provided adults with free TB screening x-rays from mobile units conveniently located in various neighbourhoods. When few adults came out for the free services, program organizers began investigating why more adults did not come out. Hochbaum, however, began to study what motivated the few who did come out. He quickly learned that their perceived risk of disease and perceived benefits of action were crucial factors in their motivation. Since then, the HBM has been adapted to explore a variety of long- and short-term health behaviours (Abraham & Sheeran, 2005).

The HBM has three major components namely: the individual's perceptions about health, the modifying factors which include demographic, socio-psychological and structural variables and the benefits of taking preventive measures (Tarkang & Zotor, 2015). According to Onega (2006) individual perceptions are a person's beliefs about one's own susceptibility to a disease plus the seriousness with which one views the perceived threat of the illness. In this study, individual perceptions concern secondary students beliefs about their susceptibility to get pregnant or to pregnant a girl and the perceived severity in this context is the consequences of pregnancy on the education of school girl.

Modifying factors, like demographic, socio-psychological and structural variables may affect an individual's perceptions and thus indirectly influence health–related behaviours (Cormarck, 1999). Socio-demographic factors, like educational status, could affect a adolescents' perceptions of susceptibility and severity of

consequences resulting from pregnancy, and their perceived benefits of avoiding pregnancy.

The last component of HBM are variables affecting the likelihood of initiating and maintaining action. In the current study these variables refer to a student's perceived benefits of avoiding pregnancy minus the perceived barriers to taking action this equals the likelihood of taking actions to change behaviours (Onega, 2006).

The HBM was first presented with only four key concepts namely: Perceived Susceptibility, Perceived Severity, Perceived Benefits, and Perceived Barriers. The concept of Cues for Action was added later to stimulate behaviour. A recent addition to the HBM is the concept of self-efficacy, or one's confidence in the ability to successfully perform an action. This concept was added by Rosenstock and others in 1988 to help the HBM better fit the challenges of changing habitual unhealthy behaviours (Abraham & Sheeran, 2005).

The first concept of the HBM is perceived susceptibility. This defines an individual's beliefs about the chances of contracting a health condition. A person's perception that a health problem is personally relevant will contribute to taking the required action to prevent the health problem. For this to take place there must be activities that increase the individual's perception of one's vulnerability to the health condition. Girls who perceive themselves to be susceptible to pregnancy would more likely avoid sex or protect themselves against pregnancy.

The second concept of the HBM is perceived severity. This refers to one's beliefs of how serious a condition and its consequences are. When one recognizes one's susceptibility to a certain problem or condition, it does not necessarily motivate one to take the necessary preventive actions unless one realizes that getting the condition would have serious physical and social implications. It is when one realizes the magnitude of the negative consequences of a condition, that one could take the necessary actions to avoid these negative consequences (Abraham & Sheeran, 2005). Secondary school girls must perceive early and unplanned pregnancy as a serious problem that has severe consequences and implications on their physical, social and academic lives, before they would adopt preventative actions against it.

Perceived benefits refer to one's beliefs in the efficacy of the advised action to reduce the risk or seriousness of impact. The person needs to believe that by taking a certain action, it will help one to avoid or prevent a problem from occurring. It is this belief that gives a person confidence to take the action because of the expected outcomes (Tarkang & Zotor, 2015). Perceived benefits are beliefs about the effectiveness of recommended preventive health actions.

Perceived barriers refer to one's belief in the tangible and psychological costs of the advised behaviours. There could be several barriers that affect people's decision to take particular actions. Perceived barriers to health actions include phobic reactions, physical as well as psychological barriers, accessibility factors, personal characteristics, possible blocks or hindrances to engage in preventive behaviours, including such factors as cost, inconveniences and unpleasantness (Becker, Rosenstock & Strecher, 1978).

Perceived barriers also include costs, duration, complexity of the deserved behaviours and accessibility to services that would support taking and maintaining the required actions. It is only when persons realize that they have the capacity to deal with these barriers, that they would be able to take the necessary actions (Polit & Hungler, 1999).

The HBM's cues to action are events or experiences, personal (physical symptoms of a health condition), interpersonal or environmental (media publicity) that motivate a person to take action. Cues to action are when an individual feels the desire to take the necessary action after believing that one has the capacity to do so. The required action will benefit one by knowing how to deal with the expected barriers. It requires motivation on the part of the person to have the desire to comply with the prescribed action or treatment, to have concerns about health matters, to be willing to seek and accept health care and to engage in positive health activities (Tarkang & Zotor, 2015).

The sixth concept of the HBM is self-efficacy. This is the strength of an individual's belief in one's own ability to respond to novel or difficult situations and to deal with any associated obstacles or setbacks. Self-efficacy is one's ability to successfully take action. One should feel that one is capable of taking the necessary action correctly because it is that confidence that would motivate one to initiate and sustain the action (Abraham& Sheeran, 2005).

1.6.1 Strength of Health Belief Model

The main strength of the HBM is its use of simplified health-related constructs that make it easy to implement, apply, and test (Conner, 2010). The HBM has provided a

useful theoretical framework for investigating the cognitive determinants of a wide range of behaviours for over three decades. Again, it has focused researchers' and health care professionals' attention on variables that are prerequisites for health behaviour. Hence, it has formed a basis for many practical interventions across a range of behaviours (Jones et al., 1987).

The Health Belief Model has been applied to a variety of health education topics including sexuality education. Since the HBM is based on motivating people to take action, it can be a good fit for sexuality education programs such as: programs that aim to prevent pregnancy, sexually transmitted diseases (STIs) and HIV. The benefit of this model is that it helps to remember that people's health choices are based not only on rational thought but also on emotions, habits, social conditioning and personal preference. Thus, it opens our eyes to what might be more effective social teaching methods around healthy habits (Pope, 2011).

1.6.2. Weakness of Health Belief Model

This model is limited to health-risk behaviours and as such can't help us understand the environmental, social and personal factors that influence health conditions. Applying the HBM to abstinence education is possible but is not necessarily a good fit. Youth abstain from sex for many reasons such as: personal reasons, religious reasons, and logistical reasons, not always primarily to avoid a perceived threat of a negative health outcome. Using HBM's threat-logic model to promote abstinence could be unduly sex negative. The HBM is not a good fit for comprehensive sexuality

education programs that cover a variety of information related to sexuality but are not specifically action-oriented (Pope, 2011).

1.6.3. Justification of Health Belief Model in the Study

In applying HBM theoretical framework to a pregnancy prevention intervention, a counselling component might be included that stresses cues to action and personal perceptions of the negative consequences of an unplanned child or a sexually transmitted disease, particularly in relation to the adolescent's education and career aspirations. Counselling should also address such perceived barriers to action as poor communication between the partners about delaying sexual relations, or using birth control if they do have sex. The Health Belief Model emphasizes personal goals and optimism about the future, self-efficacy, threat appraisal, and problem-solving and decision-making skills, all of which could be incorporated into educational interventions that feature counselling, youth development, and mentoring components (Brindis, Sattley & Mamo, 2005).

1.7 Conceptual Framework

According to Kombo and Tromp (2013) a conceptual framework of a study can be defined as a set of broad ideas and principles taken from relevant fields of inquiry and used to structure a subsequent presentation. In other word, conceptual framework helps to identify the concept included in the area of study and shows their relationship. It explains graphically the main dimensions to be studied and the presumed relationships among the components (Orodho, 2009).

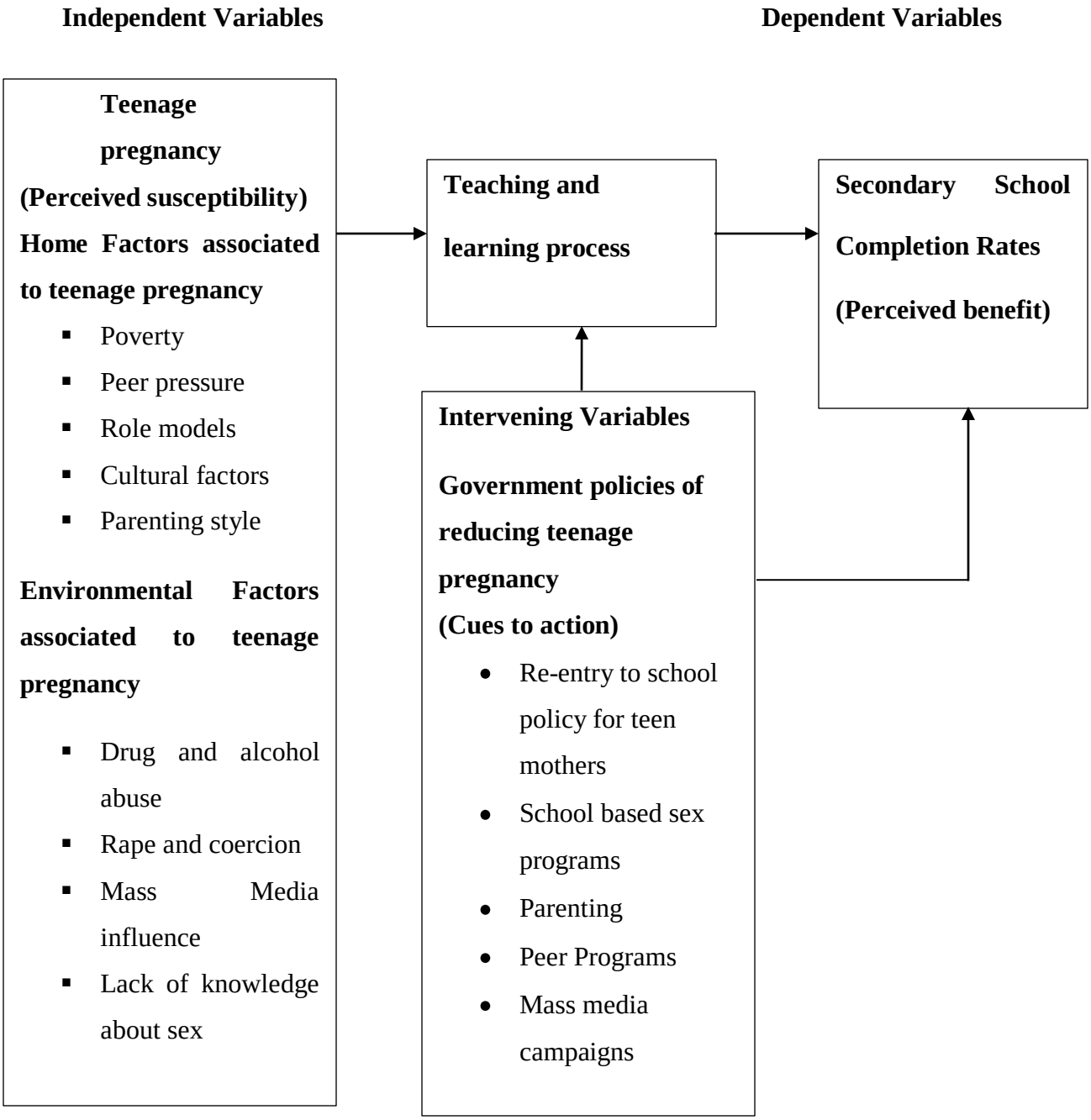


Figure 1: Adapted relationship between Teenage Pregnancy and secondary school completion rates (Kituyi, 2015)

This study adopts a conceptual framework derived from the reviewed literature on the influence of teen pregnancy on completion rates of secondary school girls. The Independent variable in this study is teenage pregnancy that is assumed to affect completion rates at secondary level. Considered under the independent variable are factors viewed as major contributors to school girl pregnancy. These include: poverty, drug and alcohol abuse, peer pressure, cultural factors, rape and coercion, role models factors, media and lack of knowledge about sexuality. The intervening variable are strategies and mechanisms which are put in place to curb secondary school teenage pregnancy such as: school based programs, parenting, peer programs and mass media campaigns. The Dependent variable for this study is girls' Completion Rate of secondary school education. It is hinged on the premise that minimizing teenage pregnancy among other things will help to enhance the retention and completion rates of girls in secondary schools in Dungu Sub-division.

1.8 Operational Definition of Terms

Adolescence-is a period of transition between childhood and adulthood. The word adolescent is used substitutable with teenager in this study.

Adolescent fertility rate or teenage birth rate-is the annual number of live births per 1000 women aged from 15 to 19 years. It is also referred to as the age-specific fertility rate for women aged 15−19 years.

Completion rate- refers to percentages of students who actually remain in school up to the end of secondary cycle against those who initially enrolled in class one.

D6- Congolese academic grade equivalent to diploma

Education: In the context of this study, education refers to formal instruction given to secondary school students rewarded by a national certificate.

Educational Sub-Division- is the third level in the administration at the Ministry of Primary, Secondary Education and Introduction to the New Citizenship in the DRC. This ministry is structured in four levels as follows: National, Provincial, Sub-Provincial or Sub-Division and School level.

G3- Congolese academic grade equivalent to bachelor.

Influence- is the power to have an important effect on someone or something.

L2- Congolese academic grade equivalent to masters.

Pregnancy-is the state of having a developing embryo or foetus in the body after successful conception.

Teenage pregnancy: teenage pregnancy refers to girls who have not reached legal adulthood. In the context of this study, teenage pregnancy refers mostly to the secondary

school girls in the Educational Sub-Division of Dungu becoming pregnant when they are basically below 18 years of age.

Secondary School-in the DRC means the six year school education following the six years of primary school.

Sex Education- can be defined as the process of providing knowledge and skills of appropriate qualities of behaviour regarding sexual intercourse in order to curb teenage pregnancy.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the review of related literature on teenage pregnancy with emphasis on its causes and influence on secondary school girls' completion rate. The reference sources of this literature review include: Textbooks, academic journals, magazine and empirical studies.

2.2 Review of Related Theories

The theories that are related to this study include the social learning theory of Albert Bandura (1977) and the ecological systems theory of Urie Bronfenbrenner (1917-2005) an American psychologist holds that different environments we encounter throughout our lives can influence our behaviour to varying degrees.

2.2.1 Social Learning Theory

The theory states that people learn from one another via observation, imitation and modelling. It encompasses attention, memory and motivation. The social learning theory states that behaviour is learnt from the environment through the process of observation. Information serves as a guide for action. Children observe people around them and behave in various ways. This is well illustrated in the famous Bobo doll experiment (Bandura, 1977).

Individuals that are observed are called models. These could be parents, friends or peers and teachers. These models provide examples of behaviour to observe and imitate. A child will more likely reproduce the behaviour that its society deems appropriate for its sex. Social learning theorists explain children's development, gender

identity and gender-type behaviours as a result of moment-to-moment, day-to-day interactions between the developing child and his immediate social environment - mother, father, and other caretakers, media, school, playmates. This theory proposes that gender typing (just like other social and cognitive behaviours) are learned through reinforcement, punishment, observation and imitation. There is considerable evidence that parents do reward and punish some behaviours differently for girls and boys.

The theory also claims that children identify with and imitate their same sex parent in preference to the other parent. In the Dungu community a girl learns at a very early age that her place is in the kitchen and taking care of the family. Through imitation, the girls do exactly what her fellow girls do. When her fellow girls engage in activities that increases their chances of teenage pregnancy she does exactly that and end up dropping out of school. Her motivation and inspiration in education is dependent on socialization. This has placed the girl child in a disadvantaged position as it is replicated in the education system where there is low participation by women. This has led to lack of development of the entire society. This theory is therefore relevant in this study.

Blair, Jones and Simpson (1968) argue that highly significant contribution of the social learning theory to the discipline scene is contained in the careful detail with which it presents the role of the environment in personality development. Transformation of behaviour as a result of experience is a crucial consideration for any adequate theory of personality development. Ormrod (1999) states that the theory can easily handle inconsistencies in a child's behaviour. Behaviour learnt at home would be reinforced in

school either positively or negatively. The theory has equally been applauded for giving a clear picture of the way behaviours are learned.

The social learning theory however, has been criticized mainly for taking the individual as a passive recipient of stimuli from the environment. Blair, Jones and Simpson (1968) argue that social learning theory puts too much emphasis on what happens to the child rather than what the child does with the information. The critics also claim that the concepts addressed by the social learning theory are inadequate to elucidate the influence of the actual physical and mental changes as well as genetics. Additionally, the theory treats groups as individuals by assuming that persons respond to the groups that they associated with. Ideally in the school setting, it is usually assumed that students who belong to one social group share the values. A school girl for example who associate with indiscipline school girls is therefore implicitly considered to be indisciplined school girl yet this may not be always factual.

The social learning theory is relevant to the study because teenage pregnancy is a social practice and therefore girls can learn about sex through socialization by interacting with their colleagues or the general public. In applying Social Learning Theory to adolescent pregnancy prevention, a major component would be modelling: adolescents imitate behaviour from others in their environment through observational learning. It is often the job of health educators and counsellors to help adolescents recognize that different, sometimes conflicting, social norms may well exist in their community or environment. The messages they receive about sexual behaviour 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. In addition, by utilizing observational learning, adolescents can learn and practice appropriate pregnancy prevention behaviours through guidance from mentors, parents, friends, teachers, community role models, and the media. The greater the reinforcement across all these sectors, the greater the likelihood of successful transmission and acceptance of the message. These personal and environmental variables are examples of factors that should be emphasized by the program staff as part of their education and counselling efforts (Brindis, Sattley & Mamo, 2005).

2.2.2 Ecological System Theory

The ecological systems theory of Urie Bronfenbrenner argues that different environments we encounter throughout our lives can influence our behaviour to varying degrees. These systems include the micro system, the mesosystem, the exosystem, the macrosystem, and chronosystem.

The micro-system is a pattern of activities, roles, and interpersonal relations experienced by developing person in a given face to face setting with particular physical and material features, containing other persons with distinctive characteristics of temperament, personality, and systems of belief. According to Addison (1992) the micro-system risk factors in teenage pregnancy include first the family for example: low parental educational attainment, low parental educational expectations, low parent-child relationship, parental substance abuse, involvement in antisocial behaviour,

homelessness and running away, physical and sexual abuse, poverty and income inequality, low social capital. The second risk factor is peers. The antisocial attitudes and behaviours of peers, teen parents, older sexual partners, attitudes about sex and contraceptives can have impact on teenage girl and may lead to pregnancy. Finally, at school level, low availability of comprehensive sex education, low quality of educational experiences and unresponsiveness to students' needs can also contribute to teenage pregnancy (Melissa, 2013).

According to Paquette and Ryan (2001) mesosystem is this layer produces the connections between the child micro-systems, i.e. connection between the child's teacher and parents or the parents or the child's church and the neighborhood. The mesosystem comprises the linkages and processes taking place between two or more setting containing the developing person, for example the relationship between home and school, school and workplace. In other words mesosystem consists of the relationships that the child's or a young person's micro-systems have between themselves.

The exosystem encompasses the linkage and processes taking place between two or more settings, at least on which does not ordinarily contain the developing person, but in which events occur that influence processes within the immediate settings that does contain that person. Ecosystem risk factors include neighborhood and community characteristics e.g. poor resource, disorganized neighborhoods and communities, social norms and inadequate access to health care can promote risky behaviour and lead to teenage pregnancy (Melissa, 2013).

Macro-system consists of the overarching pattern of micro-, meso-, and ecosystems characteristic of a given culture or other broader social context, with particular reference to the developmentally-instigative belief systems, resources, hazards, life styles, opportunity structures, life course options, and patterns of social interchange that are embedded in each of these systems. Macro-system encompasses all the other systems. These are patterns that define the forms of life in society. For example, norms about sharing sexual information with teens, media influence on sex and the availability of comprehensive sex education. Finally, the chronosystem is a description of the evolution, development or stream of development of the external systems in time. The chronosystem can cover either a short or long period of time (Bronfenbrenner, 1989).

According to Evan and Julia (2013), the strength of the ecological systems theory is on the fact that it shows how multiple influences affect the child's development even when the child isn't directly involved in the situation. Using Ecological Systems Theory provides a powerful tool to understand the influences upon a person's life and how it influences other parts of their development. It helps understand how broad aspects such as time or culture influence individual development.

The ecological systems theory is a suitable framework for this research for two reasons. First, it helps to understand and to explain the factors associated to teenage pregnancy. Secondly, the ecological system assumes that pregnancy prevention can be improved through multilevel intervention packages that combine both behavioural and environmental modification strategies. In pregnancy prevention it is important to

integrate multiple life domains, such as: home, school, community, government, and cultural change.

The weakness of Bronfenbrenner's theory is that it does not provide reasons for behaviour. In other words, it does not provide detailed mechanisms for development of the child (Evan & Julia, 2013). Much of Bronfenbrenner's theory is based on examples that can only be predicted, not entirely determined. According to Shaffer and Kipp (2010) the ecological systems theory falls short of being a complete account of human development. It is characterized as biological model, but it really has very little to say about specific biological contributors to development.

2.3 Home Factors Associated to Teenage Pregnancy

Secondary school girl pregnancy is associated to several home factors. The following factors were discussed in this section of the current study: poverty, peer pressure, role models, cultural factors and parenting style.

2.3.1 Poor Socioeconomic Factors

Across the globe a substantial body of evidence points to the fact that poverty is one of the most consistent risk factors for early pregnancy. In the USA adolescents in poor neighbourhoods were found to be more apt to engage in sex leading to pregnancy (Domenico & Jones, 2007). In South Africa poverty in some cases leads to intergenerational transactional sex that decreases a girl's ability to negotiate for safe sex, meaning that she may end up pregnant or with a venereal disease (Willan, 2013). A study by FAWE Uganda (2011), also confirmed that the lack of basic necessities exposes girls to the risk of teenage pregnancy as the girls who are not strong willed end up exchanging sex for money. According to Karra and Lee (2012) school girls from poor

families often engaged in unprotected sexual activities to fall pregnant hoping to receive money from the father of the child in order to improve their conditions of life.

A study conducted in the United States by Akella and Jordan (2015) on the impact of social and cultural factors on teen pregnancy. The United States has the highest level of teenage pregnancy amongst the industrialized nations. Further, the level of teenage pregnancy is highest amongst the minority population. This research study examines the reasons behind high rates of early childbirth amongst African American teenagers. The following were the main research questions: What causes the high teen pregnancy rate within African American communities? What factors are responsible for this early transition into motherhood? What problems do these young mothers face during and after pregnancy? How do they deal with these problems? What strategies can be implemented to help these girls as to allow them to emerge as confident young women?

This study uses Bandura's (1977) Social Learning Theory to deconstruct the factors, which influence and manipulate the overall behaviour of the teenagers and initiates them to choose early motherhood over education and career. To ensure better quality of empirical data, the authors collaborated with the pregnant teenagers and a local non-profit community agency using a phenomenological analysis. The research found a direct link between poverty, education and culture of the teenagers and the occurrence of adolescent pregnancies. However, this study was carried out in the developed country which may have peculiar socio-cultural realities different from those experienced in Dungu Sub-Division in DRC.

Nyakubega (2009) conducted a study on the factors associated with adolescent pregnancies among secondary school students in Tanga-Tanzania. The main purpose of the study was to assess the factors associated with adolescent pregnancies among secondary students at Tanga municipality. The researcher used a cross sectional descriptive analytical method which targeted all girls in secondary schools at Tanga municipality and randomly sampled 200. The result showed that low socioeconomic status was found to be an important cause for adolescent pregnancies as 57.1% of the participants suggested. Other factors responsible were luxury and deprivation of education to girls (43.5% and 16.5% respectively). Source of reproductive health education was contrary to most previous studies as 82.6% reported to get it from parents and health centres, while schools and peer groups contributed only 29.1% and7.2% respectively. This study mainly focused on the influence of socio-economic factors on teenage pregnancy but did not look into how socio-economic factors influence girls drop out due to teenage pregnancy which forms the basis of this current study. Parents and guardians are important source of reproductive health education to adolescents and useful for prevention of early pregnancies. Early marriages are not as much important as source of adolescent pregnancies.

Matodzi (2015) carried out a study on poverty as cause of teenage pregnancy in Thulamela Municipality in South Africa. The objective of the paper was to find out if the Child Support Grants (CSG) was the main factor negatively influencing the teenage girls to fall pregnant. The paper seeks to investigate whether or not CSGs influences young teenage girls to fall pregnant in order to gain access to the grant money. A quantitative research methodology was employed using a questionnaire

with a list of ten questions that are related to the causes of teenage pregnancy. Ten (10) participants responded orally to the questions. Although, the participants agreed that other factors also played a role, they agreed that poverty was the major (80%) reason teenagers fall pregnant. It is therefore, recommended that young children receive support straight from the government through education. The issues of sexuality, and teenage pregnancy and poverty alleviation should be included in the curriculum as early as the Foundation Grades. This study examined the causes of teenage pregnancy but did not look into how these causes lead to girls drop out.

2.3.2 Peer Pressure Influence

In our modern society, many parents spend more time at work. They are more concerned about education, shelter and food for their children. Therefore they neglect their children's emotional needs and development. This often leads to children spending more time with their peers and then copying them and older gang members or negative role models in the community (Bezuidenhout & Joubert, 2009).

According to Varga (1999), peer pressure has multiple dimensions. She stated that there appears to be a trend of young people to incorporate sex much earlier into their social lives than in the previous generations, to engage in multiple partnerships and for young men to feel pressurized in terms of their expectations of their sexual conduct.

Kansumba (2002), believed that peers play a major role in the transfer of sexual knowledge. This has been viewed as problematic in that peers are seen as less reliable, or as providing less accurate information than teachers or health professionals.

Moore and Rosenthal (2006), agree that these days there is a shift in adolescents as compared to the past years. Peers today have become more important in forming

teenager's beliefs and regulating their behaviour. Peer influence and pressure is often cited as one of the most influential factors affecting adolescents' sexual decisions. Presumably, peer influence can operate in a number of ways. First, teenagers can obtain information about sex from their friends, which may serve to guide decision-making about sex. This information is not always accurate, as reflected in long-standing teenage myths such as that a person cannot get pregnant the first time she has sex. Secondly, adolescents can accept peer attitudes about sexuality. These can be implicitly reflected in peer behaviour, which the teenager may use as a model for his or her own behaviour, or they can actively proselytized through discussion, questioning, teasing, dare, shaming, etc. The stronger desire of many young people to be like their admired age-mates and part of the group can lead them to engage in the sexual behaviours, and express the sexual attitudes, that they perceive as characteristic of a particular 'hero' or group (Moore & Rosenthal, 1993).

Gouws and Kruger (1994) argue that relationships with peers and peer pressure play an important role during adolescence. Adolescents spend a lot of time together in groups and the individual has to conform in order to be accepted by the group. The implication is that conformity is either implicitly or explicitly enforced and schoolgirls often engaged in sexual activities to be accepted in their peer group despite the possibility of an unwanted pregnancy (Vundule, Maforah, Jewkes, & Jordan, 2001).

2.3.3 Cultural Factors

According to Macleod (1999) cultural factors related to teenage pregnancy are divided into two. Firstly, the breaking of traditional values and sexual control and secondly, the cultural value placed on fertility. In traditional African societies, there

were some sexual control practices. They included initiation ceremonies, where adolescents were instructed about sexual matters. Peer groups played a big role in sexual education and control. Urbanization and industrialization has led to the weakened the initiation school and formal schooling has arrested education from the hands of parents who are now seen as ignorant and uneducated by their children.

Power imbalances in sexual relationships between men and women make the men to hold sexual decision-making power and little room to negotiate contraceptive use with partners. However, respectability among men is still strongly tied to their right to make decision about when, where and how happens, to be highly sexually active and have multiple partners (Panday, Makiwane, Ranchod & Letsoalo, 2009).

In some cultures, teenage pregnancy is accepted and welcomed. According to Macleod (1999) there is a high cultural value placed on fertility, marriage and birth have become separated, young women are more disposed to conceive early. Teenagers fall pregnant early because men want assurances of fertility before marriage. They believe that bearing a child is an essential part of being a woman and achieving success as women (Masemola, 2008).

Wanjohi (2016) had a research on social and cultural factors influencing teenage pregnancies among secondary school students in Gucha district of Kenya. The main objective of the study was to examine the influence of factors related to teenage pregnancies among secondary school students in Gucha District of Kenya. The study examined the influence of these factors on teenage pregnancies and the interventions that can be adopted to curb the prevalence. The study employed survey research design. The sample consisted of eighty (n=80) form four students and four (n=4) teachers from

four girls' secondary schools that were selected to participate in the study. From each of the form 4 classes in respective schools, twenty (20) students were selected using systematic sampling procedure. Questionnaire was used to collect data from the students while interview method was used to collect data from teachers. The collected data were analysed using descriptive statistics, employing both quantitative and qualitative approach. Data from the students were purely analysed quantitatively and presented in frequencies and percentages while data from teachers were analysed qualitatively.

From the analysis, the study revealed that there are certain social-cultural related factors that influenced teenage pregnancies among secondary school students in Gucha District. These included erosion of African traditional norms and values on sexual behaviour, inadequate involvement of women in decision making especially on reproductive health matters and prevalence of female circumcision. In regard to the effects, the study revealed that teenage pregnancies are associated with healthy risks, school drop outs among students in the District. The study suggested all stakeholders in education to work together towards implementation of sound community and school based programs to address the issue of social-cultural aspects that are associated with teenage pregnancies among secondary school students. The study did not make further recommendations on ways to increase girls' completion rates.

Kasomo (2009) investigated on the factors militating against the education of girls: The research attempted to find out the factors militating against the education of girls in Lower Eastern Province of Kenya. The following were the main objectives of the study: first to establish secondary school girls' occupational aspirations, second to determine the relative effects of different variables that are associated with lower

educational aspirations of girls, third to find out whether career aspirations of girls change as they move from Form One to Form Three and finally to determine the factors behind the educational aspirations of girls at secondary school level of education and to examine what occupational aspirations of males and female at secondary School level hold for their potential spouses.

The research design used in this study was descriptive survey. The study aimed at collecting information from participants on their opinions in relation to the various factors impacting on the education of girls. The tool that was employed in the initial identification process was door-to -door survey in the purposely sampled schools. In an effort to establish the relative impact of the various factors impacting on the education of girls, the researcher used both qualitative and quantitative methods of research.

The target population was Form Threes and Form Ones in Lower Eastern Province. The subjects of the study were drawn from the selected Districts. The participants included Form Threes and Form Ones from the purposely selected schools. The participants were sampled from Form One and Form Three in order to establish whether educational aspirations of Form Ones were similar to those of Form Threes.

The significant results of this research have shown that girls have low educational and occupational aspirations and that the greatest hindrance to their educational advancement is alleged to be pregnancy, followed by peer pressure, lack of school fees, lack of parental guidance and counselling, drug addiction. The study recommends that there is need to carry out awareness campaigns to sensitize all stakeholders on the importance of education, especially of the girl child. It is important to create well-maintained single gender boarding schools.

Girls should be targeted in terms of bursary and sponsorship. The present study identified that there is a need of analysing the mechanisms or strategies which are put in place by Kenyan government all educational stakeholders to deal with school girls' pregnancy, peer pressure, lack of school fees, lack of parental guidance and counselling and drug addiction in order to promote girls education. However, this study did not identify the teenage pregnancy risk factors which the current study seeks to address.

2.3.4 Role Models Factors

Children identify themselves with their parents' values and norms which lead to the formation of a personal value system (Very, 1990). The sexual values and norms that are set as an example by parents serve as an important standard for young people's behaviour. Panday, Makiwane, Ranchod and Letsoalo (2009) recognized parental values as a vital factor that influences the adolescent's sexual début. Adolescents whose parents are clear about the value of delaying sex are less likely to engage in sexual activities at an early age. Adolescents with parents who have permissive attitudes about sex or premarital sex or parents that have negative attitudes about contraception are more likely to have early and unsafe sex and fall pregnant (Macleod, 1999).

Teenagers require mentors and role models so as to have some motivation and inspiration. This will deter them from indulging in sexual practices and keep focused on school. Parents need to be encouraged to openly express love to their children. Government in partnership with private sector needs to create jobs for impoverished communities to reduce poverty so that parents may be able to educate their children (Hoefinger, 2013).

According to Varga (2003) not only parents but other family members also serve as role models to children. Adolescents are more likely to initiate in sex and experience pregnancy if other family members have sex outside marriage, are cohabiting with a sexual partner or have a child outside marriage. Saville, (2006) notes that girls who has a mother or sister who was a teenage parent are likely to fall pregnant.

2.4 Environmental Factors Associated to Teenage Pregnancy

The transition to healthy adulthood dependent on the social environment in which adolescents live, learn and earn. This social environment comprises of families, communities, schools and peers. However, the above social environment can sometimes negatively affect adolescents' behaviour. Several environmental factors can associated to teenage pregnancy and lead to school dropout such as: alcohol and drug abuse, rape and coercion, mass media influence and lack of knowledge about sex.

2.4.1 Alcohol and Drug Abuse

A report released by the United Nations Drug Control Program (UNDCP) in 2004 estimated that 3.3 to 4.1% of the global population consumes drugs, but more worrisome is that according to the UNDCP executive director, those are addicted are younger and younger every year. The National Centre on Addiction and Substance Abuse (CASA), at Colombia University, for instance, found out that College students had higher rates of drug addiction compared to the general public. The study revealed that 22.9% of students met the medical definition of drug abuse or dependence which is a compulsive use of substance despite consequences. It was further revealed that 33.3% of the students abused marijuana, 5.7% cocaine, 5.0% hallucinogens, 1.8% inhalants and

0.5% heroin. Nearly 50% of the students surveyed by CASA admitted that they drunk and used drugs to relax, reduce stress or to forget about problems (WHO, 2003).

The Texas Department of Health Services, in conjunction with the Public Policy Research Institute at Texas A and M University, United States of America (USA), found out that alcohol continued to be the most abused substance by secondary school students (63%), followed by tobacco (30%), marijuana (25%), inhalants (9.3%), cocaine (6.8%), hallucinogens (4.4%), ecstasy (5.1%), methamphetamine (3.5%), steroids (1.5%) and heroin at 1.4% (United Nations, 2007).

The study by Ugandan Youth Development Link (2008) established that 71% of the students had used drugs with alcohol and cannabis taking the lead. The Global school based students' health survey carried out in Tanzania revealed that alcohol was the most abused drug among students (Gelinas, 2006). Adolescents who participate in one or other form of risk behaviour often partake in other risk behaviours. The high rate of drug and alcohol abuse contributes a lot to teenage pregnancy. When a teenager is being intoxicated with drugs or alcohol, she may find herself doing unprotected sex which may result in pregnancy or HIV (Essau, 2004; Panday, Makiwane, Ranchod & Letsoalo, 2009).

According to Morejele, Brook, and Kachieng'a (2002) as cited by Panday, Makiwane, Ranchod & Letsoalo (2009), the psychoactive effects of alcohol and drugs used are taught to increase sexual arousal and desire, decrease inhibition and tenseness, diminish decision-making capacity, judgment and sense of responsibility, and generally disempowered women to resist sex. The studies have reported on the increased risk of forced sex and the decreased likelihood of using condoms when under the influence of

alcohol. These effects are facilitated in a context of high unemployment, and in an environment where peer norms promote heavy drinking, alcohol and drugs are easily assessable and casual sex readily available.

Shikuku (2004) curried a study on students' perception on alcohol and drug abuse in secondary school: a case of Busia district- Kenya. The main objectives of this study were to identify the influence of gender on students' perception on use of alcohol among secondary schools, to investigate the influence of students' age and school type on alcohol consumption. The study made use of social learning theory of Bandura (1977) and Theory of Gestalt School of Psychology (1969). Bandura (1977) proposed that people form habits by imitating from their immediate environment while Gestalt (1969) suggests that people make certain decisions that are determined by the principles of proximity, similarity, continuity, and closure. The study design was descriptive survey. A combination of stratified sampling technique, purposive sampling technique and simple random sampling techniques were used to select the participants in the study. The participants included 240 students. The instrument utilized in data collection was the questionnaire. The data was analysed using qualitative and quantitative methods.

The study findings revealed that modern media (cell phone, internet, radio and television set), peer and parents or guardians greatly influence the students' use of alcohol due to their aggressive advertisements and proximity. Poverty and the foreign culture also influenced alcohol drinking within the local communities. Urbanization and easy availability of alcohol also encouraged alcohol drinking. The study further established that both male and female students consume alcohol but with a higher percentage of male. The study also noted that students aged 16-19 years have high

preference for alcohol because of their adolescent age. However other students over 20 years had great influence on the junior students in alcohol drinking.

The study also found out that mixed day schools had higher level of alcohol consumption than other school categories. In the light of the above findings the following recommendations were made: The Ministry of Education should establish a clear policy prohibiting students from drinking alcohol; the teachers, parents and other stake-holders in education should encourage students to use non-alcohol beverages such as soya, coffee, tea and cocoa; the guidance and counselling departments in secondary schools should be equipped in order to offer effective guidance and counselling services to students facing the dangers of alcohol drinking; the parents, public and mass media should stop exposing children to alcohol use at early ages through poor role modelling and aggressive advertisement. The Kenya government should effectively implement Alcohol Drinking Control Act (2010) in order to eliminate alcohol business near school environments. However, this study failed to link alcohol abuse with teenage pregnancy and girls' drop out which the current study seeks to examine.

2.4.2 Rape and Coercion

According to Naidoo (2005) young women have less power over their own bodies than men, and often required to be more accountable for their actions than young men. Moore and Rosenthal (2006) reported that gender power inequalities play a significant role in women's vulnerability to early and unprotected sex as well as pregnancy in South Africa. The 2003 RHRU survey reported that 2% of 15-24 year old males and 10% females had been physically forced to have sex. In a case of controlled study among pregnant teenagers in Cape Town, 25% of pregnant teenagers reported.

Recent research has shown that both a history of physical abuse by a partner and current involvement in a physically abusive relationship were associated with becoming pregnant (Moore & Rosenthal, 2006).

Saewyc (2004) investigated on teenage pregnancy and associated risk behaviours among Sexually Abused Adolescents in the United States. Associations between pregnancy involvement, risk behaviours and sexual abuse were examined in sexually experienced teenagers from the Minnesota Student Surveys of 1992 (N=29,187) and 1998 (N=25,002). Chi-square tests assessed differences in pregnancy involvement and related risk behaviours among four groups of adolescents, categorized by type of abuse experienced: incest only, non-familial only or both. Odds ratios for pregnancy involvement and risk behaviours, adjusted for grade level and race, were calculated for each gender by using logistic regression analysis.

Researchers concluded that teenage pregnancy risk is strongly linked to sexual abuse, especially for males and those who have experienced both incest and non-familial abuse. To further reduce the U.S. teenage pregnancy rate, the pregnancy prevention needs of these groups must be adequately addressed. However, this study failed to show the linked between teenage pregnancy and girls drop out in secondary schools which is the essence of the current study.

Moore, Kofi, Nyovani, Langba, and Akwasi (2016) conducted a study on Coerced First Sex among Adolescent Girls in Sub-Saharan Africa. The main objective of their study was to point out some of females' experiences which are rarely discussed such as: Sexual coercion which has been found to be linked with sexual harassment and increasingly violent sexual behaviour which reflect underlying structural factors that

contribute to the oppression and exploitation of women. Data for the study are derived from nationally-representative household surveys on adolescent sexual and reproductive health were conducted in 2004 among 12-19 year old males and females: 5,950 in Burkina Faso, 4,252 in Ghana, 4,012 in Malawi, and 5,065 in Uganda. The sample, which covered all 12-19 year-old de facto residents in private households, was a two stage stratified sample design: district and households. When there was more than one eligible 12-19 year old in the household who was interviewed, one of the participants was randomly selected to answer an additional section with questions on sensitive topics including physical and sexual abuse. The survey was pretested, modified accordingly, and then translated into the major languages spoken in each of the four countries. The translation was pretested again before the instrument was finalized. On average, each interview lasted approximately 55 minutes.

The result of this study has shown that in Malawi, 38% of girls said that they were not willing at all at their first sexual experience followed by Ghana at 30 percent, Uganda at 23 percent and Burkina Faso at 15 percent. In-depth interviews collected in 2003 with the same demographic shows that there are four primary types of sexual coercion: forced sex; pressure through money or gifts; flattery, pestering, and threatening to have sex with other girls; and passive acceptance. This paper analyses very well the coercive experiences at sexual debut of girls from 12-19 year old in Burkina Faso, Ghana, Malawi, and Uganda. However, the paper failed to suggest mechanisms and strategies to be put in practice in order to curb coerced first sex among adolescent girls in Sub-Sahara Africa.

Jerop (2009) had a research on Sexual Abuse of School Age Children in Kenya. The main Objective of this study was to examine the extent of sexual abuse against school children in Kenya and reasons attributed to it. It is anchored on a study conducted in 10 districts purposefully selected because they represented populations that are socio-economically more vulnerable and exhibit lower school participation.

Data was collected from 70 schools. The paper makes reference to data collected from 1,279 and 1,206 children who responded to items on sexual harassment and unwanted sex respectively. Two thirds of the participants were girls.

According to the findings 58 of every 100 children have been sexually harassed while 29% boys and 24% girls reported to have been forced into unwanted sex. The main perpetrators of the violence were mentioned as peers while the home featured as the most unsafe place. The causal factors posited are analysed along two themes: those that play a contributory function and those rooted in the socio-cultural context. The study recommends for a reinstitution of sexuality education, in a comprehensive manner, as a strategy of providing sexual safety education. Beside the reinstitution, the current study would recommend also a strict application of rules and law on the perpetrators who abuse school girls. This study did not show how sexual harassment of girls leads to teenage pregnancy and consequently school dropout.

2.4.3 Media Factors

The mass media with its sexualised content is also a contributing factor that perpetuates schoolgirl pregnancies as it gives teenagers easy access to pornographic and adult television programmes (Oni, Prinsloo, Nortje, & Joubert, 2005). Pornographic material and sexuality information is freely accessible via devices such as computers and

cell phones. In her research Rangiah (2012) established that adolescent girls who were more exposed to sexuality in the media were also more likely to engage in sexual activities. Bezuidenhout (2004) says that sexually arousing material, whether it is on film, in print or set to music, is freely available to the teenager and such information is often presented out of context of the prescribed sexual norms of that society. According to Panday, Makiwane, Ranchod & Letsoalo (2009) television also contributes to sexual activities amongst schoolchildren. Devenish, Gillian and Greathead (2004) say teenagers today have access to books, films, videos and magazines that are explicit in describing sexuality issues. Many are factually incorrect, creating unrealistic expectations from teenagers and increasing the myths about sexuality issues.

2.4.4 Lack of Knowledge about Sexuality

In their research on schoolgirl pregnancy, Marston and King (2006) established that lack of authentic knowledge about sexuality issues seemed to be one of the major causes of pregnancies amongst schoolgirls. Adequate knowledge about sexuality can only be obtained by education and the family milieu and parents are regarded as the most suitable to inform the child about sexuality issues (Bezuidenhout, 2004).

However, in certain cultures sexuality issues are the least spoken about or discussed by members of the family, any sex topic is taboo (Rangiah, 2012). In a study conducted by the Human Science Research Council (HSRC) in 2008 concerning sexuality and reproductive issues it was found that parents are reluctant to discuss these issues with their children (Panday, Makiwane, Ranchod & Letsoalo 2009). The study focused on children in the age group 12-17 years and the participants indicated that they

obtain most of their information about sexuality and reproduction from their friends at school. According to Newman (2008) mothers often fail to communicate on sexual issues to their daughters and information about menarche is acquired from an elder sister, peers or nurses from health departments who visit schools.

Harrison (2006) says teenagers who experience physiological and other changes often find it difficult to discuss these experiences with their parents. Although there are health clinics available to adolescents where they can obtain appropriate information on sexuality matters, many do not use these facilities for fear of being identified as sexually active or the believe that such facilities are only for adult mothers, the elderly and the sick (Bezuidenhout, 2008). In need of information, school girls turn to their peers for guidance or seek information from other sources to satisfy their curiosity (Panday, Makiwane, Ranchod and Letsoalo, 2009).

2.5 Influence of Teenage Pregnancies on Completion Rates of Secondary School Girls

Although pregnancy and motherhood do not always interrupt a schoolgirl's education they do introduce a new set of circumstances that influence future decisions related to the girl's education (Grant & Hallman, 2006). According to Panday, Makiwane, Ranchod and Letsoalo (2009) school girl pregnancy can have a profound impact on the mother and child by placing limits on her educational achievement and economic stability as well as predisposing her to single parenthood.

Bezuidenhout (2008) states that an unmarried, pregnant teenager finds herself in the midst of a multifaceted crisis characterised by the emotional and physical reality of a

pregnancy, the interruption of normal physiological and psychological development, a possible change in education and career pursuits, as well as in parental and kinship support, an increase in medical risks during pregnancy, and premature assumption of the adult role with its associated responsibilities.

In their research Bhana Morrell, Shefer, and Ngabaza, (2010) found that the presence of a pregnant girl in a classroom is not only a threat to their own academic achievement but also to the collective academic performance of the class as well as the classroom harmony. In particular, most pregnant schoolgirls are not able to cope with the school's academic demands.

2.5.1 Poor Performance in School Work

According to Grant and Hallman (2006) poor school performance is a strong marker for pregnancy. Poor performance often leads to repetition, meaning that girls physically mature while still in school and experience a lot of peer pressure to have sex (Kirby, 2002). In addition poorly performing girls have low educational expectations, are not sure they will graduate and as such have little motivation to avoid pregnancy (Coles, 2005; Turner, 2004). Lack of comprehensive information on sexuality either at school or at home makes teenagers to rely on peer misinformation and may therefore succumb to peer pressure to have sex that could lead to early pregnancies consequently school dropout (Panday et al, 2009).

Chigona and Chetty (2007) say being frequently absent from school result in pregnant schoolgirls missing a lot of schoolwork. Educators also reported that when comparing a learner's performance before and after pregnancy there is a decrease in

their academic performance (Beesham, 2000). Being absent causes the pregnant schoolgirl to miss schoolwork such as lessons, tests and assignments and most of the time she falls hopelessly behind in their schoolwork. Inadequate educator assistance to pregnant learners is also one of the reasons for them not performing well in their schoolwork (Madhaven, 2005).

Schoolgirl mothers choose to continue their schooling because they consider academic qualifications as a ticket to participating in the labour market (Chigona & Chetty, 2008). However, the majority of schoolgirl mothers have to repeat a grade when they return to school because of missed schoolwork, poor performance and failure in the examination for promotion to the next grade (Panday, Makiwane, Ranchod and Letsoalo 2009).

2.5.2 Absenteeism

Pregnant schoolgirls are often absent from school for a variety of reasons related to their pregnancy (Rangiah, 2012). Changach, (2012) reported that various research studies confirmed that due to their pregnancy schoolgirls are often absent because they do not feel well or to visit the clinic or doctor. According to Mamhute (2011) teenage pregnancy affects the physical well-being of the mother. Some of the most common physical problems associated with pregnancy are nausea and vomiting, dizziness, tiredness and oedema which may prevent the pregnant girl from going to school. A pregnant schoolgirl may miss some classes during the day when she is not feeling well. School days are missed when the pregnant schoolgirl has to visit a clinic or doctor and

during the final of stages of her pregnancy, delivery and after the birth of the baby (Bezuidenhout, 2008).

2.5.3 Discrimination

Discrimination in the school setting means treating a learner less favourably, because of a protected characteristic, as not allowing the learner to participate in a particular activity which other learners are allowed to participate in (Rule, 2004).

Discrimination against pregnant students is strictly prohibited by the federal law banning sex discrimination in public schools in South Africa, but it is widespread nonetheless. Sometimes even the most subtle forms of discrimination can be enough to push pregnant teens out of school. Schools refusing to give excused absences for pregnancy related doctor's appointments, teachers refusing to allow make-up work, counsellors coercing students into substandard alternative schools, excluding them from school activities based on "morality" codes, disparaging, discouraging and disapproving comments from adults and students; all of these can be illegal, yet all occur and contribute to the high dropout rates (Mangel, 2010).

Pregnant schoolgirls are often openly discriminated by their peers and other learners at school. Learners call them whores or other humiliating names, while their peers exclude them from group activities (Bezuidenhout, 2004).

2.5.4 School Drop Out

Marteleto, Lam and Ranchod (2008) maintain that if a girl returns to complete her schooling after the birth of a child it is because of the support received from her family and being provided with flexible child care options. However, childbearing impedes on most girls' educational careers.

Research has found that pregnancy in school often resulted in poor results, failure, repeating of grades and school dropout (Dietrich, 2003). Van Pelt (2012) conducted a study on girls' completion rate in the United States. The result showed that only 50% of teen mothers have a high school diploma compared to 90% of girls who did not have a teen pregnancy whereas fewer than 38% of teen girls who have a child before turning 18 earn their high school diploma. She states further that less than 2% of teens who have a baby before 18 ever earn a college degree. According to Bhana, Morrell, Shefer and Ngabaza, (2008) factors which make it difficult or even impossible for teenage mothers to continue or complete their educational career are the following: Teenage mothers are unable to cope with caring for a baby and attending to the needs of schooling. They have limited resources to manage the world of learning and parenting. Sometimes they have no or very little support from the school and the society. They experience lack of support from their family and support from the father of the child. Due to poverty in rural areas schoolgirls have to leave school and find work to earn extra income for their children. Pregnant schoolgirls are stigmatized, discriminated against and mocked in school.

According to Panday, Makiwane, Ranchod and Letsoalo (2009) schoolgirl mothers tend to have fewer years of schooling compared to those who have their first child after completing their schooling. Nash (2002) says the price of a schoolgirl pregnancy is lost potential, because they become mothers without the necessary knowledge, skills, resources and networks to cope with the demands of parenthood. The impact of a schoolgirl pregnancy on educational achievement and economic progress later in life remains negative and significant in later life. In their research Grant and Hallman (2006) found that only around a third of schoolgirls re-enter the schooling system post-pregnancy despite the fact that South legislation allows girls to return to school. The disruption that pregnancy inflicts on the educational and occupational outcomes of teenage mothers both maintains and aggravates poverty (Saville, 2006).

Achoka (2007) commented that as a nation, although Kenya hopes to achieve EFA by the year 2015, this is an uphill task, given the various challenges in the education sector. He further states that the year 2015 is also significant globally because it is the target year for the fulfilment of the eight Millennium goals; however, the pandemic secondary school dropout in Kenya is alarming. For instance he found out that, in a period of 10 years, 1992-2002, the average dropout and completion rates for girls were 20% and 80% respectively, while for the boys the dropout and completion rates were 14% and 87% respectively. Achoka attributes the pandemic secondary school drop out to poverty, early pregnancies and marriages, HIV/AIDS, drug –abuse and low self-esteem.

Some girls back in school, after giving birth develop emotional problems, negative attitudes or low self-concepts. Schoolgirl mothers generally display the following characteristics (Ramalebana, 1995). They achieve academically poorer than the other schoolgirls. For example, they tend to fail more examinations than ordinary schoolgirls. Their achievements are low, worse, and weaker than before they had babies. Their brightness has gone, their general ability is dented and they seem to be depressed most of the time. In many instances, they under-achieve. In other words, there is a discrepancy between their possible and actual performance. They seem to be generally demotivated.

Serefete (2012) had a research on what influences Girl-Pupil Dropout in Secondary Schools in Botswana. The main objective of the study was to identify factors that influence secondary school girls' dropout. The study showed that pregnancy is the main reason for girls to discontinue from school in large numbers. A total of 1057 girls discontinued from school because of pregnancy alone in 2007. The drop-out rate as shown in the Botswana Education Statistics is higher in rural than in urban centres. This, according to the authors of this paper, was perhaps due to the amount of education girls have access to issues relating to health and sexuality.

Evidently, girls in urban areas have more exposure and access to varied types of information. Literature on the phenomenon of teenage pregnancy suggests that girls from economically disadvantaged families are more susceptible to teenage pregnancy than those from families that are not poor. This perspective corroborates the author's view that girls from economically disadvantaged families willingly or unwillingly get

into relationships expecting monetary benefits and this is likely to contribute to premature pregnancy during teen years. An analysis of the rather tenuous Education Act of Botswana of 1967 reveals its harshness on girls who become pregnant while attending school. Thus, the authors of this paper advocate review of this Act to align it with the Millennium Development Goals universal education and gender equality by 2015, and to the National Vision 2016 of an educated nation. This study mainly relied on the secondary data which subjected to high risk of errors; the current study will collect primary data from the participants.

Uche (2013) conducted a study on Dropout Syndrome among Girls in Secondary Schools. The study sought to establish the factors of dropout among secondary school girls in Nembe Local Government of Bayelsa State, Nigeria. One research question was formulated to guide the study. Survey design was utilized; sample of 240 was drawn from dropout girls and their parent/guardians, teachers, students in schools, youth and women leaders using the stratified random sampling technique. Questionnaire was used to collect the data which was analysed using percentage. Poverty, teen pregnancy, peer influence and quest for money were identified as the paramount factors of dropout. It is recommended that schools be made truly free, qualitative and engaging, in order to motivate the girls toward completion. Uche's study only relied on one data collection instrument that is the questionnaire, hence the findings may not be reliable.

2.5.5 Educators' Attitudes toward Pregnant School Girls

Research has shown that there was a universal lack of enthusiasm and a negative attitude amongst educators for accommodating pregnant learners in school (Runhare, 2010). According to Bhana, Morrell, Shefer and Ngabaza, (2010) most of the school principals and educators involved in their research were also unenthusiastic about enrolling and supporting either pregnant school girls or schoolgirl mothers in their schools. Most principals and educators say having pregnant girls in their school is not always pleasant but they have no option to accommodate them as it is policy.

According to Bhana, Morrell, Shefer and Ngabaza, (2010) the presence of a pregnant girl in school may encourages other girls to do the same and could even lead to sexual anarchy among other learners. Mpanza and Nzima (2010) and Chigona and Chetty (2008) view, inter alia, the following as reasons for educators' negative attitude towards pregnant schoolgirls: Moralistic arguments in which schoolgirl pregnancy and parenting, indeed and sexuality outside marriage is considered deviant and taboo. The legislation that pregnant learners be admitted to school is largely understood as a government initiative foisted upon schools. Educators feel that a pregnant schoolgirl is setting the wrong precedent to other girls. The visible evidence of pregnant girl in class let educators feel uncomfortable and they feel they are teaching a women and not a girl. Many educators regard the presence of a pregnant learner in their classroom as a threat to the collective academic performance of the class and classroom harmony because they question the ability of the pregnant girl to cope with both academic and pregnancy demands.

2.6 Government Policies to Enhance Completion Rates

UNFPA (2013), suggested that government should first enact and enforce national legislation that raises the age of marriage to 18 for both girls and boys. Greater efforts are needed to raise awareness of and enforce existing laws at the community level, while fostering a rights culture among members of the judiciary, legislature and the police to protect girls from child marriage and uphold their rights overall. Second, government should use data to identify and target geographic hotspots areas with high proportions and numbers of girls at risk of child marriage and pregnancy before the age of 18. Those areas showing multiples levels of risk for girls should be prioritized, and would benefit from political and financial commitments, and corresponding actions to end child marriages and pregnancies. Third, government should expand prevention programmes that empower girls at risk of early pregnancy and address the root causes underlying the practice. Fourth, it should mitigate the harmful impact of early pregnancy on married girls. Finally, government should invest in efforts to improve data on monitoring and evaluation in order to strengthen programmes for girls at risk and married girls. Several policies are put in place by the government to reduce teenage pregnancy. This study focussed on policies such as: school based sex-programmes, parenting, peer programmes, mass media campaigns.

2.6.1 Teen Mothers Re-Entry to School

Chilisa (2002) reported that there has been an increase of gender-sensitive policies in education in Sub-Saharan Africa in the last decade which sought among other things to remove imbalances in school access, participation and achievement between boys and girls. One of the strategies which gave boys and girls equal opportunity to

educational access and participation was allowing school girls who get pregnant to continue with their education. However in her case study of Botswana, she found that re-entry policies fall short of challenging and transforming existing gender relations. This is because they are still bound to traditional ideologies that encourage domination and oppression of women by men.

She concludes that the re-entry policy in Botswana has had minimal success, mainly because it has scarcely addressed the cultural practices that reinforce unequal power relations between men and women. It is worthwhile considering some of these existing traditional and ideological barriers that are strongly grounded in conservative cultural values which encourage domination and oppression. Dismantling some of these existing traditional barriers would be desirable since it would enable successful implementation of the re-entry policy for girls. However, caution should be taken when dismantling the traditional cultures to attain transculturation and avoid resistance to change.

Wekesa (2014) conducted a study on Re-Admission Policy and Kenya Certificate of Secondary Education Performance in Bungoma North Sub-County, Kenya. He affirmed that the educational needs of pregnant school girls and mother-students have received minimal attention despite the introduction of re-admission policy in Kenyan secondary schools. The objectives of the study were to determine the extent of the implementation of re–admission policy in secondary schools, the involvement of stakeholders in the re–admission process, the effect of re – admitted mother – student on academic performance and challenges experienced by schools and students who return

to school. The study was guided by the production function theory advocated by Tinto Model on school retention. The sample size for the study was 774 participants who were chosen. The experts in the department were consulted to ensure that the data collection tools ware valid, piloting was also done to ensure reliability Questionnaires were used and the major data collection instrument supported was interview schedules and the observation schedules from the sample of population. Data was analysed using Statistical Package for Social Sciences (SPSS) and presented using tables.

The results of the study showed that the level of implementation of re – admission policy was on average in most secondary schools. The results of the study further revealed that parents were not involved in the re-admission process. The study also found out that mother students perform poorly in schools and this impacted on their final Kenya Certificate of Secondary Education (KCSE) performance. The study recommends that all schools should fully implement the re – admission policy and to ensure that the re – admitted students perform better in examinations. The study also suggests that there is need for holistic involvement of all stakeholders in designing, developing and implementing the re – entry policy.

Wangui, Macharia and Kipkasi (2015) researched on Investigation of Re-Entry of Student Mothers in Secondary Schools in Kenya The purpose of this research was to assess the factors that influence the implementation of the re-entry policy. The objectives of the study were to investigate the level of awareness of the re-entry policy in secondary schools; identify the policy gaps; determine the factors that influence implementation of the re-entry policy and seek ways in which the re-entry

policy can be improved to ensure successful implementation. The research was based on the rational system approaches and the functional process model. This was a descriptive research yielding both quantitative and qualitative data. The research was carried out in Nakuru County which had 43 mixed and purely girls' secondary schools. The study was involved 8 of these schools. A sample size of 225 participants was obtained using the systematic and purposive sampling techniques. The participants included the County Director of Education, Assistant Education Officers, head teachers, teachers, parents and students. The data collection instruments used included survey questionnaires and key informant interviews.

The quantitative data was analysed and presented in frequencies, tables, percentages and graphs while the qualitative data was organized into thematic categories according to the objectives of the study. The research established that about half of the students were aware of the policy's existence while the others were not. Electronic media was found to be the most effective method of disseminating information on the policy. The research findings would be useful to the Ministry of Education, schools, Non -governmental organizations, parents and other stakeholders in education.

Mughogho and Chamdimba (2005) noted that the government of Malawi has initiated positive developments that are meant to eliminate biases in the education system and that a re-entry policy for pregnant girls is one of those initiatives. However they further established that despite such efforts, the re-entry policy lacks the support

systems necessary for effective implementation, and it has not been widely publicised to the would-be beneficiaries.

2.6.2 School Based Sex-Education Programmes

According to Obasi, Kirby and Laris (2006) the high enrolment of adolescents in the school setting, provides an important access point for interventions on sexual and reproductive health. Most young people who are engaged in school have not initiated sexual activity and for some, schooling coincides with the onset of sex. As such, the high coverage of adolescents in the school setting provides an important leverage point to delay the onset of sex and to ensure that those who are sexually active are able to adequately protect themselves.

2.6.3 Role of Proper Parenting in Sex-Education

Kerby (2007) affirms that the primary socialising agents for children are parents, they are well positioned to influence the sexual behaviour of their children. Yet parents and adolescents seldom discuss sexuality because of the discomfort related to talking about sex. A number of interventions have been trailed in the US to improve parent-child communication and a limited number of studies have focussed on improving parenting involvement and monitoring. While studies reported difficulty in recruiting parents into multi-session programmes, when they do participates, parents increase their own comfort in talking about sex and in communicating with their children about sexuality in the short-term.

Parents need support and training on how to raise teenagers in modern world. They need resource materials in English and local languages on how to articulate sex

education to teenagers. There is also a need to sensitise other stakeholders on human right. Traditional leaders and initiation schools need to be trained on sex and sexuality related issues (Maluleke, 2003).

2.6.4 Peer Programmes on Sex-Education

Peer programmes, generally recruit and train a core group of young people who, in turn, serve as role models, and sources of information and skills development on adolescent sexuality (Speizer, 2003).

Peer education programs have been in place for at least 30 years in various forms. Originally used as support mechanisms in delinquency and drug and alcohol treatment programs, peer education programs have emerged more recently as a way to address other health issues that affect teens, especially HIV, sexually transmitted infections (STIs), and pregnancy prevention. There are many types of peer-based interventions, but they generally can be grouped into two major categories: peer support and peer leadership.

In peer support programs, peers interact as equals — for example, in support groups that seek to reinforce or sustain behaviour change like avoiding drug or alcohol relapse or help members cope with a traumatic event like sexual abuse or treatment for an illness. In peer leadership programs, the peers still interact with one another, but some are designated leaders because of their training and the roles they take within the group (Lezin, 2016).

2.6.5 Effect of Mass Media Campaigns on Teen Mother Completion

Mass media is an appealing strategy to influence young people's sexual and reproductive health because of its ability to reach large numbers of young people. Given the appeal and allure of mass media to young people, it has been used extensively to change knowledge, attitudes and behaviour regarding HIV and AIDS (Bertrand & Anhang, 2006). But mass media communication is often difficult to evaluate because of its national scale, precluding the use of randomized control trials, the difficulty of attributing effects to the media component when such interventions are often multi-component programmes, and separating the effects of a particular intervention, in an environment in which multiple interventions or campaigns are taking place. Communication interventions use a wide spectrum of media including radio, television, video, print, and the Internet, and these can take a variety of forms including talk shows, public service announcements, soap operas, billboards, pamphlets, posters and interactive websites (Bertrand & Anhang, 2006).

Vodiena, Coppieters and Kalambayi, (2014) conducted a research in the Democratic Republic of Congo on Cognitive and Behavioural Effects of Participatory Sex Education on the Dual Prevention of STI/HIV/AIDS and Unwanted Pregnancies among Adolescents in Kinshasa High Schools. The aimed to reorient both STI/HIV/AIDS prevention and adolescents pregnancies, this research study aims at evaluating cognitive and behavioural acquisitions, as well as the process of interactive sex education participatory approach among adolescents in Kinshasa high schools.

Based on a pre and post virtually experimental design, two crosswise surveys were conducted in Kinshasa, for six months in 2011-2012 on 484 high school students (pre-survey) and on 441 high school students (post-survey), whose the age range from 14 - 19 years including both sexes. Two participatory educational talks (PET) “A” and “B”, covered weekly in two different schools, were compared to a control group school. The PET “A” consisted of interactive interpersonal communication sessions given by an external expert as a substitute for the life education course in one school. The PET “B” carried out in another school, included more educational talk sessions, led by the external expert and supplemented by a close follow-up of teenagers divided into small groups of 10 participants. The subjects’ assessment was based on their knowledge, attitudes and practices relating to STI/HIV/AIDS dual prevention as well as to unwanted pregnancies.

The results of this study suggest that school sexual education programs can be improved to increase the quality of apprenticeship. The use of interactive methods and the consideration of the adolescents’ specific needs that take into account the gender approach may bring about beneficial advantages on both educational outcomes and reproductive health of adolescents. However this study did not recommend ways by which sex education can be used to improve completion of girls in secondary schools in DRC.

Research and Population Unit (2012) carried out a study on factors associated with teenage pregnancy in Mpumalanga, South Africa. The findings showed that the main challenge facing the implementation of strategies to reduce teenage pregnancy is at various level of stakeholders. There is a need to enforce the child sexual rights so as to

reduce the prevalence of rape and tightening law enforcement on perpetrators. This needs to be coupled with the support of rape victims and rape education. Families need to ensure that their teenagers are closely monitored and are not exposed to pornographic material on cell phones, TV and media. Service providers need to strengthen community outreach services as to increase accessibility and market their services that are targeted at reducing teenage pregnancy. There is need to increase public awareness campaign in order to promote teenage sexual rights and to change traditional, religious and modern norms that violate their rights with specific emphasis on rape. Health workers need to conduct forums where they capacitate other services providers so that they may assist in cascading the relevant information to the teenagers and communities. Teenage mothers could play a role in campaigns.

2.7 Summary of the Review of Literature and Identification of Knowledge Gap

From the literature review, it is evident that a number of studies have been carried out on factors associated to teenage pregnancy, influence of teenage pregnancy on girls' education and teen mothers' re-entry in school.

Several studies have been conducted on factors related to pregnancy among secondary school girls for example Akella and Jordan (2015) in the United States conducted a study on the impact of social and cultural factors on teenage pregnancy. They found that teenage pregnancy is related to poverty, education and cultures of teenagers. Nyakubega (2009) carried a study on the factors associated with adolescents' pregnancies among secondary school in Tanga-Tanzania. The results of the study showed that low socio-economic was the important cause of pregnancy.

Serefee (2012) investigated had a research on what influences Girl-Pupil dropout in secondary school in Botswana. The study showed that pregnancy is the main reason for girls to discontinue from school in large number. Uche (2013) conducted a study on Dropout Syndrome among Girls in Secondary Schools in Nigeria. He found that poverty, teen pregnancy, peer influence and quest for money were identified as the paramount factors of dropout among secondary school girls in Nigeria.

Wekesa (2014), Wangui, Macharia and Kipkasi (2015) investigated separately on the implementation of re-entry policy in Kenya. They found that the level of implementation of re-admission policy was on average in most schools. Mughogho and Chamdimba (2005) noted that the government of Malawi has initiated positive developments that are meant to eliminate biases in the education system and that a re-entry policy for pregnant girls is one of those initiatives. However they further established that despite such efforts, the re-entry policy lacks the support systems necessary for effective implementation, and it has not been widely publicised to the would-be beneficiaries.

As pointed here in most of the studies that have been carried out on teenage pregnancy, girls drop out and re-entry policy have been done in different geographic boundaries such as USA, Nigeria, Botswana and Kenya. The limited studies that have been done in DR Congo have not shown the empirical evidence between teenage pregnancy and girls' completion rate in secondary school hence the gap that this current study intends to fill.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology that was used in this study in order to answer the research questions. It highlighted research design, target population, description of the sample and sampling procedures, research instruments. Finally, it deals with the collection and analysis of data, validity and reliability of research instruments and ethical considerations.

3.2 Locale of the Study

The Educational Sub-division of Dungu is one of the six Educational Sub-Divisions namely: Faradje, Watsa, Niangara, Rungu, Wamba and Dungu located in Haut-Uele province one of the 26 provinces of the DRC. Dungu has five (5) nursery, one hundred and six 106 primary schools and 42 secondary schools. They are all day and mixt schools with a total of 57789 pupils of which 306 in nursery school, 48979 in primary school and 8504 in secondary (6017 boys and 2587 girls) (DEO, 2016). The instructional language in the DRC at secondary level is French.

3.3 Research Design

A research design is a strategy for planning and conducting a study. It is the blue print that guides the planning, implementation of research (Ogula, 2006). This study used a mixed method approach. Specifically, the study used a convergent parallel mixed method design (Creswell, 2014). The convergent parallel mixed methods design was preferred because the researcher prioritised the methods (qualitative and quantitative)

equally and keep the strands independent during data collection and analysis and then mix the results during overall interpretation. It was also preferred because the researcher compared and related data collected and analysed easily before making interpretation. A convergent parallel mixed-methods design is an approach to inquiry that combines both qualitative and quantitative methods concurrently, prioritising both methods almost equally (Creswell, 2014). In this case, the quantitative and qualitative methods complement each other, and provide for the triangulation of findings, hence greater validity of the emerging inferences. Whereas the quantitative approach would give a more general understanding of the issue teenage pregnancy, the qualitative would provide a detailed and in-depth understanding of the same.

According to Burker, Onwegbuzie and Turner (2007) mixed method design is defined as methodical combination of quantitative and qualitative methods in one study in order to get a complete representation and deeper understanding of a happening. In this study the researcher used a combination of phenomenology for qualitative design by referring to previous studies on girls completion rates and cross-sectional survey design for quantitative by using questionnaire to the head masters, teachers, Chaplains and students.

The most popular form of survey design used in education is cross-sectional survey design. In a cross-sectional survey design, the researcher collects data at one point in time (Creswell, 2014). It requires the collection of standardized, quantifiable information from all members of a population or of a sample (Gay, Mills & Airasian, 2009). The researcher used the cross-sectional survey design to collect quantifiable

information from the study participants. The quantitative approach enabled the researcher to collect the data needed on the influence of teenage pregnancy on completion rates from the representative sample. The cross-sectional survey design seek to obtain information that describes existing phenomena of teenage pregnancy by asking Participants about their perceptions, attitude behaviour or values.

3.4 Target Population

A population is a group of elements or cases whether individuals, objects or events that conform to a specific criteria and to which we intend to generalize the result to the research. In other word this group is also called the target population or universe (Mcmillan & Schumacher, 2010). The target population of this research consisted of all teen mothers from secondary schools in the educational Sub-Division of Dungu, secondary school girls and boys, teachers, principals, chaplain priests or pastors and parents or guardians.

3.5 Sample and Sampling Procedures

This section describes the sample population and the sampling methods that was used in the study. A sample is made up of individuals who participate in the study and it is form them that data are collected (McMillan & Schmacher, 2008). Sampling is the procedure a researcher uses to gather people, places of things to study (Kombo & Tromp, 2013). According to Kerlinger (2004) an ideal sample size should be between 10%-30% of the total depending on the data to be gathered and analysed. Cohen, Manion and Morison (2007), state that it is adequate to take 10% to 20% of the total population for a large and a small population respectively in a descriptive survey study. Using this, the

researcher adopted 20% to sample schools, principals and chaplains and 10% for teachers and students. Head teachers and chaplain were selected through automatic inclusion, stratified random sampling for schools, simple random sampling for students and teachers. Teen mothers and their parents or guardians were selected using purposive sampling technique.

3.5.1 Selection of Schools

According to statistics from the DEO (2017), there are 42 secondary schools in the Educational Sub-Division of Dungu; these are categorised as follow 24 Catholic, 7 Protestant, 4 private and 7 public schools. Stratified random sampling technique was used to select schools to participate in the study. According to Gall, Gall and Borg (2007), a combination of stratified sampling techniques involves a sample selected in such a way that identified subgroups in the population are represented in the sample in the same proportion in which they exist in the population. This sampling technique was suitable for the study because in the Educational Sub-Division of Dungu, schools are grouped in various categories including Catholic, Protestant, Private and Public. From each category of school, 20% were selected using simple random sampling technique. In total 8 secondary schools were selected, four Catholic secondary schools, two Protestant secondary school, one Private and one Public secondary school. These according to Cohen, Manion and Morison (2007) are representative for all categories of schools.

3.5.2 Selection of Students

The researcher focused on students in the age bracket of 14-18 years who are from class 3 to class 6 secondary school. The choice of the classes was influenced by the fact that these are the students who are most likely to be affected by school girl

pregnancy. Statistics from the Educational Sub-Division of Dungu (DEO, 2017) presents a total of 3229 students from class 3 to 6 of which 2328 are boys and 901 are girls. The researcher made use of stratified sampling to sample 322 students representing 10% of the population of students. Strata was based on classes. In each school, the researcher selected 10% of students in each class. Names of students for each class were put in box and researcher randomly picked the 10%. In total 322 students were selected to participate in the study.

Purposive sampling technique was used to select teen mothers who are re-admitted to selected schools to participate in the study. This is because Creswell and Clark, (2007) recommend that participants who have experience with the phenomenon under study could be deliberately selected to give the needed information. Therefore, all the 25 teen mothers who have been re-admitted to school from the 8 selected secondary schools were selected to participate in the study. They were selected because they have experienced teenage pregnancy and have a lot of information to share about the influence of teenage pregnancy on the completion rates.

3.5.3 Selection of Head Teachers

All the head teachers of the eight selected secondary schools were automatically to participate in the research. These formed a sample of eight head teachers. They were selected into the study because they are the ones in charge of school administration hence the custodians of information about the statistics of school dropout among girls due to pregnancy in their respective schools.

3.5.4. Selection of Teachers

Statistics from DEO (2017) shows that there are 434 teachers in the Educational Sub-Division of Dungu. Stratified random sampling technique was used to select teachers to participate in this study. The strata were based on their academic qualifications such as: Diploma, Bachelors and Masters. From each strata then simple random sampling was used to select 10% which according to Cohen, Manion and Morison (2007) is adequate. In total 43 teachers participated in the study. They were selected into the study because they deal daily in classroom with teen mothers and pregnant girls and could be able to provide reliable information on teen mothers.

3.5.5 Selection of Chaplains

All the chaplains of the selected school were automatically selected from all the eight schools that makes a total chaplains to participate in this study. They were selected into the study because they deal with pastoral care of the students and teachers and provide spiritual help as well as counselling teen mothers their respective schools.

3.5.6 Parents or Guardians

Non probability sampling particularly, Purposive sampling was used to select parents or guardians. Thirteen parents and guardians who willed to participate were automatically selected to participate in the research. They were selected into the study because they are the ones in charge of teen mothers. They have experienced the influence and consequences of teenage pregnancy on their girls' education, therefore they have a lot of information to share on the issue.

Table 1

Sampling Matrix

Category	**Target population**	**%**	**Sample size**	**Sampling technique**
Schools	42	20	8	Stratified random sampling
Principals	42	20	8	Automatic inclusion
Teachers	434	10	43	Stratified random sampling
Chaplains	42	19	8	Automatic inclusion
Students	3229	10	322	Stratified random sampling
Teen mothers			25	Purposive sampling
Parents/Guardians			13	Purposive sampling

Source: Researcher (2017)

3.6 Description of Research Instruments

Research instruments are tools or devices, which a researcher uses to collect the necessary information in a research study (Mugenda & Mugenda, 2012). The researcher made use of three data collection instruments namely: questionnaires, interview guide and document analysis. The questionnaire was administered to the students and the teachers. The interview guide was administered to the selected teen mothers, their parents or guardians, the head teachers and chaplains. Finally, the school documents

such as students' record and many other documents were used to get the correct statistics of dropouts among girls due to pregnancy.

According to McMillan and Schumacher (2008), a questionnaire is set of questions or statements that assess attitudes, opinions, beliefs and biographical information. The questionnaires were used in this study because they provide important information about the population. The researcher used of open and closed ended items. The open ended items were used to allow the participants the freedom to respond items in their own words because closed-ended items can not reveal hidden information, background, hidden motivation, decisions, interests and feelings.

3.6.1 Questionnaire for the Students

The questionnaires of 6 sections, both open-ended and closed-ended were designed to have seven sections namely A, B, C, D, E, F and G. Section A dealt with biographic data of the participants such as: age, type of school and study level. Section B identified home factors that influence teenage pregnancy school dropout in Educational Sub-Division of Dungu, Democratic Republic of Congo. Section C sought information on environmental factors that influence teenage pregnancy school dropout in the Educational Sub-Division of Dungu. Section D examined the influence of teenage pregnancy on girls' completion rates in the secondary schools of the Educational Sub-Division of Dungu. Section E sought information on the influence of the government policies on secondary school girls' completion rate in the Educational Sub-Division of Dungu. Section F examined the challenges that face the mechanisms and strategies in

place to deal with teenage pregnancies. Finally section G sought strategies that can be put in place to curb girls' pregnancies to enhance their retention in school.

3.6.2 Questionnaire for Teachers

The questionnaires of 6 sections, both open-ended and closed-ended were designed to have seven sections namely A, B, C, D, E, F and G. Section A dealt with biographic data of the participants such as: gender, age, education level, type of school and number of years of work experience. Section B identified home factors that influence teenage pregnancy school dropout in Educational Sub-Division of Dungu, Democratic Republic of Congo. Section C sought information on environmental factors that influence teenage pregnancy school dropout in the Educational Sub-Division of Dungu. Section D examined the influence of teenage pregnancy on girls' completion rates in the secondary schools of the Educational Sub-Division of Dungu. Section E sought information on the influence of the government policies on secondary school girls' completion rate in the Educational Sub-Division of Dungu. Section F examined the challenges that face the mechanisms and strategies in place to deal with teenage pregnancies. Finally section G sought strategies that can be put in place to curb girls' pregnancies to enhance their retention in school.

3.6.3 Interview Guide

An interview is a technique for collecting information in which the researcher asks the participant to respond to a number of questions in a face-to-face or on-line conversation (Kasomo, 2007). According to Mcmillan and Schumacher (2010), interview guides provides flexibility to probe and clarify responses, they note non-verbal

as well as verbal behaviour and they provide high response rates, they are used with non-readers and are adaptable. Interviews are appropriate for extracting sensitive and personal information from participants through honesty and personal interaction between the participant and the interviewer (Mugenda & Mugenda, 2012).

3.6.3.1 Interview Guide for Head Teachers

The interview guide was divided into two sections namely A and B. Section A dealt with biographic data of the participants such as: age, age of which the participant became pregnant and grade at the dropout of school. Section B sought general information on the factors related to teenage pregnancies, their influence on the completion rate of secondary school girls, mechanism put in place by the government and school to deal with teenage pregnancy and challenges facing strategies to curb schoolgirl pregnancy in the Educational Sub-Division of Dungu.

3.6.3.2 Interview Guide for Chaplains

The interview guide was divided into two sections namely A and B. Section A dealt with biographic data of the participants such as: age, age of which the participant became pregnant and grade at the dropout of school. Section B sought general information on the factors related to teenage pregnancies, their influence on the completion rate of secondary school girls, mechanism put in place by the government and school to deal with teenage pregnancy and challenges facing strategies to curb schoolgirl pregnancy in the Educational Sub-Division of Dungu.

3.6.3.3 Interview Guide for Teen Mothers

The interview guide was divided into two sections namely A and B. Section A dealt with biographic data of the participants such as: age, age of which the participant became pregnant and grade at the dropout of school. Section B sought general information on the factors related to teenage pregnancies, their influence on the completion rate of secondary school girls, mechanism put in place by the government and school to deal with teenage pregnancy and challenges facing strategies to curb schoolgirl pregnancy in the Educational Sub-Division of Dungu.

3.6.3.4 Interview Guide for Parents and Guardians

The interview guide was divided into two sections namely A and B. Section A dealt with biographic data of the participants such as: gender and age. Section B sought general information on the factors related to teenage pregnancies, their influence on the completion rates of secondary school girls, mechanism put in place by the government and school to deal with teenage pregnancy and challenges facing strategies to curb schoolgirl pregnancy in the Educational Sub-Division of Dungu.

3.6.4 Document Analysis Guide

According to Kothari (2013) document analysis is a social research method that deals with the various procedures involved in analysing and interpreting data generated from the examination of documents and records relevant to a particular study. In other words, this involves analysis written materials. Document analysis is a qualitative data

instrument where document are quoted and interpreted by the researcher to voice meaning to the phenomenon under study.

This document analysis guide focused on the influence of teenage pregnancy on completion rates of secondary school girls in the Educational Sub-Division of Dungu such as: annual reports of the head teacher which provided students statistics and reasons for dropout, PTA and BOM meeting register provided information on issue such as: discussion on dropout and discipline. Students register was also checked to find out the students' class attendance and dropout rates. Government-issued documents helped the researcher to get information on policy on readmission of teen mothers in school and the implementation of that policy in schools. These documents helped the researcher to get information on completion rates, statistics of dropout, government and school policy on re-entry of teen mothers.

3.7 Validity, Pilot Testing and Reliability of Research Instruments

This section of the study presents the methods, which the researcher used to establish the validity, pilot testing and reliability of the research instruments. It explains how the researcher measured the validity and reliability of instruments. This enabled the researcher to ensure the authenticity of the results.

3.7.1 Validity of Research Instruments

According to Bless and Higson-Smith (2000); Maree (2007) and Willington (2000), validity is the extent to which a research instrument measures what it is intended to measure. It refers to the appropriateness, meaningfulness, and usefulness of the inferences a researcher makes. Mugenda and Mugenda (2003) explain validity as the

degree to which result obtained from data analysis actually represents the phenomena under study. The researcher used content validity which focuses on the extent to which the instrument of measurement shows evidence and comprehensive coverage of the domain of the items that it intends to cover (Babbie, 2007). In other word, content analysis was used in this study to check on the validity of the instruments. This involves a critical analysis of the questionnaire to ensure that all the research questions were answered by their content. To improve validity, the researcher submitted the instrument to three experts in educational administration and planning at the Catholic University of Eastern Africa and discussed the instruments with peer colleagues to improve the content. The experts and peers gave their opinion on the instruments whether they capture the content of the topic or not. Then the researcher corrected the instruments to enhance their validity.

3.7.2 Pilot Testing

Pilot testing involves trying out the research instrument on a small number of samples (Kombo & Tromp, 2006). After designing the questionnaire, and after it had been validated, the researcher sampled 2 schools, 2 head teachers, 6 students (3boys and 3 girls) and 2 teen mothers. These participants were used to pilot the questionnaire items to counter check if the questions are addressing the issues, were clear to the participants. The two schools, which were used during pilot testing, were excluded from the actual research.

3.7.3 Reliability of Research Instruments

Palmquist (2003) defined reliability as the extent to which a research instrument yields measures that are consistent each time it is administered to the same individuals. According to McMillan and Schumacher (2010), Welman and Kruger (2001) reliability is the extent to which results are similar over different forms of the same instrument or occasions of data collection and the extent to which measures are free from error.

For quantitative data, Cronbach's Alpha was used to measure reliability of questionnaire Likert scale instruments. This was done to find out the reliability using correlation coefficient score of 0.7 and above to confirm that the instrument is reliable (Gall, Borg & Gall, 2007).

Cronbach's Alpha was used to measure reliability of questionnaire instrument. This was done to find out the reliability using correlation coefficient score of 0.7 and above to confirm that the instrument is reliable. Data which had closed items were coded and using the SPSS for windows to find out the relationship among the questions. The questionnaire items used in the alpha method included all closed ended questions. The questionnaires were given to 32 teachers and 275 students respectively and SPSS was to compute Cronbach Alpha, the results are shown below:

Table 2

Results of Cronbach's Statistics Reliability for Students and Teachers.

Scale	Cronbach's Alpha	Items
Home factors	0.704	4
Environmental factors	0.701	4
Teenage pregnancy	0.704	5
Government policies	0.700	5
Challenges	0.703	5
Strategies	0.700	6

According to Gall, Borg & Gall, (2007) the reliability of 0.7 is acceptable.

3.7.4 Trustworthiness of Qualitative Data

The trustworthiness of research instruments in qualitative data according to Cohen, Manion and Marrison (2007) focuses on researcher since he/she is the instrument itself. The trustworthiness of research therefore involves credibility, conformability, dependability and transferability.

According to Thurmond (2001) credibility criteria involved establishing that the results of qualitative research were believable from the perspective of the participants in the research. In this study, credibility was established through member checking, that is sending the transcribed notes to participants for review and verification.

Conformability (neutrality) involves the degree of neutrality or the extent to which the findings of a study are shape solely by the participants and not the researcher bias, motivation or interests. The researcher used method and source triangulation in order to avoid the effect of investigator's bias.

Dependability (consistency) indicates that the findings are steady if the study could be repeated. The researcher ensured employment of triangulation of data collection methods. In addition, the researcher reported in detailed the processes within the study thereby enabling the future researchers to repeat the work, if necessarily to gain the same results.

Transferability (applicability) refers to showing that the findings of the research can be applied to other contexts and settings. The researcher followed a research design and methodology, collected in-depth data for description of the phenomenon of the study. This allows other researchers to have a proper understanding and able them to make judgement about the findings and transfer to other contexts.

3.8 Description of Data Collection Procedures

According to Creswell (2014) data collection procedures refer to the protocol that must be followed to ensure that data collection tools are applied correctly and efficiently. Therefore, the researcher will get clearance from the Department of Postgraduate Studies at the Catholic University of Eastern Africa. Once the researcher arrived in Congo, he requested for a letter from the District Education Officer (DEO) to allow him to conduct research in the Education Sub-Division of Dungu before visiting the schools. The researcher had two data collection sessions. The first session was the pretesting stage and the second session for the main study. The researcher collected the

data personally in both sessions on different days after administering the instruments as well as the document analysis.

The researcher distributed the questionnaires to the teachers and the students. After the distribution the researcher had to explain the purpose and significance of the study as well as clarified points and motivated the participants. The interview guides with the teenage mother was arranged and facilitated by female teachers in all the selected schools in order to get the maximum feedback from teen mother students. Head teachers, chaplains, parents or guardians of teen maters were also interviewed.

3.9 Description of Data Analysis Procedures

According to Glesne (2006) data analysis is the process of organizing and storing data in light of increasingly sophisticated judgments that is, of the meaning finding interpretations that are learning to make about the shape of the study. In other words data analysis is the breaking down large components of research data on information to simpler easily synthesized and understood part. The raw data collected were systematically categorized. Data from questionnaire, interview and documents analysis were analysed in order to be quantified and tabulated.

The quantitative data was effectively analysed using the statistical package for social science (SPSS) version 20. Descriptive statistical analysis was used to analyse the quantitative data, which was summarized in form of frequencies and percentages. The findings were presented using frequency distribution tables and figures such as bar graphs and pie charts to present the data and percentages to discuss the values.

The qualitative data derived from interview guides and document analysis guide following the research questions. First, the data from the interviews from the head

teachers, chaplains, teen mothers and parents or guardians of teen mothers were transcribed. Next, the data was gathered into meaningful sections. The qualitative data was analysed thematically. Data triangulation was conducted by comparing information from the interviews, questionnaires, and documents to determine the influence of teenage pregnancy on completion rate. Qualitative data was presented in narratives and direct quotations.

3.10 Ethical Considerations

According to Mugenda and Mugenda, (2012) an ethical study is one that allows for freedom of purpose from the participant as well as protects their rights. There are several ethical principles all studies should follow such as: Official permission to conduct the research, informed consent of the participants, voluntary participation, and avoidance of incrimination acts, confidentiality and anonymity, ensuring privacy and avoidance of harm to the participants.

The researcher sought full permission and approval to conduct research from appropriate Government body and institution before going to the field for data collection. Informed consent is an ethical requirement which demands that participants be allowed to choose to participate or not to participate in the research after receiving full information about the possible risks or benefits of participating (Urombo, 2000). The researcher obtained an informed consent from all the schools he used to collect data, in order to make sure that they participated voluntarily. He contacted in time the Principals of all sampled schools early enough to seek their consent and communicate to all the participants the aim of his study (Best & Khan, 2011). The participants were free to decline to participate or withdraw from the research study at any time (Gardwell,

1999), in this study the research informed the selected participants about the purpose of the study, and they were given the freedom to choose to participate or not to participate in the study.

According to Neuman (2000), confidentiality implies the researcher's ethical obligation to keep the participant's identity and responses private. A participant has the right to have his or her identity remain anonymous (David & Sutton, 2001; AERA, 2011). In this study confidentiality and anonymity were achieved by not asking participants to write their names on the questionnaires.

In this study, the researcher avoided all kind of psychological harm to the participants. According to Urombo (2000) harm to participants may include: embarrassment, irritation, anger, emotional, stress, loss of self-esteem, invasion of privacy and damage to personal dignity. Participants may experience the above psychological harm if they are asked to provide information on private and sensitive issues. In this study the researcher avoided to expose the participants to the above psychological harm.

In this study, as already indicated under confidentiality and anonymity, the researcher had the ethical obligation to keep the participants identity private. The participants' privacy was ensured through asking them not to write their names on the questionnaires. While conducting the research, the researcher was mindful of how other people's work were paraphrased or quoted by making sure that they were properly cited as to avoid any form of plagiarism. The researcher also avoided any incriminating act

such as falsifying other people's work and presenting them as his own or fabricating of information (Kombo & Tromp, 2013).

CHAPTER FOUR

PRESENTATION, DISCUSSION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents, discusses and interprets the findings in relation to research questions under the following themes: questionnaire return rates, background information of participants and home factors that influence teenage pregnancy dropout. It also discusses the findings on environmental factors that influence teenage pregnancy school dropout, influence of teenage pregnancy on girls' completion rate, policies aimed at curbing teenage pregnancy, challenges facing policies in place to curb teenage pregnancy. The chapter finally presents findings on strategies to improve teenage girls' completion in Dungu sub-division, DRC.

4.2 Respondents' Return Rates

The researcher administered a total of 322 questionnaires to students in educational sub-division of Dungu, in Democratic Republic of Congo. Two hundred and seventy-five (275) questionnaires were returned which translated into a return rate of 85% which was very appropriate for this study. Forty-three questionnaires were issued to the teachers. Thirty-two questionnaires were returned which gave a response rate of 74% for the teachers. Eight interviews were conducted with the principals out of the targeted 8 which translated to 100% response rate. Seven out of eight chaplains were also interviewed this gave a response rate of 88%. The researcher also interviewed 25 mothers as well as 13 parents/guardians.

This high return rate could be due to the fact that the researcher administered the questionnaires himself and waited for the participants to fill and then collected them on the same day. According to Hertman and Hedborn (2009) 70% or higher questionnaire return rate is very good. Hence, the study achieved a valid response rate.

4.3 Demographic Characteristics of the Study Participants

This section delves into the background of the participants in terms of age bracket and type of school. It also considers level of study of the students, level of study of the teachers, head teachers and chaplain. The participants here included students, teachers, head teachers, teen mothers, chaplain and parents or guardians.

4.3.1 Age of the Participants

The study sought to know participants' age bracket this was aimed at determining their level of maturity hence the objectivity of their responses on the influence of teenage pregnancy on secondary school girls' completion rates in Dungu. The participants' responses are presented in Table 3.

Table 3

Participants Responses on their Age Group

Item	Category	Frequency	Percentage (%)
Students	12-15 years	33	12
	16-20 years	176	64
	21-25 years	66	24
Teachers	20--30 years	3	9
	31-40 years	15	47
	41-50 years	4	13
	Above 50 years	10	31
Parents/Guardians	30-40 years	1	8
	41-50 years	3	23
	51-60 years	4	31
	61 and abouve	5	38
Head teachers	31-40 years	2	25
	41-50 years	2	25
	Above 50 years	4	50
Chaplains	31-40 years	1	14
	41-50 years	5	72
	Above 50 years	1	14
Teen mothers	16-18 years	3	12
	19-21 years	15	60
	22 and above	7	28

**Keys: Teachers n=32, Head teachers n=8, Chaplains n=7, students=275, Teen Mother=25, Parents/Guardians=13*

Table 3 shows that the majority of the students 64% were in the age bracket of 16-20, another 24% were under the age bracket of 21-25 years old while 12% were in the age bracket of 12-15. This could be attributed to the fact that 16-20 years is the school going age for the majority of secondary school students in DRC a few students may have started schooling early contributing to the 12% who are in the age bracket of 12-15. Age is an indicator of level of maturity hence older students are deemed to have more objective responses than younger students (Bodo, 2010).

As it is also indicated in table 3, 47% of teachers were in the age bracket of 31-40 years, 31% were above 50 years, 13% were between 41 to 50 years old while 9% were in the age bracket of 20-30 years. This could be explained with the fact that at the age of 20 and 30 most of the teachers are still pursuing higher education training and probably looking for jobs while at 31-40 years most of the teachers have completed their studies and secured a job. Teachers' age bracket was useful in this study since it indicates the level of maturity among teachers and thus, determines the objectivity of the responses. Most of parents 38% were 61 years and above, 31% of them were between 51-60 years, 23% between 41-50 years while 8% were in the age bracket of 30-40. This implies that most of the parents 38% were 61 yeares and above and were mature enough to understand teenage pregnancy among secondary school girls.

According to the findings, 50% of the principals were above 50 years, 25% fell between 40-50 years and other 25% of the principals were within the age bracket of 31-40 years. This implies that the principals were mature enough to understand teenage pregnancy among secondary school girls. They had a long administrative experience, on handling, girls related problems, were able to give right information. The majority of the

Chaplains 72% were in the age bracket of 41-50 while 14% were in the age bracket of 31-40 years and 14% others were above 50 years. This shows that most of the chaplains were mature enough to understand issues to do with teenage pregnancy and its influence of secondary school girls' dropout.

4.3.2 Gender of the Participants

The study sought to determine the gender distribution of the participants. This was to ensure that the findings of the study was not gender biased. The information on participants' gender was sought from head teachers, teachers and chaplains. The participants' responses are presented in Table 4.

Table 4

Participants' Gender

Item	Category	Frequency	Percentage (%)
Teachers	Male	26	81
	Female	6	19
Head teachers	Male	8	100
	Female		
Chaplains	Male	7	100
	Female		

**Keys: Teachers n=32, Head teachers n=8 and Chaplains n=7*

As can be seen from Table 4 the participants' gender of the study had varied. The majority of the teachers 81% were males while 19% were females. This could be attributed to the fact that DRC is a patriarchal society hence male dominate most economic activities or careers including teaching career. The low percentage of female

teacher could also be attributed to the high rate of dropout of school among girls in the Educational Sub-Division of Dungu. However, it was useful for the study to cover both gender since gender difference translates to differences in perception of ideas. The findings are in line with those of Lorigo (2006) who agreed that gender has an influence on information searching tactics. According to him men and women differ in the way they internalize information stimulation and respond, thus impacting judgment of said information. About 100% of the secondary school principals of the selected schools were male. The absence of female principals is a challenge that leaves the female students without a role model to emulate. It reinforces the community's male dominance perception and the submissiveness of the female child to the status quo. All the seven chaplains 100% who participated in this study were men respectively five catholic priests and two protestant pastors this could be attributed to the high number of catholic schools followed by protestant schools in Dungu.

4.3.3 Participants Responses on their Level of Education

The study sought to determine the level of study or education of students, teachers, head teachers and chaplains. Information on the level of study or education was essential in order to estimate the participants understanding of the issue of teenage pregnancy in Dungu. The participants' responses are presented in Table 5.

Table 5

Participants Responses on their Level of Education

Item	**Category**	**Frequency**	**Percentage (%)**
Students	Class 3	92	33
	Class 4	66	24
	Class 5	86	31
	Class 6	31	12
Teachers	Diploma	19	59
	Bachelors	13	41
Head teachers	Bachelors	7	88
	Masters	1	12
Chaplains	Bachelors	6	86
	Masters	1	14

**Keys: Teachers n=32, Head teachers n=8, Chaplains n=7, students=275,*

As indicated in Table 5, the majority of the students 33% were in class 3.31% in class 5.24% in class 4 while 11% of the students were in class 6. The researcher targeted those students who had certain amount of sufficient experience of secondary school life and were thus able to give most relevant information for the study. Studies such as those of Wood (2005), have revealed that information on students' class enables researchers to make more valid decision on the object of study. The findings in Table 5 provided that most of the secondary school principals 88% had bachelor's degree while 12% had master's degree. This shows that most of the secondary school principals were trained

and were holding the basic qualification for secondary schools in DRC that is bachelor of Education degree.

On level of education, 59% of teachers had diploma, while 41% had bachelor degree in education. This result indicate that majority of the teachers were not qualified to teach in secondary school. The lowest degree required to teach in secondary school in DRC is bachelor. However, the majority of the Chaplains 86% had bachelor's degree while 14% had master's degree. This depicts that most of the chaplains had the required degree to teach in secondary school therefore they were well educated to understand the influence of teenage pregnancy on secondary school girls' completion rates and their responses were valid.

4.3.4 Working Experience of Headteachers, Teachers and Chaplains of the Study

The study sought to determine the work experience of the participants. This was meant to show whether the participants had acquired adequate knowledge and experience on the subject matter of this study and could be able to provide reliable information. The participants' responses are presented in Table 6.

Table 6

Participants Responses on their Work Experience

Item	Category	Frequency	Percentage (%)
Teachers	0-5 years	7	22
	6-10 years	7	22
	11-15 years	4	12
	16 years and above	14	44
Head teachers	11-15 years	2	25
	16 years and above	6	75
Chaplains	0-5 years	3	42
	6-10 years	2	28
	11-15 years	2	28

**Keys: Teachers n=32, Head teachers n=8 and Chaplains n=7*

Table 6 demonstrates that most of the teachers 44% had teaching experience above 16 years. This is in support of Sidhu (2009) who noted that teaching experience is a valuable asset in a school. It enables the teachers to acquire certain commendable characteristics such as promptness, adaptability, efficiency, continuity and maintaining better relationship between teachers and students. Thus, teachers with some degree of teaching experience made a positive contribution to the study. Some teachers 22% had teaching expirence of 0-5 years and 22% others 6-10 while 12% had teaching experience of 11-15 years.

As indicated in Table 6, the majority of secondary school principals 75% had working experience of 16 years and above while 25% had working experience of 11-15

years. This depicts that secondary school participating principals had adequate experience on the matter of teenage pregnancy in schools. The majority of the chaplains 42% had working experience of 0-5 years while 28% of the chaplains had working experience of 6-10 years. This indicates that the majority of the chaplains had acquired adequate level of experience to understand the influence of teenage pregnancy on secondary school girls' completion rates. They shared a lot with the researcher on matters such as: causes of teenage pregnancy and its negative influences on the education of secondary school girls in Dungu.

4.3.5 Participants' Type of School

The study sought to find out the participants' category of school. This was to ensure equal representation among the various Category of schools in Dungu sub-division such as: Catholic, Protestant, Private and Public. The information provided covered all the schools and represented all of them. The participants' responses are presented in Table 7.

Table 7

Participants' Responses on their Type of School

Item	Category	Frequency	Percentage (%)
Students	Catholic	147	53
	Private	55	20
	Protestant	37	14
	Public	36	13
Teachers	Catholic	19	59
	Protestant	7	22
	Public	4	13
	Private	2	6
Chaplains	Catholic	4	58
	Protestant	2	28
	Private	1	14
Head teachers	Catholic	4	50
	Protestant	2	25
	Private	1	12.5
	Public	1	12.5

**Keys: Teachers n=32, Head teachers n=8, Chaplains n=7 and students=275.*

Table 7 reveals that a high number of the teachers 59% were in Catholic schools, 22% in protestant, 13% in private while 6% of the tecahers were in private schools. Type of school determines teachers' interaction with students whereas in public schools teacher-student ratio is larger than the recommended hence limited interaction between

teachers and students especially the female students. The majority of the students 53% were in Catholic schools, 20% in private schools, 14% in protestant schools while 13% were in public schools. The findings depict that all the types of schools in Dungu sub-division were represented, however, Catholic schools are the dominant type of school with larger number of students compared to the public and protestant schools. Lubienski, Lubienski, and Crane, (2009) believe that there is a big difference in the educational formation of students from public and private schools hence there is the need to compare data from both institutions of learning.

The most of the secondary school principals 50% were in the Catholic schools, 25% of them were from protestant schools, 12.5% from private schools while 12.5% were in public schools. This could be attributed to the fact that higher number of the secondary schools in Dungu sub-county are run by the Catholic Church. The majority of the Chaplains 58% were in Catholic schools while 28% of them were in protestant schools and 14% in private schools. This shows that most the chaplains were found in Catholic schools and few in protestant and private schools while public schools had no chaplain. The absence of chaplain in public schools could be attributed to the fact that public schools are managed by the government. This has a negative impact on students' character formation. In comparison to other students, those from public schools are less moral and spiritual than those in Catholic and Protestant schools.

4.4 Influence of Home Factors on Teenage Pregnancy and School Dropout

The participants were asked to identify home factors influencing teenage pregnancy such as: poverty, peer pressure, cultural belief that pregnancy before marriage proves fertility and lack of role models in some families. Extent to which the participants agreed or disagreed are presented in Table 8.

Table 8

Participants Responses on Home Factors Influencing Teenage Pregnancy and Dropout

Home Factors	**Participants**	**SD**	**D**	**NS**	**A**	**SA**
Poverty and unemployment	S	18.9	9.09	18.18	34.56	19.27
	T	3.13	3.12	6.25	68.75	18.75
Peer pressure:	S	5.45	6.90	15.27	48.2	24.36
	T		3.11	15.63	53.13	28.13
Cultural belief	S	23.63	28.7	25.81	1.69	20.17
	T	25.00	37.50	25.00	12.5	
Lack of role models factors	S	8.01	9.09	9.81	37.09	36.00
	T	6.25	9.37	12.50	50.00	21.88

**Keys: T=Teachers and S=Students. Teachers n=32 and Students n=275*

As shown in Table 8, about 87.7% of the teachers and 53% of student agreed that poverty and unemployment of secondary school girls' parents and guardians was one of the causes of teenage pregnancy. Secondary school girls who lack basic necessities such as: cosmetics, food and good clothing may lead that some girls to engage in commercial sex as a way of earning a living. One of the Chaplains commented on poverty as cause of teenage pregnancy saying that:

> According to him, lack of opportunity and hope for the future, has been the driving force behind high rates of teen pregnancy in Dungu. Girls from low income families are getting pregnant at a higher rate than those from middle and upper income families. (CH. 1. 18/2/2017)

This statement of one of the chaplains shows that poverty of parents and guardians influences secondary school girls from some of the poor families in Dungu to accept money or gifts from boys or men in exchange for sexual relations. This is in agreement with the findings of studies by Matodzi (2015), FAWE Uganda (2011), and Wanjohi (2016) that extreme poverty forces girls into risky sexual behaviours in the pursuit of a living. A lack of basic requirements makes girls vulnerable to risky sexual behaviours that expose them to pregnancy particularly day students.

Most teachers 81.2% and 73.3% of students agreed that peer pressure was one of the major causes of teenage pregnancy. Secondary school girls in Dungu share great deal of their lives with the peer group; they go to school with them, participate in sport with them, and spend most of their time with them. Some of the matters that cannot be discussed with parents are freely discussed with peer group such as: personal problems, clothing, sex, drugs and alcohol. However, the sexual information that the peers have is not always authentic. Thus incorrect information received about sex from the peer group, peer pressure or the need of the teenager to be like her peers all contribute to causing unwanted pregnancies among girls in Dungu. Most secondary school girls who do not have a strong personality follow some of their peers in immoral places such as: discos, bars, night clubs to drink sometimes they consume drugs. Intoxicated by alcohol

and drug, they are led to unprotected sex with their boyfriends or other men. Such behaviour may result in pregnancy or HIV victims.

Study participants agreed that secondary school girls should be guided not to belong to destructive groups such as: discos, drinking alcohol and drug abuse that promote evil. They should be careful to select friends of good character to be emulated. These findings therefore support the view of Moore and Rosenthal (2006) that peer influence and pressure is often cited as the most influential factors affecting adolescents' engagement into sexual exploitation. Some parents and guardians of teen mothers agreed that peer pressure is one of the main causes of teenage pregnancy in Dungu. One of the parents commented that:

> Girls often suffer the pressure to make more friends and become similar to their peers. Several times you will find that a teen may let her friends in the group influence her decision to involve in the sexual activity even though she lacks understanding of the consequences of the act. Many teens become involved in a sexual relationship under peer pressure (P.1. 3/3/2017).

The above comment from the parent shows that peer pressure is one of the causes of teenage pregnancy since some girls engage in sexual activities so as to please their peers. Another 71.8% of the teachers and 73% of students agreed that lack of role model influenced teenage pregnancy. This finding shows that there is lack of role model in some of the families in Dung. Some parents are not good role models for their children. They do not incarnate some sexual values and norm to be imitated by children. Adolescents whose parents are clear about the value of delaying sex are less likely to engage in sexual activities at an early age. Adolescents with parents who have

permissive attitudes about sex or premarital sex or parents that have negative attitudes about contraception are more likely to have early and unsafe sex and fall pregnant.

4.5 Environmental Factors that Influence Teenage Pregnancy and School Dropout

Study sought to find out environmental factors both within and outside the school influencing teenage pregnancy. Participants were requested to give opinion on the statement relating to environmental factors influencing teenage pregnancy such as: alcohol and drug abuse among secondary school students, rape and coercion on secondary school girls, negative influence of mass media and girls lack of knowledge about sex influence teenage pregnancy and school dropout. The participants' responses are presented in Table 9.

Table 9

Participants Responses on Environmental Factors Influencing Teenage Pregnancy and School Dropout

Environmental factors	**Participants**	**SD**	**D**	**NS**	**A**	**SA**
Alcohol and drug abuse	S	22.90	16.36	18.90	28.39	13.45
	T	37.5	21.88	28.12	6.25	6.25
Rape and coercion on	S	12.72	15.27	18.54	37.09	16.38
	T	12.50	12.50	18.75	50.00	6.25
Mass media influence	S	5.81	5.81	9.85	44.72	33.81
	T	3.13	3.12	12.50	43.75	37.50
Girls lack of knowledge	S	2.92	3.63	6.18	40.00	47.27
about sex	T		6.25	12.50	40.62	40.63

**Keys: T=Teachers and S=Students. Teachers n=32 and Students n=275*

Table 9 shows that approximately 56.2% of the teachers and 53, 4% of students agreed that rape and coercion on secondary school girls was one of the causes of teenage pregnancy and school dropout. In Dungu, gender-based violence in schools takes various forms: rape, sexual abuse, sexual harassment, the use of language that humiliates students but also economic sex forced or transactional problems that are similar to the phenomenon of sexual exploitation of children. In addition, forced marriages and early pregnancies largely exclude girls from school while they are in the middle of school.

Sexual harassment which is the act of troubling and annoying someone continually in matters relating to sex, is one of the factors that predisposes girls in the Educational Sub-Division of Dungu to early pregnancy. In school sexual harassment sometimes can come the appearance of love or concern or wanting to help either academically or materially but it is expressed to get something back. One of the teen mothers affirmed that:

> It happen quite often that most girls from class 3 to class 6 are harassed by male teachers. Most of the victim girls fear to report the act to the principal or parents because once the matter is known, the perpetrator must be punished and this can create an atmosphere of animosity by other teachers against the victim girl. (TM.1.24/2/2017).

This implies that sexual harassment also influence teenage pregnancy among secondary school girls in Dungu. This is attributed to the fact that girls are constantly sexual harassed by their male teachers yet they fear such that they cannot report cases of sexual harassment to the parents and head teachers. The consequences of sexual abuse are both health and educational. Rape and sexual harassment result in psychological

trauma, exposure to sexually transmitted diseases including HIV / AIDS, and unwanted pregnancies that result in virtually systematic exclusions. At the educational level, violence results in stress, inability to concentrate on school work and a negative opinion of oneself. Many girls temporarily leave school or abandon it permanently out of fear that their abusers will continue to abuse them.

The findings from interview guides show that sexual harassment of girls in Dungu is largely perpetrated teachers, boys learning in the same school with girls and other men. These observations are in concurrence with Sifuna and Chege (2006) study that found out that pregnancies associated with sexual harassment were common in Harambee secondary schools in Kenya. The above findings are also in line with Jerop (2009) who conducted a research on Sexual Abuse of School Age children in Kenya. According to the findings, 58 of every 100 children have been sexually harassed while 29% boys and 24% girls reported to have been forced into unwanted sex. This findings are similar to those of Moore and Rosenthal (2006) in Cape Town reporting that 25% of pregnant teenagers were raped or coerced.

Another 81.2% of the teachers and 78.5% of students agreed that mass media influence was one of the causes of teenage pregnancy and school dropout. The finding shows that mass media with its sexualized content is also one of the major causes of factors that perpetrate secondary school girls pregnancies in Dungu as it gives teenagers easy access to pornography. On the negative influence of the media, one of the Head Teachers commented saying;

> We are living in modern world, in a new literate society. Young people can read whatever they find. Pornography is a moneymaking industry centred on books, advertising, magazines, and films on youtube, which humiliate human sexuality. Our young people are the most vulnerable to pornography, they share pornographic pictures and intoxicate each other for sex. Formation in human sexuality is required and not malformation which is the result of pornography (HT.1. 17/3/2017).

Exposure to pornography may increase children's and young people's own vulnerability to sexual abuse and exploitation which may result to teenage pregnancy among secondary school girls. This confirms the investigation done by Rangiah (2012) establishing that adolescent girls who were more exposed to sexuality in the media were also more likely to engage in sexual activities.

The finding shows also that teachers 81.2% and 87.2% of students believed that girls' lack of knowledge about sex influenced teenage pregnancy and school dropout. When Teenage undergo bodily changes, they become active. For girls the changes which occur in the body at puberty are the preparation for womanhood and motherhood as the body becomes capable of conceiving and bearing children but they still lack authentic knowledge about sexuality. The findings of this study confirm the observation of Marston and King (2006) which established that lack of authentic knowledge about sexuality issues seemed to be one of the key causes of pregnancies amongst school girls. One parent argued that:

> Most of our girls get pregnant because they lack knowledge about sexuality. Therefore adequate knowledge about sexuality can only be obtained by education and the family milieu and parents are regarded as the most suitable to inform the child about moral issues (P.2. 19/2/2017)

Lack of awareness on sexuality renders secondary girls vulnerable to experience sex early in their life. Early sexual intercourse often find girls' not prepared in controlling pregnancy thus leading to teenage pregnancy.

4.6 Influence of Teenage Pregnancy on Girls' Completion Rates in Secondary Schools

The participants were asked to give opinion on the statement relating to influence of teenage pregnancy of girls' completion like: absenteeism from class, poor performance in school work, discrimination by other learners, negative attitude of some educators and dropout of school. The participants' responses are presented in Table 10

Table 10

Participants Responses on Influence of Teenage Pregnancy on Completion Rates

Influence of teenage pregnancy on completion rates	**Participant**	**SD**	**D**	**NS**	**A**	**SA**
Absenteeism from school	S	1.81	1.83	6.18	53.09	37.09
	T	9.38	6.25	3.13	28.13	53.11
Poor performance in school work	S	2.90	3.27	6.90	48.36	38.57
	T	6.25	6.25	12.5	40.62	34.38
Discrimination by other learners	S	9.81	10.18	18.18	40.74	21.09
	T	18.75	9.38	25.00	21.87	25.00
Negative attitudes of educators	S	19.63	18.94	22.18	21.81	17.45
	T	25.00	34.38	15.63	21.88	3.11
Dropout of school	S	3.65	4.00	4.00	29.45	58.90
	T	3.13	9.38	3.13	18.75	65.61

**Keys: T=Teachers and S=Students. Teachers n=32 and Students n=275*

Table 10 shows that majority of the teachers agreed that teenage pregnancy influenced completion rates. About 81.2% of the teachers and 90.1% of students agreed that absenteeism affected girls' completion rates. Teachers and students unanimously confirmed that once a school girl gets pregnant, she will start missing classes due to her health condition such vomiting, pain and some socio-psychological pressure. One of the Head teachers affirmed in interview that:

> There is a high rate of school absenteeism among pregnant teenagers at secondary school level in Dungu due to clinic consultation, pregnancy related sicknesses and responsibility that coincide with pregnancy and mothering which are coupled with lack of support from family members (HT.2. 28/2/2017).

Pregnant teenage girls are often absent in schools due to the challenges and responsibilities associated with pregnancy namely sicknesses, lack of family support, and visits to the clinics. This finding also confirms that of Mamhute (2011) that teenage pregnancy affects the physical well-being of the mother. Some of the most common physical problems associated with pregnancy are nausea and vomiting, dizziness, tiredness and oedema which may prevent the pregnant girl from going to school hence affected students cannot concentrate in studies. This is one of the reasons for poor performance as indicated by 75% of the teachers and 86.9% of students. These findings show that pregnant girls usually perform poorly in Dungu because they miss a lot of school work such as: assignments, lessons and tests. Recent studies such as those of Bhana, Morrell, Shefer, and Ngabaza, (2010) identified also that the presence of a pregnant girl in a classroom is not only a threat to their own academic achievement but also to the collective academic performance of the class as well as the classroom harmony. In particular, most pregnant schoolgirls are not able to cope with the school's academic demands like extensive reading, homework and corrections.

As indicated in table 10 higher number of the teachers 84.3% and students 88% agreed that school dropout influenced girls' completion rates in Dungu. The findings show that pregnancy among secondary school girls result in poor performance, failure, repeating of class or grade and mostly in school dropout. The findings are further

supported by information obtained from documents in schools for instance, annual reports from head teachers of the sampled schools showed that all the pregnant girls ended by dropping out of school. One teen mother commented:

> Most of us cannot continue or complete our educational career due to several factors such as: inability to care for the baby and at the same time to attend to the needs of schooling, lack of family support system, lack of support from father of the child. Therefore due to poverty in our areas, most of us have to leave school and find ways to earn some money to care for our children. (TM.2.3/3/2017)

Some teenage mothers find it difficult to continue with education due to the fact that they lack support from their families and child's father hence they quit education so as to provide for the child. Findings from the some documents such as: annual reports of head teachers, PTA and BOM meeting register showed that large number of girls had dropped out of school, and several incidences of teenage pregnancies were also recorded mainly in the public and private schools. From the head teachers' interviews, the findings revealed that dropout of school was one of the major factor influencing teenage girls' completion rates.

4.7 Completion Rates of Teenage Girls in Dungu

This study sought also to find out the completion rates for the teenage girls that were admitted in secondary schools in Dungu sub-division from the academic year 2012-2013 to 2015-2016. The findings are summarized in Figure 2.

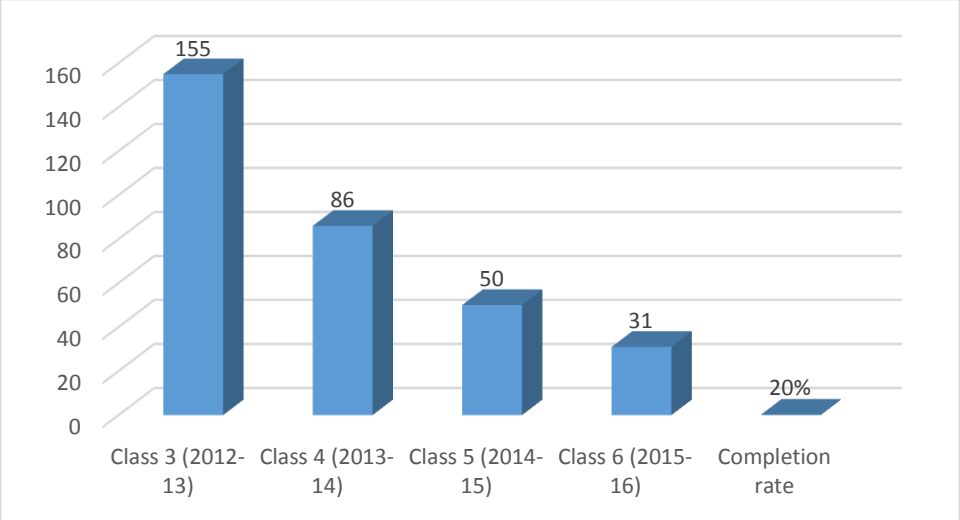


Figure 2: Teen Mother's Completion Rates.

As shown in Figure 2, the number of teenage girls who joined the selected secondary schools (class 3) in 2012-2013 was 155. In this cohort only 31 girls successfully completed the full course of secondary education in 2015-2016. This shows that teenage girls' completion rate is 20% which is very low and worrying since nearly 80% of the teenage girls do not complete their secondary school education. This is a lot of wastage in Education.

4.8 Policies that have been put in Place by the Government to reduce Teenage Pregnancy and Enhance Girls' Completion Rates.

The participants were asked to give opinion on the statement relating to government policies to reduce teenage pregnancies and enhance completion rates. They were given a series of policies to which they were supposed to indicate the extent to which they agreed or disagreed. The participants' responses are presented in Table 11.

Table 11

Participants Responses on Government Policies to Reduce Teenage Pregnancies and Enhance Completion Rates

Government policies	Participants	SD	D	NS	A	SA
Re-entry policy	S	4.72	1.45	5.45	34.93	53.45
	T	3.13	3.12	6.25	31.25	56.25
School based sex-education program	S	3.63	7.66	9.81	40.00	38.90
	T		3.12	6.25	43.75	46.88
Roles of proper parenting in sex-education	S	10.90	9.09	14.54	39.63	25.84
	T	6.25	3.12	21.88	43.75	25.00
Peer programs on sex-education	S	52.00	12.00	14.55	21.09	0.36
	T	46.88	9.37	12.5	18.75	12.50
Mass media campaign	S	6.90	4.00	7.65	45.45	36.00
	T	9.38	6.25	21.87	56.25	6.25

**Keys: T=Teachers and S=Students. Teachers n=32 and Students n=275*

As shown in Table 11, about 87.5% of the teachers and 88% of students agreed that re-entry policy was useful in promoting teenage girls' completion rates. Government-issued documents helped the researcher to get information on policy on readmission of teen mothers in school and the implementation of that policy in schools. From the time government of DRC introduced the re-entry policy, civil society, the church and other stakeholders have joined hands to see to it that young mothers are able to complete their education by going back to school. Before 2014, pregnancy, marked the end of enrolment of teen mother in any education system. This led many girls in Dungu enter early and forced marriages and usually through difficult circumstances. This was confirmed by one of the participating head masters during the interview when he said:

> A new policy was introduced in Congo in 2014 by the loi cadre N.14/004/du 11 Fevrier 2014 that enabled teenage mothers to continue schooling after delivery. The re-entry policy for girls who drop out of school after becoming pregnant while still at school is of international concern. The Congolese government has already signed numerous international and regional declarations guaranteeing all children the right to education. All Catholic and Protestant schools who used to refuse education to teen mothers have been forced to agree with the new law on re-entry for teen mothers. (HT.3.18/3/2017)

Re-entry policy is a major break-through to most of the teenage mothers as they are now able to resume their studies after giving birth. Both Catholic and Protestant schools that were refusing to re-admit teenage mothers today do re-admit. One of the main challenges faced by most of the teen mothers in Dungu is that in a number of cases

there is a lack of financial support for them to complete school because their families disown them or if they stay with them tell them there is no more money to provide for all their education needs because they are now taking care of her baby. The findings on re-entry policy is similar to that of Mughogho and Chamdimba (2005) who noted that the government of Malawi has initiated positive developments that are meant to eliminate biases in the education system and that a re-entry policy for pregnant girls is one of those initiatives.

Table 11 indicated that 90% of the teachers and 79% of students agreed that school based sex education was helpful in improving teenage girls' completion rates. Sex education module is part of the Education and the family life course. The educating and family life course was designed in 1970 to promote an integrated education (physical, spiritual and mental or intellectual) according to human dignity. In 1989, the Ministry of Primary and Secondary Education created the National Commission for Education and Family life course to develop the curriculum, Design and produce manuals and materials and train teachers. The program starts at the class 5 of Primary school and continues until the end of secondary school. Several topics are debated in the Congolese school sex-education such as: responsible sexual behaviour that is a healthy social relationship between boys and girls. It is natural for girls and boys to get attracted to one another especially at puberty stage. However, this attraction should not give room to sexual immorality such as: premarital sex, fornication and incest. Sex-education should help students to develop health social relationship. It should enable the youth to critique the different messages from the media. From the interview, several participants

expressed diverse views on value of sex-education in school one of the participating principals stated that:

> There is a school based sex-education program called -Education a la vie- (education for life) which includes moral and sex- education. However there are challenges in the implementation of that program. There are no properly trained teachers, to competently implement the program. I am convinced with proper school based sex-education teenage girls completion rates may be improved (HT.4. 25/2/2017).

School based sexual education program plays a critical role on secondary school girls' completion rates, if the program is implemented and executed well. Sex education program is already there in secondary schools in Dungu.

Further interview with the chaplain indicated strong support for the introduction of comprehensive sexuality education that will empower the girls with knowledge and skills to enable them navigate through secondary school to completion. Several research findings support provision of sex-education in schools. For instance Muganda, Onyando and Omondi (2008) established that there was need for the introduction of comprehensive sexuality education. Similarly Collins, Allagiri and Summers (2002), maintain that those students who are sexually active should be provided with information that they need to choose to lead morally and responsible lives rather than engaging in sexual activities and using contraceptive to prevent pregnancy. Similarly this study finding agree with that of Vodiena, Coppieters and Kalambayi, (2014) who observe that school sexual education programs can be improved to increase the quality of apprenticeship. The use of interactive methods and the consideration of the

adolescents' specific needs that take into account the gender approach may bring about beneficial advantages on both educational outcomes and reproductive health of adolescents.

Furthermore, 68% of the teachers and 63% of students agreed that role of proper parenting in sex education may help in improving teenage girls' completion rates. Majority of teachers and students agreed that parents in Dungu should have control some of their children' activities such as: discos and night club that create room for sexual abuse, some meetings in lonely and isolated places. Parents should discourage their children from reading or watching pornographic literature, music and films. These are likely to push one to indulge in sexual immorality. Parents should also take their children to Church for Bible studies on sex-education and commit themselves to it. These findings are in line with those of Kerby (2002) who affirmed that the primary socialising agents for children are parents, they are well positioned to influence the sexual behaviour of their children. However, study findings showed that parents and adolescents seldom discuss sexuality because of the discomfort related to talking about sex. This was confirmed by one of the participating parents as follows:

> Among the numerous dimension of family social support, parent-adolescent communication on matters of sexual behaviour and childbearing is very important. When the communication between mother and daughter is poor or absent, the girl is placed at greater risk for premature sexual activity and possible conception, in part because she looks to others, especially her male peers for nurturing and intimacy. Families with poor interpersonal relationship may

unintentionally encourage teenagers to look elsewhere for nurturing relationships (P.2. 25/3/2017).

In stable homes there is good parent-child relationship which enhances better communication that is fundamental in averting teenage pregnancy and improving secondary school girls' completion rates. On the other hand unstable homes experience poor parent-child relationship that leads to poor communication on sexual behaviour between parent and his/her child which in turn results to premature sexual activity and possibly teenage pregnancy.

In addition, Table 11 shows that 63% of the teachers and 82% of students agreed that mass media campaign on teenage pregnancy may help improve their completion rates. The findings show that mass media is an appealing strategy to influence positively young people's sexual and reproductive health because of its ability to reach large numbers of young people. Teachers and students in Dungu suggested that local radios, television, video, magazine and public service announcements can be used to divulgate the message on healthy relationships, abstinence and continence to reduce teenage pregnancy rate. Mass media should also emphasize on some activities where adolescents can engage in to complete their study such as: good study habits, working hard in school, perseverance in studies among others.

4.9 Challenges that Face the Policies that are in Place to Mitigate Teenage Pregnancies among Girls in the Secondary Schools

The participants were asked to give their opinion on the statement relating to challenges that face the mechanisms and strategies in place to enhance completion rates among teenage girls such as: perpetrators of teen pregnancies are unpunished, a lot of

corruption, lack of books and resources on sexual education, incompetent educators and lack of boarding secondary schools for girls. The participants' responses are presented in Table 12.

Table 12

Teachers and Students Responses on Challenges that Face the Mechanisms and Strategies in Place

Challenges	**Participants**	**SD**	**D**	**NS**	**A**	**SA**
Perpetrators are unpunished	S	8.00	5.09	14.55	44.00	28.36
	T	9.38	9.37	6.25	37.50	37.50
A lot of corruption	S	11.27	10.54	11.63	48.36	18.16
	T		3.12	6.25	50.00	40.63
Lack of books	S	8.00	6.90	12.72	49.84	22.54
	T	9.38	6.25	18.75	46.87	18.75
Incompetent educators	S	33.45	21.81	12.75	17.45	14.54
	T	25.00	31.25	18.75	21.88	3.12
Lack of boarding for girls	S	14.54	9.81	2.90	40.36	32.36
	T	9.38	3.13	3.13	40.63	43.75

**Keys: T=Teachers and S=Students. Teachers n=32 and Students n=275*

Table 12 shows that the bulb of the teachers agreed that there were challenges facing the policies that were in place with regards to teenage girls' completion rates. About 72.4% of the teachers and 72% of students agreed that some of the perpetrators (that include; male teachers, secondary school boys, local community businessmen

among others) of teen pregnancies are unpunished. In interviews with parents one of them argued that:

> There are men in our areas who are champions in making school girls pregnant. Some of them have abused more than three girls at once. Most of us parents are powerless. We do not have enough resources to seek legal redress. Those perpetrators have money to silence the matter in court. (P.3. 17/3/2017)

Perpetrators of sexual offences against teenage girls are not prosecuted due to lack of adequate resources for seeking legal redress. Moreover, Table 12 depicts that 91% of the teachers and 66% of students agreed that there was a lot of corruption in an interview with a teenage mother she said:

> We teenage mothers are in a difficult situation. We are helmed in on both sides with no means to seek redress. Perpetrators are smart. They talk with our parents behind the scene, enticed them with financial reward making them deaf to any plea to seek legal redress. The problem is not only with our parents. The judicial system is corrupted. We are unable to seek legal redress because the perpetrators have the means to buy and silence us when we report to the judicial systems. (TM.3. 15/3/2017).

Corruption affects justice to the teenage mothers in two ways that is the perpetrator bribing the parents of impregnated teenage girl and or the perpetrator bribing elements in the judicial system to have the ruling in their favour. The fact that perpetrators bribe the parents of teenage mothers and corrupt judicial system make it difficult for teenage mothers to seek and obtain justice. About 66% of the teachers and 72% of students agreed that there was lack of books and resources on sexual education.

The finding of this investigation reveals that out of the eight secondary schools sampled, only one school had a library. From the interviews it, emerged that lack of books and other resources on sexual education was one of the main challenges facing the strategies in place to enhance teenage girls' completion rates. One of the head teachers also added that:

> One of the common challenges we have in the Educational Sub-Division of Dungu is the lack of libraries in our schools. Some of our secondary school students are completing their study without having read a book. Young people today do not have the culture of reading books, magazine and newspaper. We call upon our government to create libraries in schools in order to stimulate students to search for more knowledge in readings. (HT.5. 23/2/2017)

Lack of libraries coupled with poor reading culture negatively affects education of teenage girls in Dungu Sub-Division hence the need for more libraries and promotion of better reading culture. Table 12 revealed also that 84% of the teachers and 73% of students agreed that there was lack of boarding schools for girls. Boarding facilities ensure girls have a conducive learning environment that is free from disruption such as being seduced by men. Hence girls get opportunity to concentrate on their studies which leads to higher completion rates. On the other hand when the boarding facilities are not available then girls get distracted on their way to school and back home by the people (men) they meet on the way. The findings on challenges that face the mechanisms and strategies in place in Dungu concur with that of Research and Population Unit (2012) who revealed that the main challenge facing the implementation of strategies to reduce teenage pregnancy is at various levels of stakeholders.

About 31.9% of the students and 21.01% of the teachers agreed that incompetent educators were among the challenges facing girls' education in Dungu Sub-Division. Majority of teachers 59% have diploma which normally do not allow them to teach in secondary school especially from class 3 to class 6.

4.10 Strategies that can be put in Place to Curb Teenage Pregnancies to enhance girls Retention in School

The participants were asked to give their opinion on the statement relating to challenges that face the mechanisms and strategies in place to enhance completion rates among teenage girls such as: rules and law enforcement, increased public awareness on sex-education, teenage mentoring, community development and economic empowerment, stakeholders' capacity building, boarding school for girls. The participants' responses are presented in Table 13.

Table 13

Participants Responses on Strategies that can be put in Place to Curb Girls Pregnancies to enhance their Completion Rates

Strategies	**Participants**					
		SD	**D**	**NS**	**A**	**SA**
Rules and law enforcement	S	1.45	1.09	4.72	38.90	53.84
	T		3.13	3.13	46.86	46.88
Increased public awareness	S	3.63	4.00	5.81	44.00	42.56
	T				37.50	62.50
Teenage mentoring	S	2.90	4.36	5.09	51.27	36.38
	T	3.12		9.38	43.75	43.75
Community development	S	1.81	3.63	4.00	54.90	35.63
	T		3.13	6.25	46.88	43.75
Stakeholders capacity building	S	12.00	7.27	13.81	36.00	30.90
	T		6.25	25.00	34.38	34.38
Boarding school for girls	S	8.00	5.81	16.36	41.09	28.72
	T	6.25		12.50	43.75	37.50

**Keys: T=Teachers and S=Students. Teachers n=32 and Students n=275*

As shown in Table 13, the majority of the teachers agreed that there was need for strategies to improve teenage girls' completion rates. About 93.8% of the teachers and 92.7% of students agreed that international, national even school rules and regulations protecting children against all kind of sexual harassment should be observed in order to protect secondary school girls. This is in agreement with some of the Congolese

national laws such as : laws on sexual violence (laws N.06/018 and 06/019), child protection law (law N.09/001) which contains provisions protecting children from all forms of exploitation and sexual violence and guaranteeing the right of pregnant women.

In Table 13, all teachers 100% and 87% of students agreed that there was need for increased public awareness. Campaigns for communication and comprehensive sustainable advocacy for change attitudes, behaviours and social norms relating to sexual violence and encourage the reporting of violence and, other useful measures are really needed to reduce teenage pregnancy in Dungu

Another 88% of the teachers and also 88% of students agreed that there was need for teenage monitoring. Parents in Dungu should supervise and monitor their children activities. They should know where their children are at all times. What are they doing? Are they involved in useful activities? If children are not with parents, are responsible adults supervising them? One of the chaplains pointed out that:

> Teenagers should be closely monitored so as take stock of major activities that they engage in especially during the school holidays. Because some of the events or functions they attend during these holidays expose them to risks of pregnancy. (CH.2. 24/2/2017).

Close monitoring of the teenage girls during school holidays is fundamental in ensuring that teenage pregnancy is checked so that teenage girls' education completion rates may be enhanced. Majority of teachers 90.6% and 91% of students agreed that there was need for community development and economic empowerment. Material living conditions have a certain influence on behaviour insofar as they allow or not to solve the daily problems. The adolescent's attitudes toward marriage and teenage

pregnancy are largely shaped by the means available to meet their basic needs. Most of teachers and students suggested that the Congolese government should increase the salary of soldiers, civil servants, teachers, doctors and nurses in order to allow them to take care of their teenagers. The government should also promote and empower the economic development of its population.

Most of teachers 67% and 67% of students agreed that there was need for capacity building of stakeholders in education especially parents and teachers. In the context of this study, capacity building can be described as the process of helping local actors in education to acquire and use relevant information to successful education adolescents. On capacity building of parents and teachers, one head teachers commented saying:

> It is very important for teachers and parents to have some workshop on sex-education. It helps them to understand the concepts of sexuality, sexual health, and sexual health education, to discuss some of the myths and misconceptions surrounding sexual health education. Workshop on sex-education can also help teachers and parents in Dungu to understand their own values regarding sexuality and how their values may impact children especially adolescents. (HT.6. 3/3/2017)

Sex education workshop is important for both teachers and parents as it may equip them with basic knowledge on sexuality so that they impact such knowledge on the teenage girls. Majority of teachers 81.3% and 69.8% of students agreed that boarding schools for girls were needed. Boarding schools offer a variety of benefits to students such as: permanent supervision of teachers on students, the vast number of activities,

and challenges available to students on a daily basis. Majority of participants in this study believed that school with boarding facilities enhance girls' retention in school and improve their completion rates. At boarding School, students are empowered to achieve their true potential and enjoy a measure of real independence. Here are some of the advantages and disadvantages of boarding schools. It provides favourable environment for study at the same time provides a secure place for children against predators. It is also very important for a child to get used to social contacts.

Community life teaches children social values such as tolerance, respect, honesty, listening and the ability to integrate into a team. Boarding schools have a wider choice of sports and leisure activities. Living in a boarding school allows the child to live in a healthy and orderly environment. The puberty that arrives in the adolescent between the ages of 13 and 17 years is a difficult period, for both the children and the parents. This period generally takes place more calmly in boarding school and allows relations less tense towards the parents. Teachers and educators have specific pedagogical skills. They represent good references for children and teach them to work autonomously and rigorously. Living in a boarding school develops children's critical thinking and strengthens their personal self-confidence. Through the experience of community life, young people learn to adapt and to remain in control of themselves in difficult conditions.

However, the disadvantages of boarding school is that it must in no case represent a punishment as a result of poor academic results or behavioural problems. The punished children often close themselves and raise barriers between themselves and the educators. This kind of situation is not profitable for anyone. Boarding school is one

of the strategies to put in place in Dungu in order to reduce teenage pregnancy and enhance girls' completion rates. One parent commented:

> Provision of books and other resources on sexual education will not completely solve the problem. It will not bring a panacea to the problem of teenage pregnancy. There is need for some institutional framework to create an environment where girls can grow up free from the constant daily pressure (of engaging in sex) that come with adolescence. This is only possible in a supervised boarding facility. School with boarding facilities for girls are limited which further strains the effort to enhance teenage girl's completion rates. (P.3. 20/3/2017).

Creation of boarding facilities in schools is fundamental in ensuring that girls get a conducive learning environment where they focus on their academic activities so as to improve their completion rates.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion, recommendation of the study. All are based on research questions and the findings of the study. It also presents suggestions for further research.

5.2 Summary of the Study Findings

The main aim of this study was to investigate on the influence of teenage pregnancy on girls' completion rate in the educational Sub-Division of Dungu. This study was guided by the following research questions: to what extent do home factors influence teenage pregnancy and school dropout in Educational Sub-Division of Dungu, Democratic Republic of Congo? What are environmental factors that influence teenage pregnancy and school dropout in the Educational Sub-Division of Dungu? How does teenage pregnancy influence girls' completion rates in secondary schools in the educational sub division of Dungu, Democratic Republic of Congo? Which policies have been put in place by the government to reduce teenage pregnancy and enhance girls' completion rates in Congo? What are the challenges that face the policies that are in place to mitigate teenage pregnancies among girls in the secondary schools in the educational sub division of Dungu, Democratic Republic of Congo? What strategies can be put in place to curb teenage pregnancies to enhance their retention in school? This study was carried out in order to understand the causes of teenage pregnancy and its influence on girls' completion rate and to develop some strategies which can be put in

place to curb girls' pregnancies, to enhance their retention in school and their completion rates.

Literature review was organized following topics found in research questions such as: home and environmental factors influencing teenage pregnancy and school dropout, influence of teenage pregnancy on girls' completion rates, policies that have been put in place by the government to reduce teenage pregnancy and enhance girls' completion rates, challenges that face the policies that are in place to mitigate teenage pregnancies among girls and strategies that can be put in place to curb teenage pregnancies and to enhance their retention in school. This study identified two gaps. First, most of the studies that have been carried out on teenage pregnancy, girls drop out and re-entry policy have been done in different geographic boundaries such as USA, Nigeria, Botswana and Kenya. The limited studies that have been done in DR Congo have not shown the empirical evidence between teenage pregnancy and girls' completion rate in secondary school. Second some of the studies used only one instrument.

The findings of this study will benefit Ministry of education, policy makers, head teachers, chaplain, teachers and parents on one hand in understanding the causes of teenage pregnancy, and on the other hand, it will help them with skills on how to encourage pregnant girls to continue with their study after they have given birth. This investigation will stimulate awareness among secondary school girls on factors associated with teenage pregnancy and its consequences on their education and their future life in the society. The Sub-Division of Dungu was chosen because of the prevalence of teenage pregnancy in the area and lack of academic research on the issue. This study was grounded on Health Belief Model (HBM) theory and underpinned by

social learning theory of Albert Bandura and the ecological systems theory of Urie Bronfenbrenner.

This research used a mixed method approach specifically, the study used a convergent parallel mixed method design (qualitative and quantitative). In this study the researcher used a combination of phenomenology for qualitative design by referring to previous studies on girls completion rates and cross-sectional survey design for quantitative by using questionnaire to the head masters, teachers, Chaplains and students. The target population of this research consisted of 25 teen mothers, girls and boys, teachers, principals, chaplain priests and pastors, and parents or guardians from secondary schools in the educational Sub-Division of Dungu.

The sample size in this study was 8 principals, 43 teachers, 8 chaplains and 322 students. Stratified and simple random sampling was used to select the participants namely students, and teachers while purposive sampling was used to recruit principals, teen mothers, parents and chaplains. Data was collected using questionnaires, interview guide and document analysis guide. Data collected was analysed using IBM SPSS version 20.0 while the qualitative data was analysed thematically.

The first research question was aimed at finding out the home factors influencing teenage pregnancy. The study revealed three key points, which include peer pressure, lack of role model and poverty of parents or guardians. Most secondary school girls who do not have a strong personality follow some of their peers in immoral places such as: discos, bars, night clubs to drink sometimes they consume drugs. Intoxicated by alcohol and drug, they are led to unprotected sex with their boyfriends or other men. Such behaviour may result in pregnancy or HIV. Some parents are not good model for their

children. They do not incarnate some sexual values and norm to be imitated by children. Finally, in a case of poverty, some secondary school girls who lack basic necessities such as: cosmetics, food and good clothing may lead some girls to engage in commercial sex as a way of earning a living.

The second research question was aimed at finding out the environmental factors influencing teenage pregnancy. The key findings of this study were rape and coercion on girls, negative influence of mass media and girls lack knowledge about sex. Sexual harassment influences teenage pregnancy among secondary school girls in Dungu. This is attributed to the fact that girls are constantly sexually harassed by their male teachers, boys and other men. Yet girls who are sexually abuse fear to report such cases to their parents and head teachers. Mass media with its sexualized content is also one of the major causes of factors that perpetrate secondary school girls' pregnancies in Dungu as it gives teenagers easy access to pornography. Finally, lack of awareness on sexuality renders secondary girls vulnerable to experience sex early in their life. Early sexual intercourse often find girls' not prepared in controlling pregnancy thus leading to teenage pregnancy.

The third research question investigated on influence of teenage pregnancy on completion rates. Absenteeism, poor performance in school work and dropout of school were found to be the major influences of teenage pregnancy on completion rate. Pregnant teenage girls are often absent in schools due to the challenges and responsibilities associated with pregnancy namely sicknesses, lack of family support, and visits to the clinics. This also affects their performance in school and most result to school dropout.

The fourth research question sought to find out policies that have been put in place by the government to reduce teenage pregnancy and enhance girls' completion rates. The study revealed the following policies: re-entry policy, school based sex-education program, role of proper parenting in sex-education and mass media campaign. Re-entry policy is a major break-through to most of the teenage mothers as they are now able to resume their studies after giving birth. Both Catholic and Protestant schools that were refusing to re-admit teenage mothers today do re-admit. School based sexual education programs play a critical role on secondary school girls' completion rates. Sex education program is already there in secondary schools in Dungu, but they are not well implemented and executed. In stable homes there is good parent-child relationship which enhances better communication that is fundamental in averting teenage pregnancy and improving secondary school girls' completion rates. On the other hand, unstable homes experience poor parent-child relationship that leads to poor communication on sexual behaviour between parent and his/her child which in turn results to premature sexual activity and possibly teenage pregnancy.

Finally, mass media such as: local radios, television, video, magazine and public service announcements can be used to divulgate the message on abstinence and continence to reduce teenage pregnancy rate and also emphasize on some activities where adolescents can engage in to complete their study such as: good study habits, working hard in school and perseverance.

The fifth research question dealt with challenges that face the policies that are in place to mitigate teenage pregnancies among girls. The study revealed five key challenges: perpetrators are unpunished, a lot of corruption, lack of books and sources of

information on sex-education, incompetent educators and lack of boarding schools for girls. Perpetrators of sexual offences against teenage girls are not prosecuted due to parents' lack of adequate resources for seeking legal redress.

Corruption affects justice to the teenage mothers in two ways that is the perpetrator bribing the parents of impregnated teenage girl and or the perpetrator bribing elements in the judicial system to have the ruling in their favour. The fact that perpetrators bribe the parents of teenage mothers and corrupt judicial system make it difficult for teenage mothers to seek and obtain justice. Lack of libraries coupled with poor reading culture negatively affects education of teenage girls in Dungu Sub-Division hence the need for more libraries and promotion of better reading culture. For example out of the eight secondary schools sampled, only one has a library.

Majority of teachers (59%) have diploma which normally do not allow them to teach in secondary school especially from class three to class six. Hence the study revealed that some of them are incompetent to teach sex-education to children. Finally, the lack of boarding school is one of the challenges that face mechanisms in place to curb teenage pregnancy. Boarding facilities ensure girls have a conducive learning environment that is free from disruption such as being seduced by men hence girls get opportunity to concentrate on their studies which leads to higher completion rates. On the other hand when the boarding facilities are not available then girls get distracted on their way to school and back home by sexual harassers they meet on the way.

Finally, the sixth research question investigated on the strategies that can be put in place to curb teenage pregnancy and to enhance girls' retention in school such as: rules and law enforcement, increased public awareness, teenage mentoring, community

development, stakeholders' capacity building and boarding school for girls. International, national even school rules and regulations protecting children against all kind of sexual harassment should be observed in order to protect secondary school girls. Campaigns for communication and comprehensive and sustainable advocacy for change attitudes, behaviour and social norms relating to sexual violence and encourage the reporting of violence and, other useful measures are really needed to reduce teenage pregnancy in Dungu. Close monitoring of the teenage girls during school holidays is fundamental in ensuring that teenage pregnancy is checked so that teenage girls' education completion rates may be enhanced. Living conditions have a certain influence on behaviour in so far as they allow or not to solve the daily problems. The adolescent's attitudes toward marriage and teenage pregnancy are largely shaped by the means available to meet their basic needs.

Most of teachers and students suggested that the Congolese government should increase the salary of soldiers, civil servants, teachers, doctors and nurses in order to allow them to take care of their teenagers. Sex education workshop is important for both teachers and parents as it may equip them with basic knowledge on sexuality so that they impact such knowledge on the teenage girls. Creation of boarding facilities in schools is fundamental in ensuring that girls get a conducive learning environment where they focus on their academic activities so as to improve their completion rates.

5.3 Conclusions

Based on the findings, the study concludes that home factors that influenced teenage pregnancy and school dropout included: peer pressure whereas teens engage in sexual activities in order to be accepted by their group; poverty and unemployment of secondary school girls' parents and guardians; and also lack of role models factors. The environmental factors influencing teenage pregnancy and school dropout included: girls lack knowledge about sex influence teenage pregnancy; mass media influence teenage pregnancy; rape and coercion on secondary school girls influence teenage pregnancy and negative influence from the mass media.

The government policies on the reduction of teenage pregnancies that will enhance girls completion rates included: re-entry strategy for teenage mothers; school based sex education programs; as well as mass media campaigns on teenage pregnancy.

Challenges facing the mechanisms and strategies in place to improve teenage girls' education completion rates such as: perpetrators of teen pregnancies are unpunished; a lot of corruption; lack of books and resources on sexual education; lack of boarding secondary school for girls; and incompetent educators. However, the strategies that can be put in place to curb teenage girls' pregnancies in order to enhance their retention in school include rule and law enforcement; enhancing teenage girls' education completion; teenage monitoring; community development and economic empowerment and stakeholders capacity building.

5.4 Recommendations

Based on the findings, the following recommendations have been made to the various stakeholders. These include Congolese government, District Educational Officer, principals, teachers, parents, policy makers and students on how to reduce teenage pregnancy and enhance girls' completion rate in the Educational Sub-Division of Dungu.

5.4.1 Congolese Government

One of the findings of the study indicated the poverty of parents and guardians. That make teens from such families to engage in sexual immorality to sustain themselves. Therefore, the government should promote and empower the economic development of its population by setting up infrastructures such as market centres for women, youth enterprise funds, creation of employment opportunities among others. It should also increase the salary of soldiers, civil servants, teachers, doctors and nurses in order to provide needs for their teenagers. Congolese government and all educational stakeholders should combine effort in order to control the mass media through enacting laws that restrict adult content from being broadcasted. Those found engaging in inappropriate relations and harassing girls should be prosecuted by the Public Prosecutor system under the Sexual Offences Act to serve as a deterrence to others with similar base intentions.

Ministry of Education should review sex-education programs on the curriculum for students to study. There should be relevant literature and textbooks on acceptable

relationship between boys and girls, which should be taught by teachers because the findings showed that there is lack of library in schools.

5.4.2 District Educational Officer

District Educational Officer should organize workshops, seminars and training for teachers and parents on the influence of teenage pregnancy on girls' education. This will equip teachers and parents with skills aimed at mentoring students on responsible behaviour thus reducing teenage pregnancy. The DEO should put in place mechanisms to monitor and evaluate the implementation of sex-education in order to enhance girls' completion rates. This study found that some teachers had no adequate professional qualifications. Therefore, it is recommended that the DEO should ensure that schools in the Educational Sub-Division of Dungu have teachers who hold professional qualifications.

5.4.3 Principals

The principals in collaboration with the District Educational Officer should organise at least twice a year workshops, seminars and training for teachers and parents on the influence of teenage pregnancy on girls' education. Principals should make sure that the course on sex-education is well taught. The study findings showed that in many schools sex-education is not well taught. Therefore, principals should supervise the teaching and learning activities of sex education in their schools so as to ensure that students acquire the intended knowledge and attitudes on sex education.

The findings also showed that secondary school girls are sometimes harassed by male teachers and school boys. Principals should ensure that teachers and students who

sexual harass female students are punished accordingly and ensure that teenage girls have a conducive learning environmental free from sexual abuse. Principals should establish policies on sexual harassment by ensuring that they are understood and followed by students, teachers and other non-teaching staff members.

5.4.4 Teachers

Teachers should teach competently the course on sex-education. They should ensure that the right knowledge, attitudes, and behaviour on students regarding sex education is taught well.. Male teachers should shun sexually harassing female students and instead they should create an enabling environment for female students to learn. Teachers should also ensure that teenage girls are well talk and pass their examination so that they get encouraged to continue with education.

5.4.5 Parents

Parents should be the primary educators of their children on sex-education. Sudy findings showed that they do not teach their children on such matters. They should break the traditional taboos on sexuality toward their children. Forming a partnership with school will serve to strengthen parents' relationship with learners. Parents need to attend workshops on sexuality education, make contributions towards developing the school policy on sexual education, and provide learners with adequate resource material. Parents should also create a good parent-child relationship that favours better communication between them and their children.

5.4.6 Students

Students should avoid following immoral behaviour of their peer and adopt a mature behaviour. They should stop watching pornographic materials from the media, internet and magazines. Because the findings showed that they indulge them into immoral acts. Male students should avoid unpleasant behaviours such as sexually harassing female students.

5.5 Suggestion for Further Research

To shed more light in this area of study, the following recommendations were made for further research:

i. A similar study covering other sub-divisions in DRC should be conducted to find out if findings reached here obtain for the whole country.
ii. A similar study should be carried out to determine the influence of individual factors on teenage pregnancy and girls education completion rates.
iii. Another study can be conducted on the effectiveness of the implementation of sex-education in secondary school in the Educational Sub-Division of Dungu.

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APPENDICES

APPENDIX I: INFORMED CONSENT OF THE PARTICIPANT

The Catholic University of Eastern Africa (CUEA)
Department of Educational Administration and Planning
Faculty of Education P.O. Box 62157-00200
Nairobi, Kenya

Dear Participant,

I am Alinye Bernard, a Masters student at the Catholic University of Eastern Africa (CUEA) specializing in Educational Administration and Planning. As part of the requirement for graduation I am required to do research. This research is a partial fulfillment of the requirements for the award of a Master's degree. I wish to carry out a research on the influence of teenage pregnancy on girls' completion rates in secondary schools of the Educational Sub-Division of Dungu, Democratic Republic of Congo. I would appreciate if you could, therefore, fill out the questionnaire, participate in the interview and allow me to consult some of your school documents.

The information obtained there from the document analysis will be used only for the purpose of the study. The information will be taken respecting confidentiality.

Thank you.

If you are willing to participate Yours Faithfully,

Please sign here…… Fr. Bernard Alinye, OSA

APPENDIX II: QUESTIONNAIRE FOR STUDENTS

The Catholic University of Eastern Africa (CUEA)
Department of Educational Administration and Planning
Faculty of Education P.O. Box 62157-00200
Nairobi, Kenya

Dear Student,

My name is Alinye Bernard, a Masters' student of The Catholic University of Eastern Africa pursuing a Master of Education in the department of Educational Administration and Planning. I am conducting a research on influence of teenage pregnancy on girls' completion rates in secondary schools of the Educational Sub-Division of Dungu, Democratic Republic of Congo.

This research is purely for academic purposes. I kindly request you to cooperate and fill out the questionnaire which seeks your views on this issue. The information that you give shall be treated confidentially and will only be used for academic reasons. I appreciate for taking your time to fill this questionnaire.

Yours Faithfully,

Fr. Bernard Alinye, OSA

Please tick (√) where appropriately

Section A: Demographic Characteristics

1. Age bracket:

    12-15 years [ ]

    16-20 years [ ]

    21-25 years [ ]

2. Type of school:

    Catholic School [ ]

    Protestant school [ ]

    Public School [ ]

    Private [ ]

3. Your Level of study:

    Class 3 [ ]

    Class 4 [ ]

    Class 5 [ ]

    Class 6 [ ]

Section B: Home Factors Influencing Teenage Pregnancy and School Dropout in the Educational Sub-Division of Dungu.

1. (a) The following information are main home factors influencing teenage pregnancies and school dropout among secondary school girls in Dungu. Please tick (√) to indicate your honest opinion the extent you strongly agree, agree etc.

1 = Strongly Disagree, 2 = Disagree, 3= Not Sure, 4 = Agree, 5 = Strongly Agree

Main home factors influencing teenage pregnancies and school dropout among secondary school girls in Dungu	**SD 1**	**D 2**	**NS 3**	**A 4**	**SA 5**
i. Poverty and unemployment of secondary school girls' parents and guardians					
ii. Peer Pressure. Teens engaging in sexual activities in order to be accepted by their group					
iii. Cultural belief that pregnancy before marriage proves fertility					
iv. Lack of role models factors					

(b) Kindly indicate other home factors influencing teenage pregnancies and school dropout among secondary school girls in Dungu Educational Sub-Division

i. ……

ii. ……

iii. ……

Section C: Environmental Factors Influencing Teenage Pregnancy and School Dropout in the Educational Sub-Division of Dungu.

2. (a) The following information are main environmental factors influencing teenage pregnancies and school dropout among secondary school girls in Dungu. Please tick (√) to indicate your honest opinion the extent you strongly agree, agree etc.

1 = Strongly Disagree, 2 = Disagree, 3= Not Sure, 4 = Agree, 5 = Strongly Agree

Main Environmental factors influencing teenage pregnancies among secondary school girls in Dungu	**SD 1**	**D 2**	**NS 3**	**A 4**	**SA 5**
i. Alcohol and drug abuse among secondary school students					
ii. Rape and coercion on secondary school girls					
iii. Mass media influence					
iv. Girls lack of knowledge about sex					

(b) Kindly indicate other environmental factors influencing teenage pregnancies and school dropout among secondary school girls in Dungu Educational Sub-Division

i. ……

ii. ……

iii. ……

Section D: Influence of Teenage Pregnancies on Completion rates of Secondary School Girls

3. (a) The following information are on the influence of teenage pregnancies on secondary school girls' on their completion rate in Dungu. Please tick (√) to indicate your honest opinion the extent you strongly agree, agree etc.

1 = Strongly Disagree, 2 = Disagree, 3= Not Sure, 4 = Agree, 5 = Strongly Agree

The influence of teenage pregnancies on secondary school girls completion rates	**SD** **1**	**D** **2**	**NS** **3**	**A** **4**	**SA** **5**
i. Absenteeism from school					
ii. Poor performance in school work					
iii. Discrimination by other learners					
iv. Negative attitudes of educators					
v. Dropout of school					

(b) Kindly indicate other influence of teenage pregnancies on secondary school girls' completion rates in Dungu Educational Sub-Division

i. ……

ii. ……

iii. ……

Section E: Government Policies to Reduce Teenage Pregnancies and Enhance Completion Rates

4. (a) The following are government policies to reduce teenage pregnancies and enhance completion rates in Dungu. Please tick (√) to indicate your honest opinion the extent you strongly agree, agree etc.

1 = Strongly Disagree, 2 = Disagree, 3= Not Sure, 4 = Agree, 5 = Strongly Agree

Main government policies to reduce teenage pregnancies and enhance completion rates in Dungu	**SD 1**	**D 2**	**NS 3**	**A 4**	**SA 5**
i. Re-entry policy for teen mothers					
ii. School based sex-education programs					
iii. Roles of proper parenting in sex-education					
iv. Peer programs on sex education					
v. Mass media campaign on teenage pregnancy					

b) Kindly indicate other government policies put in place to reduce teenage pregnancies and enhance completion rates in Dungu Educational Sub-Division

i. ……

ii. ……

iii. ……

Section F: Challenges that Face the Mechanisms and Strategies in Place to Deal with Teenage Pregnancies.

5. (a) The following are challenges that face the mechanisms and strategies in place to deal with teenage pregnancies in Dungu. Please tick (√) to indicate your honest opinion the extent you strongly agree, agree etc.

1 = Strongly Disagree, 2 = Disagree, 3= Not Sure, 4 = Agree, 5 = Strongly Agree

Challenges that face the mechanisms and strategies in place to deal with teenage pregnancies in Dungu	**SD 1**	**D 2**	**NS 3**	**A 4**	**SA 5**
i. Perpetrators of teen pregnancies are unpunished					
ii. A lot of corruption					
iii. Lack of books and resources on sexual education					
iv. Incompetent educators					
v. Lack of boarding secondary school for girls in the Educational Sub-Division of Dungu					

(b) Kindly indicate other challenges that face the mechanisms and strategies in place to deal with teenage pregnancies in Dungu Educational Sub-Division

i. ……

ii. ……

iii. ……

Section G: Strategies can be put in Place to curb girls' Pregnancies to enhance their Retention in School

6. (a) The following are the main strategies can be put in place to curb girls' pregnancies to enhance their retention in school in Dungu. Please tick (√) to indicate your honest opinion the extent you strongly agree, agree etc.

1 = Strongly Disagree, 2 = Disagree, 3= Not Sure, 4 = Agree, 5 = Strongly Agree

Main strategies can be put in place to curb girls pregnancies to enhance their retention in school	**SD 1**	**D 2**	**NS 3**	**A 4**	**SA 5**
i. Rules and law enforcement					
ii. Increased public awareness					
iii. Teenage mentoring					
iv. Community development and economic empowerment					
v. Stake holders capacity building					
vi. Boarding school for girls					

(b) Kindly indicate other main strategies can be put in place to curb girls' pregnancies to enhance their retention in school in Dungu Educational Sub-Division

i. ……

ii. ……

iii. ……

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

The Catholic University of Eastern Africa (CUEA)
Department of Educational Administration and Planning
Faculty of Education P.O. Box 62157-00200
Nairobi, Kenya

Dear Teacher,

My name is Alinye Bernard, a Masters' student of The Catholic University of Eastern Africa pursuing a Master of Education in the department of Educational Administration and Planning. I am conducting a research on influence of teenage pregnancy on girls' completion rates in secondary schools of the Educational Sub-Division of Dungu, Democratic Republic of Congo.

This research is purely for academic purposes. I kindly request you to cooperate and fill out the questionnaire which seeks your views on this issue. The information that you give shall be treated confidentially and will only be used for academic reasons. I appreciate for taking your time to fill this questionnaire.

Yours Faithfully,

Fr. Bernard Alinye, OSA

Please tick (√) where appropriately

Section A: Background Information

1. Gender:

   Male [ ]

   Female [ ]

2. Age Bracket:

   20-30 Years [ ]

   31-40 years [ ]

   41-50 years [ ]

   Above 50 years [ ]

3. Level of education:

   D6 [ ]

   G3 [ ]

   L2 [ ]

4. Indicate the type of school you are in:

   Public [ ]

   Private [ ]

   Catholic [ ]

   Protestant [ ]

5. Number of years of work experience:

0-5 [ ]

6-10 [ ]

11-15 [ ]

16 above [ ]

Section B: Home Factors Influencing Teenage Pregnancy and School Dropout in the Educational Sub-Division of Dungu.

7. (a) The following information are main home factors influencing teenage pregnancies and school dropout among secondary school girls in Dungu. Please tick (√) to indicate your honest opinion the extent you strongly agree, agree etc.

1 = Strongly Disagree, 2 = Disagree, 3= Not Sure, 4 = Agree, 5 = Strongly Agree

Main home factors influencing teenage pregnancies and school dropout among secondary school girls in Dungu	**SD 1**	**D 2**	**NS 3**	**A 4**	**SA 5**
i. Poverty and unemployment of secondary school girls' parents and guardians					
ii. Peer Pressure. Teens engaging in sexual activities in order to be accepted by their group					
iii. Cultural belief that pregnancy before marriage proves fertility					
iv. Lack of role models factors					

(a) Kindly indicate other home factors influencing teenage pregnancies and school dropout among secondary school girls in Dungu Educational Sub-Division

i. ……

ii. ……

iii. ……

Section C: Environmental Factors Influencing Teenage Pregnancy and School Dropout in the Educational Sub-Division of Dungu.

8. (a) The following information are main environmental factors influencing teenage pregnancies and school dropout among secondary school girls in Dungu. Please tick (√) to indicate your honest opinion the extent you strongly agree, agree etc.

1 = Strongly Disagree, 2 = Disagree, 3= Not Sure, 4 = Agree, 5 = Strongly Agree

Main Environmental factors influencing teenage pregnancies among secondary school girls in Dungu	**SD 1**	**D 2**	**NS 3**	**A 4**	**SA 5**
i. Alcohol and drug abuse among secondary school students					
ii. Rape and coercion on secondary school girls					
iii. Mass media influence					
iv. Girls lack of knowledge about sex					

(b)Kindly indicate other environmental factors influencing teenage pregnancies and school dropout among secondary school girls in Dungu Educational Sub-Division

i. ……

ii. ……

iii. ……

Section D: Influence of Teenage Pregnancies on Completion Rates of Secondary School Girls

9. (a) The following information are on the influence of teenage pregnancies on secondary school girls' on their completion rate in Dungu. Please tick (√) to indicate your honest opinion the extent you strongly agree, agree etc.

1 = Strongly Disagree, 2 = Disagree, 3= Not Sure, 4 = Agree, 5 = Strongly Agree

The influence of teenage pregnancies on secondary school girls completion rates	**SD 1**	**D 2**	**NS 3**	**A 4**	**SA 5**
i. Absenteeism from school					
ii. Poor performance in school work					
iii. Discrimination by other learners					
iv. Negative attitudes of educators					
v. Dropout of school					

(b)Kindly indicate other influence of teenage pregnancies on secondary school girls completion rates in Dungu Educational Sub-Division

i. ……

ii. ……

iii. ……

Section E: Government Policies to Reduce Teenage Pregnancies and Enhance Completion Rates

10. (a) The following are government policies to reduce teenage pregnancies and enhance completion rates in Dungu. Please tick (√) to indicate your honest opinion the extent you strongly agree, agree etc.

1 = Strongly Disagree, 2 = Disagree, 3= Not Sure, 4 = Agree, 5 = Strongly Agree

Main government policies to reduce teenage pregnancies and enhance completion rates in Dungu	**SD 1**	**D 2**	**NS 3**	**A 4**	**SA 5**
i. Re-entry policy for teen mothers					
ii. School based sex-education programs					
iii. Roles of proper parenting in sex-education					
iv. Peer programs on sex education					
v. Mass media campaign on teenage pregnancy					

(b)Kindly indicate other government policies put in place to reduce teenage pregnancies and enhance completion rates in Dungu Educational Sub-Division

i. ……

ii. ……

iii. ……

Section F: Challenges that Face the Mechanisms and Strategies in Place to Deal with Teenage Pregnancies.

11. (a) The following are challenges that face the mechanisms and strategies in place to deal with teenage pregnancies in Dungu. Please tick (√) to indicate your honest opinion the extent you strongly agree, agree etc.

1 = Strongly Disagree, 2 = Disagree, 3= Not Sure, 4 = Agree, 5 = Strongly Agree

Challenges that face the mechanisms and strategies in place to deal with teenage pregnancies in Dungu	**SD 1**	**D 2**	**NS 3**	**A 4**	**SA 5**
i. Perpetrators of teen pregnancies are unpunished					
ii. A lot of corruption (perpetrators bribe the court to drop the case of teenage pregnancy)					
iii. Lack of books and resources on sexual education					
iv. Incompetent educators					
v. Lack of boarding secondary school for girls in the Educational Sub-Division of Dungu					

(b)Kindly indicate other challenges that face the mechanisms and strategies in place to deal with teenage pregnancies in Dungu Educational Sub-Division

i. ……

ii. ……

iii. ……

Section G: Strategies can be put in Place to Curb Girls' Pregnancies to enhance their Retention in School

12. (a) The following are the main strategies can be put in place to curb girls' pregnancies to enhance their retention in school in Dungu. Please tick (√) to indicate your honest opinion the extent you strongly agree, agree etc.

1 = Strongly Disagree, 2 = Disagree, 3= Not Sure, 4 = Agree, 5 = Strongly Agree

Main strategies can be put in place to curb girls pregnancies to enhance their retention in school	**SD 1**	**D 2**	**NS 3**	**A 4**	**SA 5**
i. Rules and law enforcement					
ii. Increased public awareness					
iii. Teenage mentoring					
iv. Community development and economic empowerment					
v. Stake holders capacity building					
vi. Boarding school for girls					

(b)Kindly indicate other main strategies can be put in place to curb girls' pregnancies to enhance their retention in school in Dungu Educational Sub-Division

i. ……

ii. ……

iii. ……

APPENDIX IV: INTERVIEW GUIDE FOR TEEN MOTHERS

Please tick (√) where appropriately

Section A: Background Information

1. Age Bracket:

13-15 Years	[ ]
16-18 years	[ ]
19-21 years	[ ]
22 above	[ ]

2. Became pregnant at the age of:

13	[ ]
14	[ ]
15	[ ]
16	[ ]
17	[ ]
18	[ ]
19 above	[ ]

3. Dropout school at:

Class 1	[ ]
Class 2	[ ]
Class 3	[ ]
Class 4	[ ]
Class 5	[ ]
Class 6	[ ]

Section B: Factors related to teenage pregnancies, their influence on the completion rates, policies put in place to curb teenage pregnancy and challenges that face these policies.

4. Home factors influencing teenage pregnancy and school dropout

What are the home factors influence teenage pregnancy and school dropout? (Probe for Poverty and unemployment of secondary school girls' parents and guardians, peer pressure. Teens engaging in sexual activities in order to be accepted by their group, cultural belief that pregnancy before marriage proves fertility and lack of role models in the family).

i. ……

ii. ……

iii. ……

5. Environmental factors influencing teenage pregnancy and school dropout

What are environmental factors that influence teenage pregnancy and school dropout? (Probe for alcohol and drug abuse among secondary school students, rape and coercion on secondary school girls, negative influence of mass media and girls lack of knowledge about sex).

i. ……

ii. ……

iii. ……

6. Influence of teenage pregnancy on secondary school girls completion rates

How does teenage pregnancy influence girls' completion rates in secondary schools? (Probe for absenteeism from class, poor performance in school work, discrimination by other learners, negative attitude of some educators and dropout of school).

i. ……

ii. ……

iii. ……

7. Government policies to reduce teenage pregnancy and enhance completion rates

Which policies have been put in place by the government to reduce teenage pregnancy and enhance girls' completion rates in Congo? (Probe for re-entry policies for teen mothers, school based sex-education programs, roles of proper parenting in sex-education, peer programs on sex-education and mass media campaign on teenage pregnancy).

i. ……

ii. ……

iii. ……

8. Challenges that face the mechanisms in place to deal with teenage pregnancy

What are the challenges that face the policies that are in place to address the issue of teenage pregnancies among girls in the secondary schools? (Probe for perpetrators of teen pregnancies are unpunished, a lot of corruption, lack of books and resources on sexual education, incompetent educators and lack of boarding secondary schools for girls).

i. ……

ii. ……

iii. ……

9. Strategies to curb teenage pregnancy and enhance girls' retention in school

What strategies can be put in place to curb girls' pregnancies and to enhance their retention in school? (Probe for rules and law enforcement, increased public awareness on sex-education, teenage mentoring, community development and economic empowerment, stakeholders' capacity building, boarding school for girls).

i. ……

ii. ……

iii. ……

APPENDIX V: INTERVIEW GUIDE FOR PARENTS OR GUARDIANS

Please tick (√) where appropriately

Section A: Background Information

1. Age Bracket:

30-40 Years	[ ]
41-50 years	[ ]
51-60 years	[ ]
61 above	[ ]

2. Your girl dropout school at:

Class 1	[ ]
Class 2	[ ]
Class 3	[ ]
Class 4	[ ]
Class 5	[ ]
Class 6	[ ]

Section B: Factors related to teenage pregnancies, their influence on the completion rates, policies put in place to curb teenage pregnancy and challenges that face these policies.

3. Home factors influencing teenage pregnancy and school dropout

What are the home factors influence teenage pregnancy and school dropout? (Probe for Poverty and unemployment of secondary school girls' parents and guardians, peer pressure. Teens engaging in sexual activities in order to be accepted by their group,

cultural belief that pregnancy before marriage proves fertility and lack of role models in the family).

i. ……

ii. ……

iii. ……

4. Environmental factors influencing teenage pregnancy and school dropout

What are environmental factors that influence teenage pregnancy and school dropout? (Probe for alcohol and drug abuse among secondary school students, rape and coercion on secondary school girls, negative influence of mass media and girls lack of knowledge about sex).

i. ……

ii. ……

iii. ……

5. Influence of teenage pregnancy on secondary school girls completion rates

How does teenage pregnancy influence girls' completion rates in secondary schools? (Probe for absenteeism from class, poor performance in school work, discrimination by other learners, negative attitude of some educators and dropout of school).

i. ……

ii. ……

iii. ……

6. Government policies to reduce teenage pregnancy and enhance completion rates

Which policies have been put in place by the government to reduce teenage pregnancy and enhance girls' completion rates in Congo? (Probe for re-entry policies for teen mothers, school based sex-education programs, roles of proper parenting in sex-education, peer programs on sex-education and mass media campaign on teenage pregnancy).

i. ……

ii. ……

iii. ……

7. Challenges that face the mechanisms in place to deal with teenage pregnancy

What are the challenges that face the policies that are in place to address the issue of teenage pregnancies among girls in the secondary schools? (Probe for perpetrators of teen pregnancies are unpunished, a lot of corruption, lack of books and resources on sexual education, incompetent educators and lack of boarding secondary schools for girls).

i. ……

ii. ……

iii. ……

8. Strategies to curb teenage pregnancy and enhance girls' retention in school

What strategies can be put in place to curb girls' pregnancies and to enhance their retention in school? (Probe for rules and law enforcement, increased public awareness on sex-education, teenage mentoring, community development and economic empowerment, stakeholders' capacity building, boarding school for girls).

i. ……

ii. ……

iii. ……

APPENDIX VI: INTERVIEW GUIDE FOR HEAD TEACHER

Please tick (√) where appropriately

Section A: Background Information

1. Gender:

   Male [ ]

   Female [ ]

2. Age Bracket:

   20-30 Years [ ]

   31-40 years [ ]

   41-50 years [ ]

   Above 50 years [ ]

3. Level of education:

   Diploma (D6) [ ]

   Bachelor (G3) [ ]

   Masters (L2) [ ]

4. Indicate the type of school you are in:

   Public [ ]

   Private [ ]

   Catholic [ ]

   Protestant [ ]

5. Number of years of work experience:

0-5	[ ]
6-10	[ ]
11-15	[ ]
16 above	[ ]

Section B: Factors related to teenage pregnancies, their influence on the completion rates, policies put in place to curb teenage pregnancy and challenges that face these policies.

6. Home factors influencing teenage pregnancy and school dropout

What are the home factors influence teenage pregnancy and school dropout? (Probe for Poverty and unemployment of secondary school girls' parents and guardians, peer pressure. Teens engaging in sexual activities in order to be accepted by their group, cultural belief that pregnancy before marriage proves fertility and lack of role models in the family).

i. ……

ii. ……

iii. ……

7. Environmental factors influencing teenage pregnancy and school dropout

What are environmental factors that influence teenage pregnancy and school dropout? (Probe for alcohol and drug abuse among secondary school students, rape and coercion on secondary school girls, negative influence of mass media and girls lack of knowledge about sex).

i. ……

ii. ……

iii. ……

8. Influence of teenage pregnancy on secondary school girls completion rates

How does teenage pregnancy influence girls' completion rates in secondary schools? (Probe for absenteeism from class, poor performance in school work, discrimination by other learners, negative attitude of some educators and dropout of school).

i. ……

ii. ……

iii. ……

9. Government policies to reduce teenage pregnancy and enhance completion rates

Which policies have been put in place by the government to reduce teenage pregnancy and enhance girls' completion rates in Congo? (Probe for re-entry policies for teen mothers, school based sex-education programs, roles of proper parenting in sex-education, peer programs on sex-education and mass media campaign on teenage pregnancy).

i. ……

ii. ……

iii. ……

10. Challenges that face the mechanisms in place to deal with teenage pregnancy

What are the challenges that face the policies that are in place to address the issue of teenage pregnancies among girls in the secondary schools? (Probe for perpetrators of teen pregnancies are unpunished, a lot of corruption, lack of books and resources on sexual education, incompetent educators and lack of boarding secondary schools for girls).

i. ……

ii. ……

iii. ……

11. Strategies to curb teenage pregnancy and enhance girls' retention in school

What strategies can be put in place to curb girls' pregnancies and to enhance their retention in school? (Probe for rules and law enforcement, increased public awareness on sex-education, teenage mentoring, community development and economic empowerment, stakeholders' capacity building, boarding school for girls).

i. ……

ii. ……

APPENDIX VII: INTERVIEW GUIDE FOR CHAPLAIN

Please tick (√) where appropriately

Section A: Background Information

1. Gender:

   Male [ ]

   Female [ ]

2. Age Bracket:

   20-30 Years [ ]

   31-40 years [ ]

   41-50 years [ ]

   Above 50 years [ ]

3. Level of education:

   Diploma (D6) [ ]

   Bachelor (G3) [ ]

   Masters (L2) [ ]

4. Indicate the type of school you are in:

   Public [ ]

   Private [ ]

   Catholic [ ]

   Protestant [ ]

5. Number of years of work experience:

0-5	[ ]
6-10	[ ]
11-15	[ ]
16 above	[ ]

Section B: Factors related to teenage pregnancies, their influence on the completion rates, policies put in place to curb teenage pregnancy and challenges that face these policies.

6. Home factors influencing teenage pregnancy and school dropout

What are the home factors influence teenage pregnancy and school dropout? (Probe for Poverty and unemployment of secondary school girls' parents and guardians, peer pressure. Teens engaging in sexual activities in order to be accepted by their group, cultural belief that pregnancy before marriage proves fertility and lack of role models in the family).

i. ……

ii. ……

iii. ……

7. Environmental factors influencing teenage pregnancy and school dropout

What are environmental factors that influence teenage pregnancy and school dropout? (Probe for alcohol and drug abuse among secondary school students, rape and coercion on secondary school girls, negative influence of mass media and girls lack of knowledge about sex).

i. ……

ii. ……

iii. ……

8. Influence of teenage pregnancy on secondary school girls completion rates

How does teenage pregnancy influence girls' completion rates in secondary schools? (Probe for absenteeism from class, poor performance in school work, discrimination by other learners, negative attitude of some educators and dropout of school).

i. ……

ii. ……

iii. ……

9. Government policies to reduce teenage pregnancy and enhance completion rates

Which policies have been put in place by the government to reduce teenage pregnancy and enhance girls' completion rates in Congo? (Probe for re-entry policies for teen mothers, school based sex-education programs, roles of proper parenting in sex-education, peer programs on sex-education and mass media campaign on teenage pregnancy).

i. ……

ii. ……

iii. ……

10. Challenges that face the mechanisms in place to deal with teenage pregnancy

What are the challenges that face the policies that are in place to address the issue of teenage pregnancies among girls in the secondary schools? (Probe for perpetrators of teen pregnancies are unpunished, a lot of corruption, lack of books and resources on sexual education, incompetent educators and lack of boarding secondary schools for girls).

i. ……

ii. ……

iii. ……

11. Strategies to curb teenage pregnancy and enhance girls' retention in school

What strategies can be put in place to curb girls' pregnancies and to enhance their retention in school? (Probe for rules and law enforcement, increased public awareness on sex-education, teenage mentoring, community development and economic empowerment, stakeholders' capacity building, boarding school for girls).

i. ……

ii. ……

APPENDIX VIII: DOCUMENT ANALYSIS GUIDE

Section A: Completion Rates

Classes	2012-2013	2013-2014	2014-2015	2015-2016	Completion rates
Class 3					
Class 4					
Class 5					
Class 6					

Section B: Other Information

Name of School			
School Type			
School size	Small	Medium	Large
Date of Interview			
Students Register			
PTA and BOM Meeting			
Annual Reports			
Government-issued documents			
Remarks			

APPENDIX IX: CRONBACH'S ALPHA

Cronbach's Alpha Test for Home Factors

Home Factors	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha
Poverty of parents and guardians	36.01	22.055	0.453	0.711
Peer pressure	37.23	22.932	0.033	0.714
Cultural belief before	36.19	23.756	0.169	0.695
Lack of role models	28.64	10.541	0.355	0.696
Overall Cronbach's Alpha				**0.704**

Cronbach's Alpha Test for Environmental Factors

Environmental Factors	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha
Alcohol and drug abuse	28.81	11.8	0.165	0.702
Rape and coercion	29.06	9.797	0.247	0.691
Mass media influence	28.91	11.457	0.161	0.700
Girls' lack of knowledge about sex	28.83	10.829	0.249	0.712
Overall Cronbach's Alpha				**0.701**

Cronbach Alpha Test for Influence of Teenage Pregnancies on Completion Rates

Teenage pregnancies on completion rates	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha
Absenteeism from school	44.38	35.239	0.319	0.710
Poor performance in school	44.1	38.161	0.349	0.722
Discrimination by other learners	44.1	36.503	0.424	0.691
Negative attitudes of educators	45.81	42.762	0.151	0.698
Dropout of school	27.02	20.897	0.601	0.699
Overall Cronbach's Alpha				**0.704**

Reliability Analysis for Government Policies

Government policies	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha
Re-entry policy for teenage mothers	26.9	25.853	0.198	0.703
School based sex-education programs	27.03	20.902	0.626	0.701
Roles of proper parenting in sex education	28.03	26.123	-0.012	0.703
Peer programs on sex education	27.16	20.551	0.627	0.694
Mass media campaign on teenage pregnancy	28.64	10.541	0.355	0.699
Overall Cronbach's Alpha				**0.700**

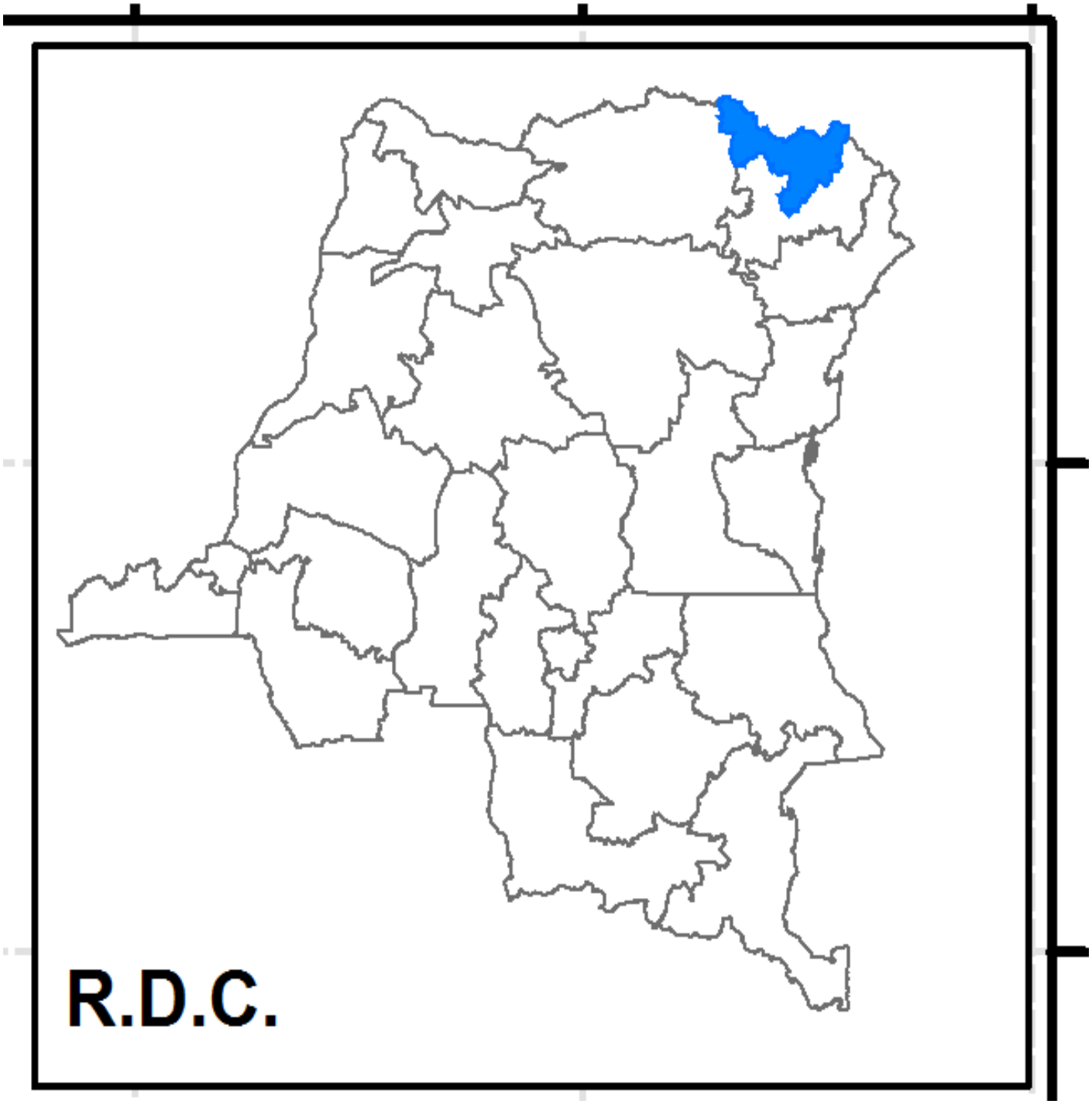
Cronbach's Alpha Test for Challenges Faced by Mechanisms and Strategies in Place to Deal with Teenage Pregnancies

Challenges	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha
Perpetrators of teen pregnancies are unpunished	28.81	11.8	0.165	0.701
A lot of corruption	29.06	9.797	0.247	0.704
Lack of books and resources on sexual education	28.91	11.457	0.161	0.702
Incompetent educators	28.83	10.829	0.249	0.701
Lack of boarding secondary school for girls	27.16	20.551	0.627	0.694
Overall Cronbach's Alpha				**0.703**

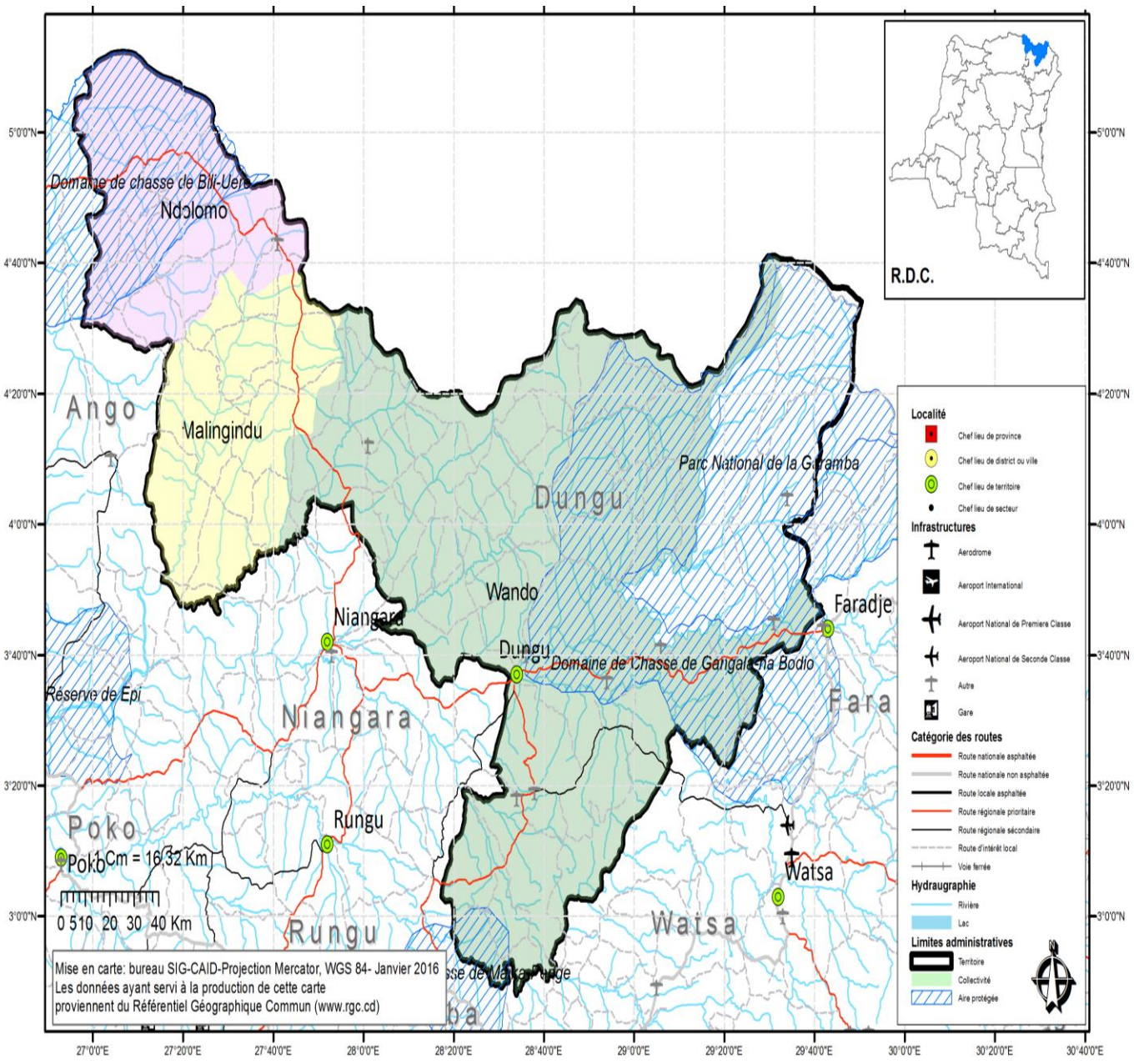
Crobach's Alpha Test for Strategies to Curb Girls Pregnancies

Strategies	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha
Rules and law enforcement	27.03	20.902	0.626	0.704
Increased public awareness	28.03	26.123	-0.012	0.690
Teenage monitoring	28.81	11.357	0.162	0.702
Community development and economic empowerment	28.83	10.829	0.249	0.702
Stakeholders capacity building	29.16	9.996	0.273	0.701
Boarding school for girls	28.81	11.8	0.165	0.701
Overall Cronbach's Alpha				**0.700**

APPENDIX X: MAP OF DEMOCRATIC REPUBLIC OF CONGO
Retrieved from Google Map, 2017



APPENDIX XI: MAP OF DUNGU DISTRICT



Retrieved from Google Map, 2017

APPENDIX XII: RESEARCH PERMIT FROM CUEA

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Postgraduate Studies in Education

CUEA/DVC-ACAD/FOE/PGSE/Research/002/Feb 2017

Date: 7th February, 2017

SOUS-PROVED DUNGU
PROVINCE DU HAUT-UELE
DISTRICT DE DUNGU
B. P. 20 DUNGU
REPUBLIQUE DEMOCRATIQUE DU CONGO

Dear Sir/Madam,

RE: ALINYE MBOLIHUNDALANI BERNARD REG. NO. MED/1026743

I am writing to introduce to you **Alinye Mbolihundalani Bernard** who is a final year Masters of Education Degree student with specialization in Educational Administration and Planning at The Catholic University of Eastern Africa, Nairobi – Kenya, and to request you to assist him to accomplish his academic research requirements.

Bernard has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/thesis submitted during the final year of studies.

Accordingly, Bernard's research proposal has been approved. He will conduct research on the following topic:

"Influence of Teenage Pregnancy on Girls Completion Rate in Secondary Schools in the Educational Sub-Division of Dungu, Democratic Republic of Congo".

Thanking you in advance for any assistance you give to Bernard.

Sincerely,

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
DEPARTMENT OF POSTGRADUATE STUDIES IN EDUCATION
07 FEB 2017
P. O. Box 62157 - 00200 NAIROBI

Dr. Marcella Momanyi
Head of Department
Postgraduate Studies in Education

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: pgse@cuea.edu, Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)

APPENDIX XIII: RESEARCH PERMIT FROM CONGOLESE GOVERNMENT

REPUBLIQUE DEMOCRATIQUE DU CONGO

MINISTERE DE L'ENSEIGNEMENT PRIMAIRE, SECONDAIRE ET PROFESSIONNEL
SOUS-DIVISION DE L'EPSP DE DUNGU

Dungu, le 15/02/2017.

N° MINEPSP/SP/DGU/800/0/62 /2017.

TRANSMIS COPIE POUR INFORMATION À :

- Au Père ALINYE MBOLIHUNDALANI BERNARD, Étudiant à l'Université Catholique EST-AFRIQUE, Nairobi – Kenya.

OBJET : ***Recommandation de ALINYE MBOLIHUNDALANI BERNARD, Étudiant à l'Université Catholique Est-Afrique Nairobi-Kenya***
Accusé de réception

A la Révérende Sœur Docteur Marcella Momanyi, Chef de Département Postgraduate Studies in Education, Université Catholique de l'Est-Afrique Nairobi-Kenya

Madame,

C'est avec une grande joie que j'accuse réception ce 15 Février 2017 de votre lettre N°CUEADVC-ACAD/PGSE/Research/002/Feb 2017 du 7 Février 2017, demandant que je facilite la tâche à l'étudiant ALINYE MBOLIHUNDALANI BERNARD, afin qu'il fasse ses recherches scientifiques dans quelques écoles secondaires de la Sous-Division de l'Enseignement Primaire, Secondaire et Professionnel de Dungu et je vous en remercie.

En effet, j'ose croire que ses recherches porteront de très beaux fruits afin qu'il termine dans la beauté ses études supérieures en science de l'éducation dans l'Université Catholique Est-Afrique Nairobi-Kenya.

Veuillez recevoir l'expression de mes sentiments patriotiques.

Le Chef de la Sous-Division de l'Enseignement Primaire, Secondaire et Professionnel de Dungu, a.i.

REPUBLIQUE DEMOCRATIQUE DU CONGO – MINISTERE DE L'ENSEIGNEMENT PRIM. SEC. & EDUCATION NAT. – PROVINCE DU HAUT-UELE – SOUS-DIVISION DE DUNGU B.P. 50 DUNGU – INITIATION A LA NOUVELLE CITOYENNETE – PROVINCE DU HAUT-UELE

François INIKWO KELEKULU
CHEF DE DIVISION

Tél. (+243)812122517
E-mail : Franciinikwo@gmail.com