

**GIRL CHILD EDUCATION IN RURAL ZAMBIA:
ASSESSMENT OF FACTORS CONTRIBUTING
TO INCREASED RATE OF PREGNANCIES AMONG PUPILS
IN SELECETED PRIMARY SCHOOLS IN MASAITI DISTRICT**

**BY
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**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN PARTIAL
FULLFULMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE
OF MASTER OF SCIENCE IN COUNSELING**

**UNIVERSITY OF ZAMBIA/ZIMBABWE OPEN UNIVERSITY
2017**

DECLARATION

I, Wilfred Chilala, hereby declare that the work presented herein is original work done by me and has not been published or submitted elsewhere for the requirement of a degree programme. Any literature date or work done by other and cited within this thesis has given due acknowledgement and listed in the reference section.

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DEDICATION

I dedicate this piece of research work to my dear wife Francisca and our three children, Wilfred (Junior), Daniel and Nchimunya.

The above supported me during the period of my research work by providing a conducive environment for me to work without disturbances. They too gave me encouragements to carry out my work.

May God bless you.

CERTIFICATE OF APPROVAL

This dissertation by **Wilfred Chilala** is approved as partial fulfilment of the requirements for the award of the Degree of Master of Science in Counselling by the University of Zambia in collaboration with Zimbabwe Open University.

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ACKNOWLEDGEMENT

First and foremost, I wish to express my sincere heartfelt thanks to Dr. J. Mandyata as my research project supervisor for his tireless, fathering and motivating guidance and assistance rendered to me during my research. Doctor, I also acknowledge and appreciate your input and support rendered to me as the UNZA-ZOU Postgraduate Programme Coordinator as well as a lecturer during the entire course. May God bless you.

Secondly, I wish to acknowledge and appreciate the Senate of the University of Zambia in collaboration with the Zimbabwe Open University for having accorded me the opportunity to undertake the degree (Master of Science in Counseling) studies with the institution. Appreciation goes to the Institute of Distance Education and its staff for the support rendered during my study period. Particular appreciation goes to Professor B. Namangala – the Director Institute of Distance Education; Dr. D. Ndhlovu – the assistant Director responsible for Postgraduate students as well as my lecturer; and UNZA-ZOU lecturers (Mrs. M.H. Ntabo and Mrs. Gondwe G.C) and administrative staff for the support and guidance provided during my studies.

Lastly but not the least, I also wish to thank the District Education Board for Masaiti, Copperbelt, Zambia for enabling me conduct my research work with support and freely. Appreciation goes to Schools that were involved in investigations.

To all, I say may the good Lord God bless you.

ABSTRACT

The study attempted to assess the girl child education and factors that have led to continued pregnancies among school girls in the rural district of Masaiti, on the Copperbelt province in Zambia. The study focused on ascertaining possible causes or factors; investigating available units or programmes promoting girl child education in schools; and to what extent parents were involved in mitigating factors that have led to continued prevalence of pregnancies among school girls. This was despite efforts put by government and Non- Governmental organisations to combat the scourge. Schools that had recorded remarkable rates of pregnancies in the recent past were identified and participants were purposely selected to help out with investigations. A total population sample of 115 participated in the study. The study mainly deployed qualitative method of data collection although quantitative method was also deployed to yield empirical data to compliment the qualitative data. Literature review from Annual School Bulletins and other sources was collected and evaluated against the study findings gathered through questionnaires, interview schedules and focus group discussions.

The results of the research were associated with the assertion made. The association and conclusions were made, and thus the results obtained from the research were satisfying the assertion. The pregnancy prevalence was evident from the statistical reports both from DEB office and schools. Being a rural district with poor socio-economic situation, many pupils especially girls had been left vulnerable as they sought school requisites because parents were not able to provide. Boys and men who came in to help these girls did it at a cost – sexual demand. Other factors that had led to continued pregnancies among school girls included: long distance to school, influence of peer pressure, lack of role models, non-involvement of parents in sex education with their children and the ineffective provision of guidance and counselling. Some cultural and traditional practices had too contributed to continued pregnancies. Therefore, input from the government in terms of building more schools, formalizing the position of guidance and counselling, providing free education from early childhood to grade 12 and applying stiff punitive actions to males who impregnate school girls would help reduce or remove completely this negative scourge. Parental involvement and sensitization on the importance of school needed to be strengthened and ongoing.

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ABBREVIATIONS

AGEP	: Adolescent Gils’ Education Programme
AIDS	: Acquired Immuno-Deficiency Syndrome
ASC	: Annual School Census
CAMFED	: Campaign for Female Education
CDC	: Community Development Centre
CIDA	: Canadian International Development Agency
CSE	: Comprehensive Sexuality Education
DEB	: District Education Board
DGC	: District Guidance Coordinator
DFID	: Department for International Development
ESB	: Educational Statistical Bulletin
FAWEZA	: Forum for Advancement of Women Educationist in Zambia
HIV	: Human Immune-Virus
MESVTEE	: Ministry of Education Science Vocational Training and Early Education
MDG	: Millennium Development Goals
MOE	: Ministry of Education
NGO	: Non-Governmental Organization
NORAD	: Norwegian Agency for Department
PAGE	: Programme for Advancement f Girl Education
PPAZ	: Planned Parenthood association of Zambia
PTA	: Parents Teachers Association
SAFE	: Students Alliance for Female Education
SEO-G/A	: Senior Education Officer- Guidance and Administration
SPSS	: Statistical Programme for Social sciences
SRH	: Sexual Reproductive Health
UNDP	: United Nations Development Programme
UNICEF	: United Nations International Children’s Emergency Fund

CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter gave a background on efforts made by different stakeholders to combat the scourge of girls falling out of school due to pregnancies. The chapter covered the purpose of the study, objectives and its significance to beneficiaries. It also highlighted the scope of the study.

1.1 Background

While there had been remarkable strides in achieving universal access to education, recent reports of teenage pregnancies in schools raised questions on the sustainability of educating every girl child. The incidence of teenage pregnancies had been identified as a serious and growing problem in the world especially in the poorer nations (UNDP, 2003). Teenage pregnancies were a major challenge to fight against illiteracy, gender equity in education and progression rate of the girl child in the education system worldwide. Additionally, by limiting literacy and other benefits of education for girls, teenage pregnancy could have a negative impact on female opportunities for economic success and political participation (Sifuniso, 2008).

Various education policies had been adopted and implemented since 2000 when Zambia joined the rest of the world in committing to Millennium Development Goals (MDGs) to achieve universal education. The results had been tremendous and the country had been determined to ensuring that every child including the girl child had access to primary education.

The girl-education campaign in Zambia started about 1996, soon after the Fourth World Conference on Women held in Beijing in 1995. After the World Declaration on Education For All in 1990, Zambia joined the international community to make a commitment to achieve universal primary education, to eliminate gender disparities in primary and secondary education to attain gender equality at all levels by 2000. In pursuit to the promotion of girls' access to education in relation to their male counterparts, the Ministry of Education (MoE, 2004) formulated and put in place a number of policies and programs. One of them was a girls' education initiative locally known as "Programme for Advancement of Girls' Education – PAGE)". The programme was a Ministry of Education initiative supported by UNICEF, CIDA and NORAD.

PAGE was piloted in Lusaka and eastern province until 1998 when it was scaled up to all the nine province of Zambia by then. Among PAGE's immediate objectives were the following:

- Promote and create public awareness of the importance of girls' education and empowerment at national level, within the framework of the Education For All programs and Convention on the rights of the child
- Support the Ministry of Education to monitor and analyse data on girls' education and
- Implement specific interventions that directly impact on access, retention and achievement of girls in selected schools (MoE 2004)Another strategy which was aimed at promoting the girl-education in Zambia was the re-entry or re-admission policy. This policy required school girls who fell pregnant to return to school after they had delivered their babies. The policy also demanded the sending away of a boy and girl from school to nurse the expected baby. This policy became operational in September 1997.

The 50-50 Enrolment policy was one other strategy introduced to promote girl-education in Zambia. Historically, the colonial government adopted policies tended to favor males to the exclusion of females. Muyakwa (2002) describes how discriminatory the colonial education system was: "the initial integration strategy was to enable women learn how to be better mothers and wives, and therefore, tended to concentrate on the home economics and social etiquette training. In many, especially rural household, the limited educational resources are made available for boys' education. The rationale being that the girls would eventually be married off and the husbands would look after them". The 50-50 Enrolment policy therefore aimed at providing equal access to education for both males and females.

There had been another remarkable strategy to promote girl-education in Zambia by the Non-Governmental Organization (NGO) called CAMFED. Campaign For Female Education (CAMFED had since 1993 been investing in girl education and women through the provision of basic necessities such as shoes or school supplies that children especially in rural areas need to go to school. To improve access to education, CAMFED uses a long term holistic model through their developments, i.e:

- In childhood, by supporting children to complete primary school
- Through adolescence, by supplying girls through secondary schools

- In post school years, with economic training and further education and
- Onto leadership, as role models, activities and philanthropist. (Impact Report, 2010)

Working through a community-based model, CAMFED has supported girl child through material and financial resources. It believes a safe and supportive learning environment is a non-negotiable tenet of education. Therefore, CAMFED has provided also protection to the vulnerable girls to dangers including early marriages, HIV/AIDS and sexual exploitation.

The Forum for African Women Educationists in Zambia (FAWEZA) was one other NGO that had strived to promote girl-education in Zambia. After observing that the girl-child was discriminated from the earliest stages of life, through childhood into adulthood, in terms of access to education, poor performance, early drop-out and low enrolment among females, (FAWE,1996) it embarked on empowering and promoting girl –education through the provision of sponsorship especially to girls financially and materially. Much strides provided by FAWEZA have been noticed to date.

However, the country seemed to be taken aback with the continuous reports of girls between the ages of 15 and 19 who were either pregnant or had had their first child already. Parenthood Association of Zambia (PPAZ) submitted to a Parliamentary Committee on Youth and Sports, Zambia recorded 17,600 teenage pregnancies (Times of Zambia Newspaper, 2014) which was significantly high as compared to countries in the region. One district on the Copperbelt that had recorded an increased rate of pregnancies among school girls was Masaiti. Factors, however that might have led to increased pregnancies among primary school girls in Masaiti have not been fully explored and documented hence the present study.

1.2 Statement of the problem

Every individual in Zambia has a right to education (Educating Our Future, p.3, 1996). However, the girl-child education had been hampered by socio-economic factors, including pregnancies. Nga'ndu et.al (1999) add by stating that girls' education is further affected by gender-specific factors such as pregnancy, which seems to be a major factor responsible for the high attrition rates among girls from schools. Efforts have been made by both government and Non-Governmental Organizations to promote girl-child education. For instance, after realizing that girls and young women face massive exclusion from education, CAMFED since 1993 has given

1,065,710 children in Zambia as well as other countries access to a safer, improved school environment, provided 500,948 of these children with financial support to go to school and 42,184 girls throughout the full four years or five years of secondary level education (Impact Report, 2010). The Ministry of education through PAGE has ever sought to deliver quality primary education to all children, especially girls and to reduce gender disparities in primary education. The major achievements of PAGE include the advocacy and sensitization of communities from national level to school level (Chishimba et. al, 2013). Prevalence rate of pregnancies in Masaiti district has progressed in last three years as follows: 46, 81 and 95 in 2013, 2014 and 2015 respectively.

Despite Government and Non-Governmental Organization's initiatives to retain girl child in schools, there has been a continuous increase of pregnancy making girls leave primary school education. Little was known of factors that have led to this state of affairs in many parts of Zambia including Masaiti district on the Copperbelt, Zambia.

This study, therefore, sought to investigate factors that had continued to lead to more school girls falling pregnant and leaving school in selected primary schools in Masaiti district, Zambia.

1.3 Purpose of the study

The purpose of the study was to investigate factors that may have contributed to increased rate of pregnancies among pupils in selected primary schools in Masaiti district of Zambia. The study also aimed at generating pragmatic solutions that would help redress the increased rate of pregnancies. It was hoped that recommendations would ultimately help devise interventions to reverse the challenges of pregnancies in schools.

1.4 Objectives

The main objective of the study was to investigate the reasons for continued increase in girls falling out of school due to pregnancy despite efforts made by the government and other institutions to promote girl-education in Masaiti district of Zambia. Specific objective were:

1. To establish the prevalence rate of early pregnancies in the study area
2. To explore factors contributing to school girls falling pregnant in the study district
3. To establish whether or not schools in the study area had guidance and counselling units and their impact on girl child education

1.5 Research questions

1. What was the prevalence rate of early pregnancies in the study area?
2. What factors contributed to school girls falling pregnant in the study district?
3. Did schools have effective guidance and counselling units that impacted on girl child education in the study district?

1.6 Significance of the study

An inquiry of the factors that contributed to increased rate of pregnancies among school girls was worth undertaking as it would help come up with interventions to address the increased rate of pregnancies that were currently prevailing. If the factors were exposed, more girls would stay in school as strategies to prevent the situation would be devised. This would help policy makers come up with evidence-based decisions when dealing with the matter.

Further study would additionally fill the gaps that were there as regards to efforts to combat pregnancies among school girls. As alluded to earlier, despite prevention measures put across by various stakeholders to prevent pregnancies, the rate at which girls were getting pregnant had remained alarming hence, findings would provide an avenue to address the problem in the study area.

1.7 Limitations of a study

Respondents from the community (parents) not be readily available to participate due to personal businesses; otherwise since majority of the respondents (teachers and pupils) would be readily available, the research would still be done. The study results would then be generalized to provide the obtaining scenario as regards girl child education and pregnancy rates in the study area.

1.8 Delimitation

The study focused on Masaiti district because it was one of the districts on the Copperbelt that had recorded a continuous increase in pregnancy cases among primary school girls in the recent past years. Also the district was rural and had received support from both the government and other stakeholders in the promotion of girl-education.

1.9 Operational definitions

Parent: A mother/father or guardian to a child in school or not

Pregnancy: The state of being pregnant

Primary School: A learning place where primary education is provided

Rate: The speed at which something happens or changes

Sexual abuse: Is the activity of having sex with a child or old person or someone who is mentally ill, against their wish or without their agreement

Teenage pregnancy: A teenage pregnancy is pregnancy in human females under the age of 20.

1.10 Summary of the Chapter

The chapter gave synopsis of the problem of school girls falling pregnant and therefore falling out of school. This was despite government efforts made through Ministry of Education and other stakeholders trying to promote girl-child education. The statement of the problem at hand had been stated and further, purpose of the study, objectives and significance of the study have been discussed. The chapter ended up with highlighting operational definitions, besides the scope of the study and possible limitations.

The following chapter would present review of literature related to the study at hand. It brings out the global picture of the problem of school girls falling pregnant and narrows down to particularly to Masaiti district on the Copperbelt province of Zambia. The chapter also includes gaps identified in the literature review.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

This chapter reviewed relevant literature on factors contributing to teenage pregnancies. The review starts with global perspective and then narrowed down to Zambia and particularly, Masaiti district on the Copperbelt in Zambia. The review of literature was also based on the strides or efforts that had been made by both the international organizations and the Zambian government in the quest to promote girl-child education. The chapter brought out argument on continued increased pregnancy cases among school girls.

2.2 Global trend

Globally, girls represent the majority of children out of school and faced some of the biggest challenges in getting education. Most out-of-school primary school-age children (88%) live in Africa and Asia (UNICEF, 2009). FAWE (1996), further explains that as many as 36 million girls in sub-Saharan African are missing from school and those who gain access to education are poorly served. While the same number of boys and girls enroll in first grade, by fourth grade, 50% of the female students have dropped out. In other words, enrolment decreases, the higher one ascends the educational hierarchy among girl children in Africa.

Teenage pregnancies were major social problems which contribute to girls' exit from schools. Statistics showed an increase in births to single mothers in virtually all countries with teenage girl-children contributing to this situation. The growing frequency of pregnancies in teenage girls is one of the causes of this trend (Melgosa, 1997). According to Hanagan and West in MOE (2010), a significant feature of teenage pregnancies globally is that more than 80% of teenage-girl pregnancies are unintended. MOE (2010) further states, "Every year 14 million out of 260 million women aged 15 – 19 become pregnant worldwide and the majority are in the developing countries especially in the Sub Saharan Africa. The average rate of teenage pregnancy is 143 per 1 000 females in the Sub Saharan African countries, a figure that is higher than any other region globally". The main reason for such prevalence of pregnancies was poverty among sub-Saharan population. Mulenga (2010) states that high poverty levels and peer pressure are viewed as enhancing teenage pregnancies. This was because girls could not get what they wanted from

parents and so they engaged into sexual lives with boys and men who provided what girls wanted. Sadly some girls fell pregnant because they were supposed to respond to sexual demands from boys and men and fell pregnant.

2.3 *Zambian situation analysis on pregnancy rate in schools*

In Zambia, between the periods 2009 to 2013, the schooling system had recorded a total of 76,567 school pregnancies among children in primary and secondary school level. About 86% occurred in rural areas among grades 1-9 girls (MESVTEE: ESB, 2013). Early pregnancies start as the third grade in primary school. After the fifth grade in primary school, this phenomenon became an epidemic, and turns out to be the main reason of school drop outs among girls. In absolute numbers, pregnancies in grade 10 to 12 are not as high as grade 1 to 9 but in percentage terms; they were still the main cause of school abandonment.

Out of the ten districts of the Copperbelt province in Zambia, three of them: Masaiti, Mpongwe and Lufwanyama are rural districts. The trend of pregnancy cases therefore was similar in these districts (MOE, ESB, 2013). There are several factors that had been associated with pregnancies among school girls in developing and rural parts of country in Zambia include:

2.3.1 *Sexual Abuse*

Some school girls had fallen pregnant because of being sexually abused. Rape case was one form of sexual abuse that was common worldwide. According to studies conducted in South Africa on teenage pregnancies, Liche (2010) said it was found that 11-20 % of pregnancies in teenagers are a direct result of rape, while 60% of teenage mothers had unwanted sexual experience preceding their pregnancy. The studies further stated that teens that were sexually abused in their early childhood were almost three times more prone to teenage pregnancy than others.

The above studies, however, did not take into account factors that led to girls being sexually abused. The moral aspect of girls in terms of behavior, dress code, places where they are found in awkward times were not considered. Exposure to the media and peer pressure were some of the aspects that the study didn't consider. These are possible reasons why girls could be sexually abused. Abused children would not see the need of being morally upright as they grew into adulthood.

2.3.2 Exposure to Media

Melgosa (2000) states, “the impact which media has on today’s youths is without precedent. Television, movies, music, advertising and computing networks have reached such a magnitude and complexity, that we still do not know what the lasting effect will be on adolescents”. Teenagers were also being exposed to sex early through various means such as movies, internet and television which they later sought experiments. The media had contributed to the problem of exhibiting sexual materials and if parents were not offering guidance, teens would come into contact with such materials. In movies, the aftermath of sexual act was seldom shown with the result that these teens thought of no adverse effects of sexual indulgence.

In as much as exposure to the media could contribute to girls falling pregnant, the number of girls falling pregnant were higher in rural areas where the girls were least exposed to media. The rates of pregnancies recorded in urban areas where children are more exposed to media were negligible. These causes of higher numbers of pregnancies among school girls in rural areas remained a puzzle. The effect of media on girls in a place like Masaiti has not been documented, hence the need for a study.

2.3.3 School Guidance and Counseling services

In Zambia education system, every school was supposed to have a guidance unit. Kochhar (2010), states that guidance enables each individual to understand his abilities and interests, to develop them as well as possible and to relate them to life, and finally to reach a state of complete and mature self-guidance as a desirable member of the social order. The guidance unit therefore, helped learners, girls inclusive to be responsible and not get into activities that would result into pregnancy. However, the extent to which this is the case in Masaiti district is yet to be established.

The school guidance and counseling services were not active at school and district levels because, there was no established position for such an officer in the Ministry of General education structure. Those that provided such services were appointed on administrative convenience or local arrangement only and this scenario rendered the provision of the service to be passive somehow. By organizational structure, only the national and provincial levels had established guidance and counseling providers. Meanwhile there are no schools at these levels

that needed immediate psychosocial support. In schools therefore, guidance providers that were found were in most cases not trained, they only received orientations.

2.3.4 Moral decay

Today female teens in relationships think that sex is a gateway to being loved more. The more they give in to sex, the higher the risks of getting pregnant (MOE, 2010). Sexuality was an important factor in adolescence. Throughout these years, there was a notable increase in sexual desire. This responded not only to biological reasons, but also to psychological and social ones as well. When it comes to sexual drive, males seem to have a higher one than females (Melgosa, 1997). In a study that was done in Kenya, the respondents (girls) had the view that boys have uncontrollable sexual appetite (Adaji et.al, 2010). This high appetite for sex makes them be persuasive demanding for sex from girls and therefore girls that would not be firm enough to say no would fall prey. The study, however, didn't bring out areas of higher moral decay. The general opinion is that in urban areas, there are higher levels of moral decay compared to rural areas and one would expect to have many school girls falling pregnant in urban areas than in rural areas. Amazingly, rural areas are the one that are recording higher number of school girls falling pregnant.

2.3.5 Culture

Culture was cited as one of the contributing factors of teenage pregnancies. Culture is simply the way of life for people. Gollnick and Chinn in Mutswanga (2010) stated that culture manifests in an infinite number of ways through societal institutions, daily habits of living and the individual fulfillment of psychological and basic needs. Agness Mumba Shipanuka, the Forum for African Women Educationist of Zambia (FAWEZA) National Coordinator said, "Some cultural practices have also contributed to the teen pregnancy as some boys are told to prove their manhood by sleeping with a young woman" (Times of Zambia Newspaper, 2014). Locoh (1999) added by stating that rates of teenage pregnancies were higher in societies where it is traditional for girls to marry young and where they are encouraged to bear children as soon as they are able to. For example, in some Sub Saharan African countries, early pregnancy was often regarded as a blessing because it was proof of the young woman's fertility. It is in this respect that the study was to investigate the applicability of the notion in Masaiti district that girls fall pregnant to prove their fertility.

The participation of girls in education to a large extent was influenced by the cultural and societal perception of the girl child. Kelly in MOE (2010) argued that the image and treatment of the girl-child is that of passive, submissive person who remains quietly in the background. Society perceives a girl child as an object of marriage and source of wealth to the family through bridal pride (lobola). This made a girl-child to some extent see education as of less importance.

2.3.6 Girls a source of family income

In rural areas and in some parts of urban areas, traditions might contribute towards teenage pregnancy. Girls were treasured but once they come of age, parents were interested in them getting married so that a husband could take care of them. This was coupled with benefits yielding from dowry payments, which would solve financial problems that parents were likely to have. As a result, child marriages have become rampant (Liche, 2010). The scenario of Masaiti district however, was different; the common economic activities included charcoal burning, a bit gardening and farming. These are activities that may not even attract more money to make the girl child vulnerable to being given off into marriage for monetary gain.

2.3.7 Adolescence

Liche (2010) argues that teenagers have high fertility rates with very energetic lifestyle and healthy bodies. As such they are searching to discovering themselves physically and sexually. It is also a time when they find themselves with an identity crisis, not sure whether they are still children or now more like adults. There is also a tendency to associate themselves with people of the opposite sex and people whom they look up to in society. These may include people who do well in school, those who dance well in traditional dances and workers such as teachers and doctors, to mention but a few. And some of these adults would take advantage of the young girls' attention. The argument however, is that Masaiti was not the only rural district on the Copperbelt province, there were other rural districts like Lufwanyama and Mpongwe and even partly Kalulushi, but girl dropouts of school were not as high as they were in Masaiti. The causes of such pregnancies would then be beyond adolescence.

2.3.8 Re-entry Policy

Re-entry policy is a policy aimed at providing opportunities to girls who drop out of school as a result of pregnancy to be able to go back to school after delivery. Besides Zambia, Malawi and other countries in Southern Africa have this policy. However, in some areas and by some girls,

the policy has been taken for granted. Studies conducted in Itezhi Tezhi district of Zambia had this to say, “the re-entry policy which allowed the girl to go back to school after falling pregnant has also fuelled the high number of pregnancy cases and illegal abortions at the school, saying the pupils have become careless knowing that they will go back to school after delivery” (Mulenga, 2010).

Other initiatives that were put in place to improve access and retention of the girl child in schools include: the Programme for Advancement of Girl Education (PAGE); Campaign for Female Education (CAMFED) and Forum for African Women Educationist (FAWE). Each of the above initiatives has had the desire to advance girl child education through financial and material support. Sensitizations of both learners and parents on the need to have keen interest in girl child education have been done.

Despite the efforts made by various stakeholders, Ngandu et.al (1999) have stated that girls’ education is further affected by gender-specific factors such as pregnancy, which seem to be a major factor responsible for the high attrition rates among girls. Research made revealed that between 1997 and 2000, 5,829 girls left school because of pregnancy. In 2000 alone, 2,925 girls dropped out of school due to pregnancy. This therefore, entails factors that lead to continued increase in pregnancy rate are not yet fully established and addressed.

2.4 Summary of the chapter

Most literature reviewed has shown that pregnancy among school pupils was a global phenomenon and Zambia was not an exception. Factors contributing to increased rate of pregnancies of school girls were different and multifaceted. Poverty levels, less parental involvement in children’s education, effects of culture, peer pressure and ineffective provision of guidance and counselling in schools were some factors that had contributed to the continued rising rate of pregnancies among school girls in the study area. Attending to these challenges therefore, called for serious and practical measures that would not only protect the girl child but also place her in a better position to concentrate on education and be a responsible citizen.

The following chapter looks at how the study would be conducted in the quest to identify factors that lead to teenage pregnancy among school girls.

CHAPTER 3: METHODOLOGY

3.1 Overview

This chapter highlighted the research design, study population, study sample, sampling techniques, data collection tools and procedure which involved seeking permission from the District Education Board Office for use of statistical data and visiting selected schools. Limitations of the study, data analysis and ethical considerations would also be discussed.

3.2 Research Design

A descriptive survey design was used in conducting this research. Collection of data was done by interviewing a sample of people selected randomly to represent the population under study. The study mainly deployed qualitative method of data collection although quantitative method was also employed to yield empirical data to compliment the qualitative data. The use of both methods afforded the researcher an opportunity to conclusively collect the expected data and ensure validity and reliability in the data collected.

Descriptive research design was used to describe the increased rate of pregnancies. The choice of this research design was helpful to describe the characteristics of the target population and determine relationships between variables and make specific predictions for solving the research problems (Stebbins, 2001). The Annual School Census (ASC) questionnaires and Education Statistical Bulletin (ESB) were used to establish the number of pregnancies from selected schools in Masaiti district. Hence, even schools under study were identified easily.

3.3 Study Area

The study area was Masaiti district, on the Copperbelt province in Zambia.

3.4 Study Population

The population of the study comprised pupils, teachers and parents from schools of Masaiti district, Zambia. This included schools that had and had not recorded pregnancies in the past years.

3.5 Study Sample

The study sample consisted of 115 respondents broken down as follows: 35 pupils of whom 15 were re-entry cases; 45 head teachers and teachers and 35 parents of whom 15 were of re-entry children. Participants were drawn from fifteen primary schools that had recorded higher rates of pregnancy cases in the study area in the recent past three years as indicated in table 1 on page 18. The study responses were used for generalization of the study findings since the total number of participants represented over 10% of the total population in the study area.

3.6 Sampling procedure

In this study, random sampling procedure was used to select the 115 participants, simple random sampling was used to select 35 pupils and 45 head teachers and teachers while purposive sampling was used to select 35 parents. Only pupils in grade 5 and above and were 10 years and above participated in this study because of their higher chances of pregnancy related issues in the school. The identified pupils were selected to participate because of their chance to indulge themselves in sexual relations. In rural areas, children start school late and it would be possible to have teenage girls in grade 5. These girls are mature enough to conceive.

3.7 Data collection instruments

In collecting data for this research, the following instruments were used: questionnaire, interview schedules. The researcher used the questionnaire because it has an advantage of upholding confidentiality and saves time while the interview schedules (semi-structured) were flexible for both open and closed ended questions. The two methods helped in bringing up in-depth information.

3.8 Data collection procedure

Data in this research was collected by using documentary, field research and survey approaches. Authority was sought from the District Education Office (DEB) to make use of documents that were within DEB office to get information on schools that had higher numbers of pregnancies recorded in the recent past years. Documents used were the Annual School Census questionnaires (ASC) and Education Statistical Bulletins (ESB). The schools that were found to have high numbers of pregnancies were visited and hence a field trip or research was taken on. The field research was therefore, given a picture of the surveyed areas. Also the use of the

Education Statistical and Information Bulletin for the years 2013 to 2015 provided information needed.

3.9 Data analysis

To ensure completeness and logical consistency of responses, the researcher edited the data collected from the questionnaires and interview schedules on a daily basis. Once data was thoroughly edited and coded, it was analyzed using quantitative techniques. The analysis was done using Statistical Package for Social Sciences (SPSS). The summary of results was then presented using frequency distribution tables and percentages which were used to determine the proportion of respondents choosing various responses. Tables, charts and graphs were used to ensure easier understanding of both the analyses.

Qualitative data collected from interviews was analyzed using thematic techniques of the qualitative analysis, giving a descriptive study results. The interview transcription and organization of data were coded, followed by systematic analyzing of the transcription grouping together comments on similar themes or sections which were eventually interpreted to draw a conclusion.

3.10 Ethical considerations

The study based its investigations from respondents from affected schools or areas. These participants comprised pupils, teachers and parents who were met by the researcher at their stations/homes with prior arrangements especially when conducting interviews. The researcher assured participants of confidentiality of data collected through either interviews or questionnaire and that the information was only going be used for making policy interventions on pregnancies. Participants were also informed that the study was being undertaken with consent and clearance from the University of Zambia.

3.10 Summary of the chapter

The chapter overview was given highlighting the research design where both qualitative and quantitative methods were applied in the research. The study had a total study population of 115 participants, who were selected both randomly and purposefully. Provided also in the chapter

was the data instruments used, the procedure of data collection and analysis. Finally, ethical considerations during the research were presented.

The next chapter is a presentation of findings from the study field. The findings are based on the research questions of the study.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Overview

This chapter presented the findings of the study on girl child education in rural Zambia; assessment of factors contributing to increased rate of pregnancies among pupils in selected primary schools in Masaiti district. The findings were presented according to the study questions. The study questions were as follows:

1. What was the prevalence rate of early pregnancies in the study area?
2. What factors contributed to school girls falling pregnant in the study district?
3. Did schools have effective guidance and counselling units that impacted on girl child education in the study district?

The findings from the head teachers were presented first followed by those from parents and then those from learners. The findings from Parent/guardian to re-entry children were also presented and finally those from learner/pupil who were a re-entry case were presented at the end.

4.2 Prevalence rate of pregnancies in the study area

The prevalence rate of pregnancies was generally on an increase. From the fifteen selected schools, the following was the scenario:

Table 1: Prevalence rate of pregnancies in three years

SN	SCHOOL	No. of Pregnancies in a year		
		2013	2014	2015
1	A	2	6	8
2	B	0	7	7
3	C	10	10	7
4	D	0	4	7
5	E	2	2	6
6	F	4	2	5
7	G	1	4	3
8	H	7	6	6
9	I	6	8	7
10	J	0	3	6
11	K	0	5	4
12	L	10	11	6
13	M	4	0	5
14	N	0	0	14
15	O	0	3	4
TOTAL		46	81	95

Source: Annual School Census Forms

The figures in table 1 showed that the number of pregnancies recorded from the fifteen schools was progressing each year. The meant that causes to rising rate was not being addressed and hence the study was to seek further intervention besides what had been done.

4.3 Views from the head teachers and teachers

Head teachers and teachers' views on factors leading to pregnancies

When asked on whether they came across pregnancy case(s) among school girls .41(91.1%) of the 45 head teachers said they came across pregnancy case(s) among school girls whereas 4 of them indicated that they did not across pregnancy case(s) among school girls

A further question was asked on who was responsible for the pregnancy. Of the 45 head teachers and teachers, 16 (35.6%) of them said they were impregnated by fellow learners, 22 (48.9%) of the head teachers indicated that it was one out of school and 7 of them indicated that they were not sure of who made the girls pregnant.

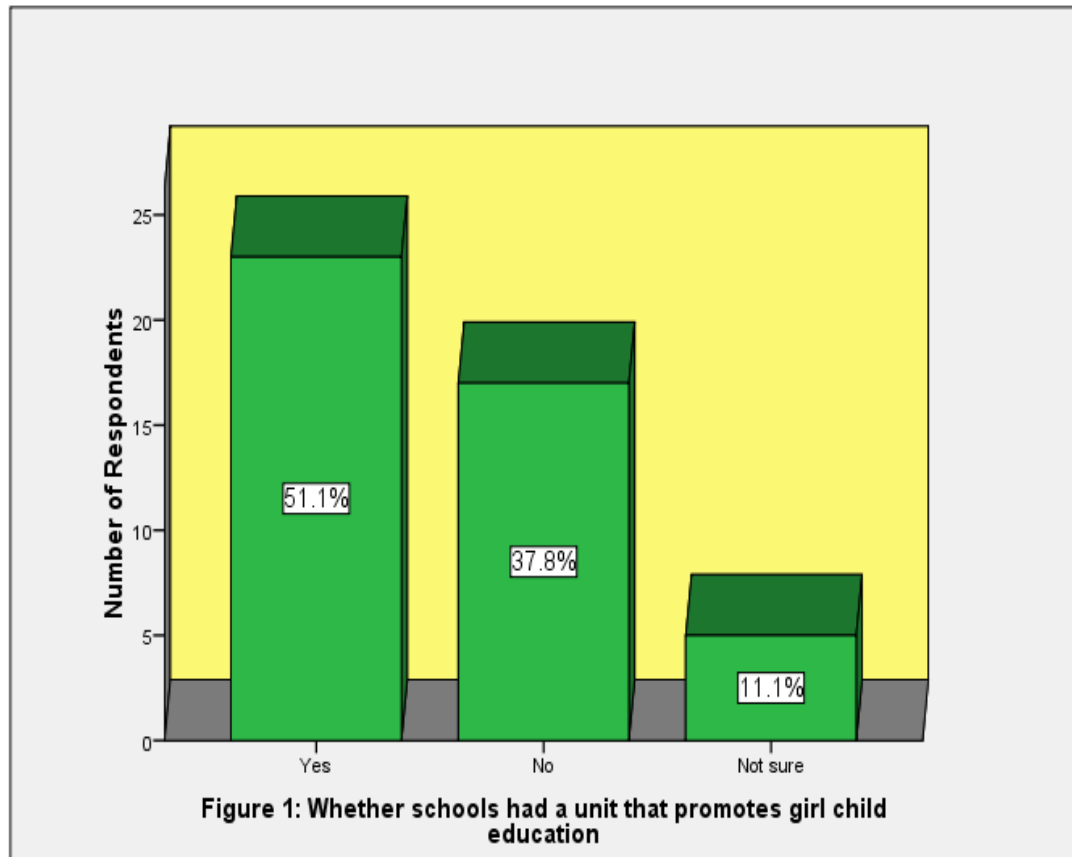
On the issue of what grade was the girl who fell pregnant, of the 45 head teacher and teachers, only 1 of them indicated that it was a grade 5 pupil, 4 of the head teachers and teachers indicated that it was grade 6, while 9 of them said that it was from grade 8 class and 21 (68.9%) of the head teachers and teachers indicated that it was girls from grade 9 classes.

As regards to what they thought were factors that led to school girls falling pregnant; head teachers gave multiple responses which included: Poverty, Poor self-image, No interest in school, Peer Pressure, No model, Tradition practices and culture, Broken homes, Long distance to school, Re-entry Policy, Ignorance and Girls sleeping alone.

Head teachers' views on unit/section promoting girl- child education

As to whether their schools had a unit/section that promoted girl child education, details were presented in figure 1:

Figure 1: Guidance & Counselling units in schools



Source: Field work 2017,

As can be seen from figure 1, it was indicated that 23 (51.1%) of the head teachers and teachers said that their school had a unit/section that promoted girl child education, 17 (37.8%) of them said their school had no units/sections and 5 of the head teachers indicated that they were not sure.

A further question was asked to the head teachers who indicated yes, about the unit and specify what was doing it does. Of the 45 head teachers and teachers, 5 of them indicated SAFE club activities, 11 (47.8%) of the head teachers and teachers said their focus was on FAWEZA, 4 of them indicated that they provided guidance and counseling services, 2 of them indicated that the section dealt with AGEF activities and only 1 of the head teachers and teachers said PAGE activities were going on in the school. The overall finding was that over half of the participants were aware that the guidance unit was there to promote the girl child education.

Head teachers and teachers' views on parental involvement in reducing rate of pregnancies

Asked whether learners were free to discuss sexuality issues with teachers, out of the 45 head teachers and teachers, 16 (35.6%) of them indicated that teachers discussed sexuality issues with pupils, 16 (35.6%) of them said that teachers did not discuss anything concerning sexuality issues and 13 (28.8%) of the heard teachers indicated that teachers discussed sexuality issues with pupils.

It can be noted that the larger population of pupils (64.4%) were not free to discuss sexuality issues since only (35.6%) as reflected below is an indication were free.

These findings were reflected in table 2:

Table 2 : Whether learners were free to discuss sexuality issues with teachers.

	Frequency	Percent (%)
Yes	16	35.6%
No	16	35.6%
Not sure	13	28.9%
Total	45	100.0%

As regards whether traditional practices and culture contributed to school girls falling pregnant, details are shown in figure 2.

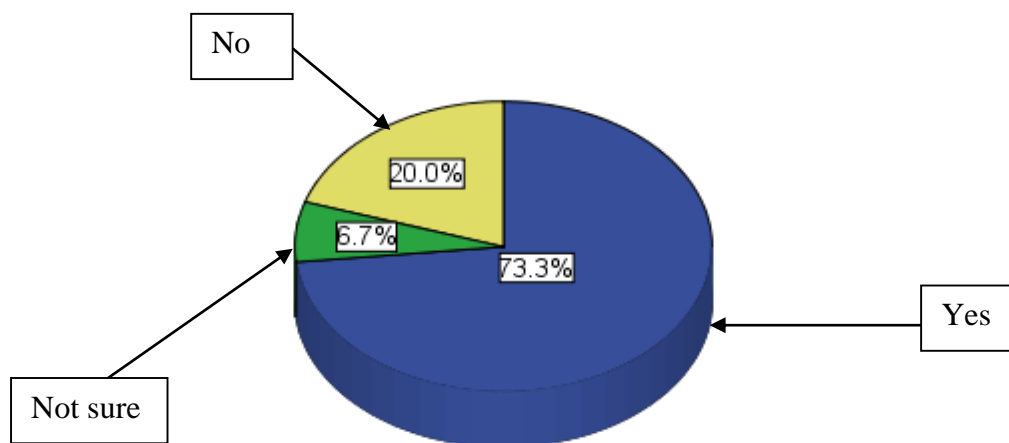


Figure 2: Whether traditional practices and culture contribute to school girls falling pregnant

Source: Field work 2017

As can be seen in figure 2, most of the pupils 33 (73.3%) said that traditional practices and culture contributed to school girls falling pregnant, 3 of them indicated that traditional practices and culture did not contribute to school girls falling pregnant, and 9 of them were not sure of the situation.

A follow up question was asked to give a reason to the answers. The responses included the following: Girls left loose, girls sleeping alone, traditional practices and culture (seeing girls as home owners and adults when they are still young), lack of appreciation for education.

As to whether parents were involved in attempts to reduce rate of pregnancies, of the 45 head teachers, 24 (53.3%) of them said that parents were involved in attempts to reduce rate of pregnancies, 10 (22.3%) of them indicated that parents were not involved and 11 (24.4%) of the head teachers indicated that they were not sure whether parents were involved in attempts to reduce rate of pregnancies. It can be concluded from the findings that traditional practices and culture such as seeing girls as adults contributed to girls falling pregnant.

Head teachers and teachers' views on policies/programmes aimed at promoting girl child education

Concerning whether Re-entry policy had encouraged girls falling pregnant to come back to school after delivery; 27 (60%) of the head teachers agreed that re-entry policy encouraged girls, 9 of them said the re-entry policy did not encourage girls falling pregnant to come back to school after delivery and 9 of head teachers were not sure whether Re-entry policy had encouraged girls falling pregnant to come back to school after delivery. The general picture is that re-entry policy had contributed to girls falling pregnant because they knew they would continue with school after giving birth, and so they didn't protect themselves from getting pregnant. It can then be concluded that the re-entry policy has not yielded positive results, the policy needs to be revised.

Concerning other initiatives or programmes that promoted girl child education (i.e CAMFED, PAGE, FAWE) as to whether they were effective or not, Do you agree? 25 (55.6%) head teachers and teachers agreed that they had not been effective. 8 of them indicated that it had

been effective and 12(26.6%) head teachers were not sure. The conclusion therefore is that in as much as there is guidance and counselling going on in schools, the service is not effective.

Figure 3 shows information on whether initiatives or programmes promoted girl child education

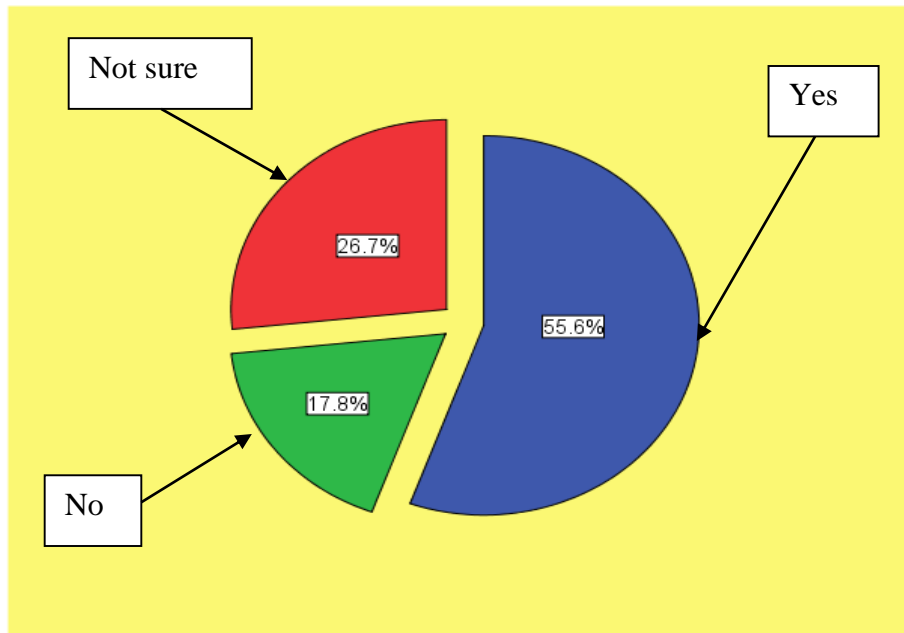


Figure 3: Whether initiatives or programmes promoted girl child education
Source: Field work 2017

Headteachers and teachers' views on the primary cause of continued prevalence of teenage pregnancy among school girls in their area

As regards to own opinion on the primary cause of continued prevalence of teenage pregnancy among school girls in their area, the following were the responses from the head teachers; indiscipline among children, moral decay due to lack of parental guidance poverty, lack of appreciation for education among parents, peer pressure amongst pupils, long distances to school, effects of traditional and cultural practices, early indulgence in sexual activities, while some indicated that the re-entry policy was promoting girls indulge in illicit sex. Some indicated that school guidance services were not so effective while others said that lack of libraries and recreation were possible causes.

Headteachers and teachers' suggestion to reduce teenage pregnancies in their schools

On suggestions to reduce teenage pregnancies in their areas, head teachers suggested the following: involving parents and traditional leaders in instilling discipline in their children, reinforcement of the school guidance and counseling services in schools, citizen empowerment programmes by the government to cater for even rural population so that parents are able to support their children and also schools to have libraries and provide adequate recreation facilities.

4.4 Views from the parents

Parents' views on factors leading to pregnancies

Concerning whether they had school going children, all the twenty 20 parents said that they had school going children.

Asked on whether they had heard of pregnancy case(s) among school girls. All the twenty (20) parents agreed that they had heard of pregnancy case(s) among school girls.

A further question was asked about who was responsible for the pregnancy of the school going girls.

Table 3: Shows who was responsible for the school going girls' pregnancy

Who was responsible for school going girls' pregnancy	Frequency	Percentage (%)
A fellow pupil/learner	05	25%
One out of school (Outsiders)	14	70%
Teachers	01	5%
Total	20	100%

Source: Field work, 2017.

Of the 20 parents, 5 indicated that fellow pupils were responsible for the pregnancy, 14 (70%) of them said it was outsiders who were responsible and only 1 of them indicated that a teacher was responsible for the pregnancy. Details of the findings on who was responsible for the pregnancy

are reflected in table 3. The implication here is that the community did not appreciate girl child education since many pregnancy cases were made by community members outside the school

As regard what they thought were factors that led to school girls falling pregnant; parents gave multiple responses which included: Poverty, poor self-image, no interest in school, peer pressure, no model, traditional and cultural practices, broken home, long distance to school, re-entry Policy, ignorance, girls sleeping alone, love for money, no parent and stubbornness.

parents' views on units/section promoting girl- child education

On whether schools were helping in the promotion of girl child education, details are shown in figure 4.

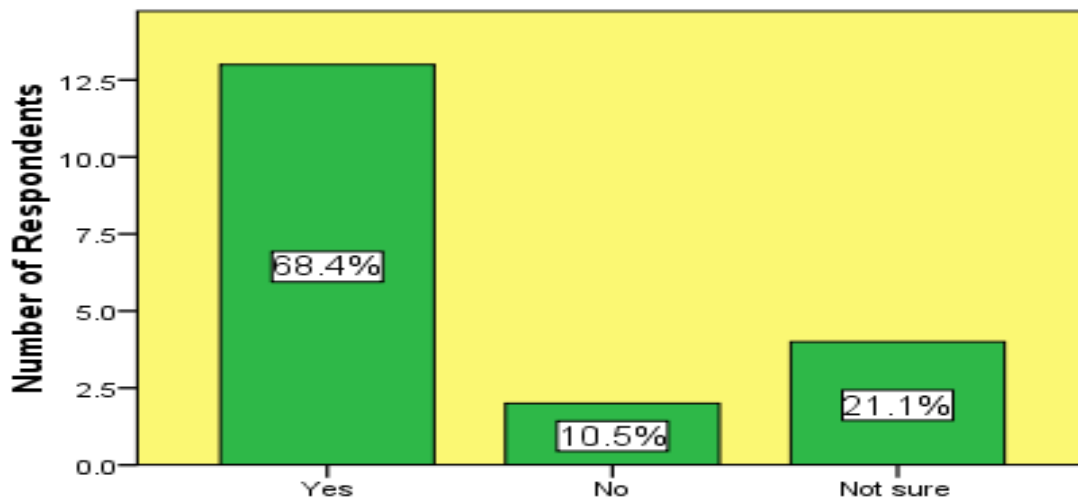


Figure 4: Whether schools promoted girl child education

Source: Field work 2017

As can be seen in figure 4, most of the parents, 13 (65%) said that schools were helping in the promotion of girl child education, 2 of them indicated that schools were not helping in the promotion of girl child education and 5 of the parents indicated that they were not sure as to whether schools were helping in the promotion of girl child education or not.

Parents' views on parental involvement in reducing rate of pregnancies

On the issue of whether they sat with their children to educate them on sexual matters, Out of the 20 parents, 19 (95%) of them indicated that they sat with their children to educate them on sexual

matters while 1 of the parents said that she did not sit with her children to educate them on sexual matters. Table 3 shows whether they sat with their children to educate them on sexual matters.

Table 4: shows whether they sat with their children to educate them on sexual matters.

Whether parents educated girls on sexual matters	Frequency	Percentage (%)
Yes	19	95%
No	01	5%
Total	20	100%

Source: Field work, 2017.

A further question was asked concerning the kind of education they provided for their children. The following were indicated as the kind of education provided: HIV/AIDS, dangers of sex, abstinence and importance of education.

Asked on whether traditional practices and culture contributed to school girls falling pregnant. Of the 20 parents, 12 (60%) of them said traditional and cultural practices contributed to school girls falling pregnant, 7 of the parents said no and only 1 of the parents indicated that she was not sure whether traditional and cultural practices contribute to school girls falling pregnant or not. In as much as parents were free to discuss sex matters with their children, reality could be that the talks were general such that children did not benefit. There was need for the parents and community members to change the approach to these discussions.

As regards reasons to how traditional and cultural practices were contributing to school girls falling pregnant, parents said; girls being let to sleep alone and away from parents, community looking down upon a girl as one who would not make it educationally hence girl child received less attention educationally, but seen as source of income through marriage and hence prepared for marriage. Culturally, it was also seen as a taboo for parents to sit down their children to talk about sexual education.

One parent had this to say:

Abana bashino nshiku tabomfwila abafyashi babo. Bafwaya ukucita ifintu efyo balefwaya abene. Mulandu uwaiji, naijiwe abafyashi babo tubatambakofye. (Children nowadays didn't want to listen to their parents; they wanted things to go their way. Therefore, as parents we let them alone).

The second parent had this to say;

Ubwikashi mu calo nabushupa eico nganaukwata umwana mwanakashi kanshi lilaba lishuko likalamba pantu nga aupwa ninshi amafya acepanako. (Life has become difficult and so if one had a girl child, it was a blessing because the girl would get married and hence problems would lessen).

The third parent stated;

Ukutwala umwana umwanakashi ku sukulu kuposafye insita ne mpiya, pantu balesa mukupwa. (Taking a girl child to school is a share waste of time and money since they will still get married).

On the other hand, parents that indicated that traditional and cultural practices were not contributing to the school girls falling pregnant indicated that; children were just stubborn and could not hid to parental guidance, others stated that traditional and cultural practices had even strengthened their moral stance.

One parent had this to say;

Intambi namafunde yalibafye bwino, bana abashumfwa. (Traditional and cultural practices were just okey, it only that children were stubborn).

Parents' views on policies/programmes aimed at promoting girl child education

Details of the findings on whether Re-entry policy had encouraged girls that fall pregnant to go back to school after delivery are presented in Table 5.

Table 5: Whether the policy encouraged girls to go back to school after delivery

	Frequency	Percent
Yes	8	40%
No	8	40%
Not sure	4	20%
Total	20	100%

Source: Field work, 2017.

Details in table 5 shows that eight of the parents indicated that Re-entry policy had encouraged girls that fall pregnant to go back to school after delivery. Secondly, eight of them said that the policy did not encourage the girls that fall pregnant to go back to school after delivery. In addition, four of the parents indicated that they were not sure. The conclusion here is that the re-entry policy was not appreciated by the community. There was need for policy makers to revise the re-entry policy so that it deters girls from indulging themselves in illicit sex.

Agreeing that the re-entry policy encouraged girls to get pregnant, one parent had this to say;

Ili funde lilalenga abana abanakashi baleke ukutina ukwangala nabalumendo, pantu nabesyiba ati nangu balipulile amafumo, kuti babwelela ku sukulu. (The re-entry policy makes girls not have any fear having sexual relations with boys because they know that even if they became pregnant, they would still get back to school).

Concerning whether the government had done a lot of sensitization to promote girl child education. 11 (55%) of the 20 parents indicated that the government has done a lot of sensitization to promote girl child education, 6 of them said no and only 3 indicated that they were not sure whether the government had done a lot of sensitization to promote girl child education.

Parents' views on the primary cause of continued prevalence of teenage pregnancy among school girls in their area

As regards views on the primary causes of continued prevalence of teenage pregnancies among school girls in their area, parents gave the following responses; long distance to schools, peer pressure, stubbornness among pupils, schools not providing adequate sexual education, moral decay, poverty, lack of parental guidance and child abuse. Others blamed the advent of human rights. Table 6 below shows the frequency of the causes of girls falling pregnant as viewed by parents.

Table 6: Parents' views on causes of pregnancies among school girls

Causes of school girls to fall pregnant	Frequency	Percentage (%)
Long distance to schools	7	10.14
Peer pressure	11	15.94
Stubbornness	5	7.24
Schools not providing adequate sex education	8	11.59
Moral decay	10	14.49
poverty	15	21.73
Lack of parental guidance	11	15.59
Child abuse	2	2.89
Total	69	100%

Parents' suggestion to reduce teenage pregnancies in their areas

Concerning suggestions of reducing teenage pregnancies among school girls in their areas, parents suggested the following: government to build more schools and provide bursaries even at lower levels of education sponsorship, teachers, parents and traditional leaders to work together in curbing the scourge of teenage pregnancies, provision of contraceptive measures to pupils to be legal.

Table 7: Parents’ suggestions to reduce teenage pregnancies among school girls

Suggestions	Frequency	Percentage (%)
Government building more schools	8	17.02
Government providing free education from G1-12	10	21.27
Teachers, parents and community to work together	7	14.89
Provide contraceptive measures to school girls	4	8.51
Re-enforcing the guidance & counselling provision	9	19.14
Re-enforcing punitive actions on perpetrators	9	19.14
Total	47	100%

4.5 Views from pupils

Pupils’ views on factors leading to pregnancies

Concerning whether they had known or heard of girls that fell pregnant whilst in school, 14(70%) of the pupils agreed that they knew or heard of girls that fell pregnant whilst in school while 6 of them indicated that they never knew or heard of girls that fell pregnant whilst in school. It can be concluded that the prevalence of pregnancies in the study area was of concern to the community at large. The indulgence into sexual activities by girls was caused by some forces beyond them and so needed attention by other stakeholders.

For those participants who said yes, a further question was asked about who was responsible for the pregnancy, 3 of them said fellow pupils/learners were responsible for the pregnancy, 9 of the pupils indicated that it was someone out of school (outsiders) who was responsible for the pregnancy and 2 of them said that they were not sure.

Concerning what caused school girls to fall pregnant, pupils cited the following; poverty, admiration of friends who had sexual partners, peer pressure, modern technology, broken homes, love for money, ignorance, girls sleeping alone and no parental guidance. Details are presented in table 8.

Table 8: Causes of school girls to fall pregnant

Causes of school girls to fall pregnant	Frequency	Percentage (%)
Poverty	10	20.8%
Admire friend with sexual partners	01	2.1%
Peer Pressure	11	22.8%
Broken homes	01	2.1%
Ignorance	04	8.3%
No parental guidance	09	18.8%
Modern technology	03	6.3%
Love for money	09	18.8%
Total	48	100%

Source: Field work, 2017.

As can be seen from the findings in table 5, it was clearly shown that, 11, (22.8%) of the 20 pupils said that peer pressure was the cause of school girls falling pregnancy, 10 (20.8) indicated that poverty caused school going girls to fall pregnant, 9 indicated that some girls fall pregnant due to love of money, about 9 indicated that other girls fall pregnant due to lack of parental guidance, followed by ignorance on the part of pupils which was represented by 4 while 3 of pupils indicated that modern technology was the cause of pregnancies in school going girls: 1 of them said the cause was that some pupils came from broken home and only 1 of the pupils indicated that some girls fall pregnant because they admired friends with sexual partners.

The implication of the figures (2.1%) against (22.8%) could be that in as much as girls admired friends with sexual partners, their conscious was still strong not to indulge themselves into having intimate relationships. Given a supportive environment socially and economically, they would engage themselves into early sex.

Pupils' views on units promoting girl- child education

As regard to whether schools were helping in the promotion of girl child education, 16 (80%) of the pupils indicated that schools were helping in the promotion of girl education, 2 of them said

that schools were not helping in the promotion of girl child education and 2 of them indicated that they were not sure whether schools were helping in the promotion of girl child education.

The reasons for admitting that schools had units that were helping promoting girl child education was that in some schools Comprehensive Sexuality Education was actively implemented and also the presence of the guidance unit. Some schools were initially PAGE schools and so the impact was still being felt. Other schools had FAWEZA programmes active while others had AGEP activities going on.

Pupils' views on parental involvement in reducing rate of pregnancies

Asked whether they were free to discuss sexuality issues with parents, Out of the 20 pupils, 6 of them agreed that they were free to discuss sexuality issues with parents whereas 14 (70%) of the pupils indicated that they were not free to discuss sexuality issues with parents.

Details concerning whether parents were involved by the school in attempts to reduce rate of pregnancies are shown in figure 5.

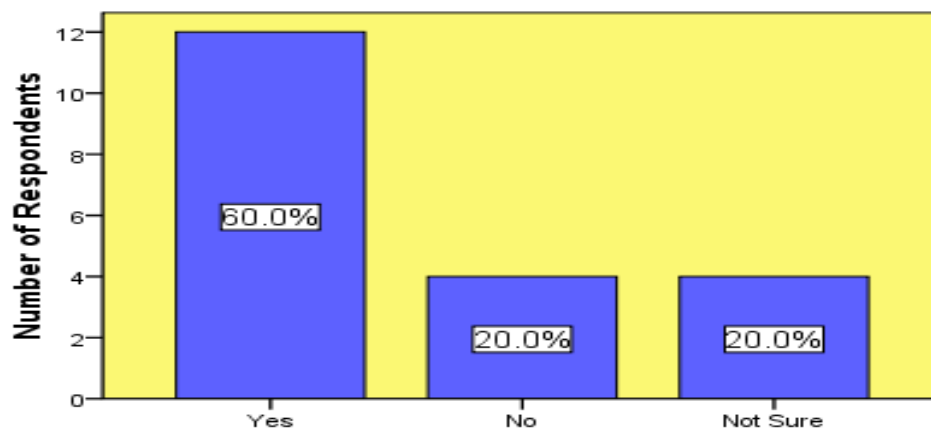


Figure 5: Whether they were free to discuss sexuality issues with parents.

Source: Field work 2017

Figure 5 shows that, of the 12 (60%), of the pupils said that parents were involved by the school in attempts to reduce rate of pregnancies, 4 of them indicated that parents were not involved and 4 of the pupils said that they were not sure whether parents were involved or not by the school in attempts to reduce rate of pregnancies. Parents can have influence on children's' decisions as CDC (2017) state that parents have a strong impact on whether a teenager makes a healthy decisions himself or herself. This is because as parents, they want to guide young ones for a

better life. On the other hand, when parents let their children alone, they will be at liberty to make own decisions which may be constructive or not. Generally a parent is a teacher.

As regards whether traditional and cultural practices such as letting girls sleep alone, go to fetch for water un escorted, contributed to school girls falling pregnant, 4 of the pupils said traditional and cultural practices contributed to school girls falling pregnant, 13 (65%) of the pupils indicated that traditional and cultural practices didn't contribute to school girls falling pregnant and 3 said that they were not sure.

Pupils' views on policies/programmes aimed at promoting girl child education

Asked whether re-entry policy encouraged girls that fall pregnant to come back to school after delivery, of the twenty pupils, 4 of them indicated that the policy encouraged the girls, 10 (50%) of the pupils said that the re-entry policy did not encourage girls that fell pregnant to come back to school after delivery and 6 of them indicated that they were not sure whether re-entry policy encouraged girls that fell pregnant to come back to school after delivery or not.

As stated above, 50% of the pupils indicated that the re-entry policy didn't encourage girls that fell pregnant. The majority of respondents appreciated the re-entry policy.

Concerning on the issue whether the government had done enough to sensitize community and promote girl child education,

Of the 20 pupils, 18 (90%) of them indicated that government had done enough to sensitize community and promoted girl child education while 2 of the pupils stated that the government had not done a good job to sensitize community and promoting girl child education.

Pupils' views on the primary cause of continued prevalence of teenage pregnancy among school girls in their area

Pupils gave the following views as possible primary causes of continued prevalence of teenage pregnancies among school girls in their area: poverty, peer pressure, traditional and cultural practice, love for money, stubbornness, admiration to have a child, curiosity and ignorance.

Others indicated parental negligence and appreciation of educational value, the social media and abuse of alcohol.

Pupils' suggestion to reduce teenage pregnancies in their areas

The following were suggestion made by pupils: extension of family planning measures to school girls, police taking punitive actions to perpetrators, parents and teachers to work together in combating the scourge. Others indicated that regular checkups or tests for pregnancies among school girls would do.

4.6 Views from parents

The views of parent / guardian to re-entry children on factors leading to pregnancies

On the issue of whether they had a child that became pregnant, all the 15 (100%) parents agreed that they had a child that fell pregnant.

A further question was asked to state the grade of the child at the time she became pregnant, the results were presented in table 9.

Table 9: Grade of children who became pregnant

Grade of children who became pregnant	Frequency	Percentage (%)
Grade 6	02	13.3%
Grade 7	06	40%
Grade 8	04	26.7%
Grade 9	03	20%
Total	15	100%

Source: Field work, 2017.

As can be seen from the findings in table 9, it was clearly shown that, of the 15 parents/guardians to re-entry children, 2 indicated that grade 6 pupils were impregnated, 6 indicated grade 7 pupils, 4 of the parent/guardians said the pupils were in grade 8 while 3 of them indicated that pupils who were impregnated were in grade 9.

As regards who made their daughter pregnant, of the 15 parents/guardians, 3 of them said a fellow pupil made their daughter pregnant while 12 (80%) of the parents or guardians indicated that their daughters were made pregnant by outsiders (that is one out of school).

Concerning what parents/guardians thought led their child to fall pregnant, the following responses were provided: poverty, poor self-image, peer pressure, no parental guidance, broken homes, long distance to school, love for money and effect of child abuse.

The views of parent/guardian to re-entry children on units promoting girl - child education

Asked whether schools were helping in the promotion of girl child education, 12(80%) of them said schools were helping in the promotion of girl child education, 2 of the parents/guardians indicated that schools were not helpful and 1 of them were not sure whether schools were helping in the promotion of girl child education.

The views of parent/guardian to re-entry children on parental involvement in reducing rate of pregnancies

Concerning the issue whether parents were involved by the school in attempts to reduce rate of pregnancies, 11(73.4%) of them said parents were involved, 2 of the parents/guardians stated that parents were not involved by the school in attempts to reduce rate of pregnancies and 2 of them indicated that they were not sure of the situation.

Asked whether they sat with their children to educate them on sexual matters, figure 6 shows the details.

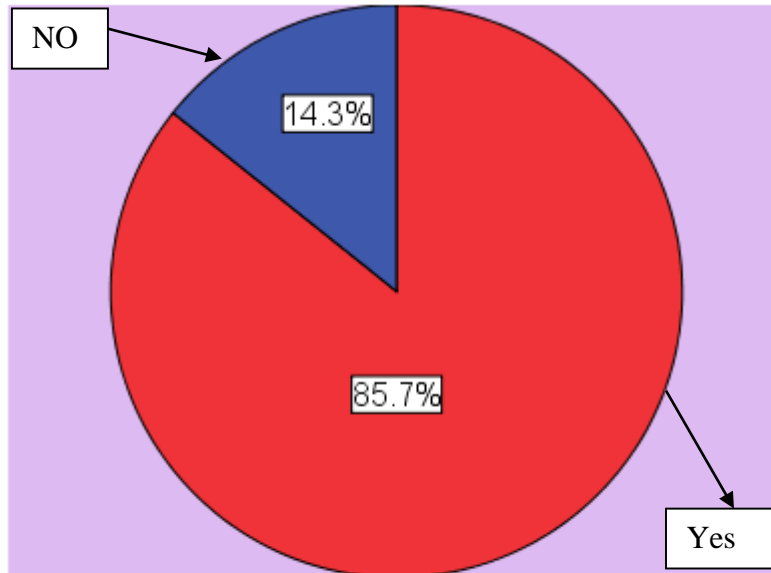


Figure 6: Whether parents educated their children on sexual matters.

Source: Feild work 2017.

As can be seen in figure 6, majority of parents/guardians which was 12 (85.7%) of the 15 parents/guardians indicated that they sat with their children to educate them on sexual matters while 3 of them indicated that they sat with their children to educate them on sexual matters.

A further question was asked on to state the kind of education they provided to their children, 1(6.7%) of the parents/guardians said HIV and AIDS, 11(73.3%) indicated dangers of sex while 3 of the parents/guardians said that they provided educational hints on abstinence. The situation is that majority of the parents provided sex education to their children.

As regards to whether traditional and cultural practices contributed to school girls falling pregnant, of the 15 parents, 8 of them said traditional and cultural practices such as letting girls sleep alone, aware from parents contributed to school girls falling pregnant, 5 of them disagreed and 2 of the parents/guardians indicated that they were not sure whether traditional and cultural practices contributed to school girls falling pregnant.

The following were some reasons that contributed to girls falling pregnant: girls were left to sleep alone and hence vulnerable, the teaching of the girl on how to attend to a man when she became of age was arousing curiosity to practice, girls were seen as objects for raising income

for the family through marriage hence left loose deliberately, the absence of sexual education from parents because it was seen as a taboo rendered the girls ignorant.

The views of parent/guardian to re-entry children on policies/programmes aimed at promoting girl child education

Concerning whether Re-entry policy allowed or encouraged girls that fell pregnant to come back to school after delivery, 9 of the parents/guardians said the policy encouraged , 5 indicated disagreed and 1 of them stated that they were not sure.

As to whether the government had done a lot of sensitization to promote girl child education, 10 (66.7%) of the parents/guardians said that the government had done a lot of sensitization to promote girl child education, 4 said that government had not done a lot of sensitization to promote girl child education and only 1 of them was not sure.

Parents to girls of re-entry cases' opinion on the primary cause of continued prevalence of teenage pregnancy among school girls in their area

Parents to girls of re-entry cases' gave the following views as possible primary causes of continued prevalence of teenage pregnancies among school girls in their area: poverty, peer pressure, traditional and cultural practice, love for money, stubbornness, admiration to have a child, curiosity and ignorance. Others indicated parental negligence and appreciation of educational value, lack of models, long distances to schools, the influence of modern technology (social media) and abuse of alcohol.

Parents to girls of re-entry cases' suggestion to reduce teenage pregnancies in their areas

The following were suggestion parents to girls of re-entry cases: parents working together with schools on sexual education, re-moving the re-entry policy, building more schools, stopping engaging girls into initiation ceremonies when they became of age but only teach them the expectation of a wife when they were almost getting married.

4.7 Views from pupils (re-entry cases)

Views of pupils who were re- entry cases, on factors leading to pregnancies

As regards to who was responsible for the pregnancy, out the 15 pupils, 2 of them said it was a fellow pupil/learner, 2 of the pupils indicated that it was one out of school and 11 (73.3 %) said it were teachers. The teachers were therefore, found to be the main culprits to girls falling pregnant, they made the girls pregnant and negotiated with parents that they would support the girl to continue with school.

On the issue of what grade they were when they fell pregnant, 3 of the pupils indicated they were in grade six, 7 of them said that they were in grade seven, and only 1 of the pupils indicated that she was in grade eight and 4 of them said they were in grade nine when they were made pregnant.

As regards what causes school girls fall pregnant, the following were given: poverty, poor self-image, peer pressure, ignorance and love for money.

Views of pupils who were re- entry cases on units promoting girl- child education

On the issue of whether schools were helping in the promotion of girl child education, 12 (80%) of the pupils said the school was helpful through the presence of school guidance unit that provided psychosocial support to pupils, 2 indicated that schools were not helping (guidance teachers were not trained to provide effective guidance) in the promotion of girl child education and 1 of them indicated that they were not sure of whether schools were helping in the promotion of girl child education.

The reasons for admitting that schools had units that were helping promoting girl child education was that in some schools Comprehensive Sexuality Education was actively implemented and also the presence of the guidance unit which provided basic guidance and counseling. Some schools were initially PAGE schools and so the impact was still being felt. Other schools had FAWEZA programmes active while others had AGEP activities going on.

As regards to who they blamed for falling out of school (becoming pregnant) at one point, the results are reflected in Table 10

Table 10: Whom they blamed for falling pregnant

Whom they blamed for falling pregnant	Frequency	Percentage (%)
Parents/guardians	3	25%
Teachers	2	12.5%
Government	9	56.3%
All the above (Parents, Teachers and the Government)	1	6.3
Total	16	100%

Source: Field work, 2017.

Details in table 10 shows that a good number of pupils indicated that the government was to blame for girls who became pregnant, this was represented by 9 , followed by 3 of those pupils who indicated that parents were to blame for them to become pregnant. 2 of the pupils said that they blamed teachers and only 1 of pupils indicated that parents, teachers and the government were to blame for them becoming pregnant. One of the pupils said:

Ine kwena abalengele ukuti nkwate ifumo ba fyashi bandi. Tabatalile kwata inshita iya kunjikalika panshi nokulanda naine pa mafya ya kwampana pamo na baume. (I blame my parents for my falling pregnant because they never had time for me to discuss issues concerning dangers of playing with the opposite sex).

Another pupil said:

Ine kwena mpela ubuteko umulandu pantu balisuminisha umwanakashi ukubwelela pa sukulu nga apula ifumo. Nalekumbwa abanandi abakwete amafumo, nga akwata umwana balebwela no kukonkanyapo isukulu. (As for me I blame the government because it has allowed those who fall pregnant to come back to school. I used to admire those friends who once got pregnant, after giving birth they were allowed to come back to school).

Views of pupils who were re-entry cases on parental involvement in reducing rate of pregnancies

Whether parents were involved by schools in attempts to reduce rate of pregnancies, 9 of the pupils indicated that parents were involved by the school in attempts to reduce rate of pregnancies, 3 of them said that parents were not involved in such issues and 3 of the pupils stated that they were not sure whether parents were involved by the school in attempts to reduce rate of pregnancies.

Concerning whether their parents/guardians sat with them to talk about sexual matters, of the 15 pupils 11(73.3%) of them said that parents/guardians were involved while 4 of the pupils indicated that their parents/guardians sat with them to talk about sexual matters. One of the pupils indicated that:

Our parents at our village where I come from do not allow us to talk or discuss issues concerning sexual matter neither do they sit us down to discuss such issues. What they say is that it is the job of teachers to teach you issues concerning sexual matters at school.

As regards whether traditional and cultural practices (girls sleeping alone or away from parents) contributed to school girls falling pregnant, 6 of the pupils indicated that traditional and cultural practices contributed to school girls falling pregnant. 6 of them disagreed while 3 of the pupils indicated that they were not sure whether traditional and cultural practices contributed to school girls falling pregnant.

The following were given as reason why participants felt traditional and cultural practices contributed to school girls falling pregnant; girls were taught marriage issues when they became of age and so out of curiosity they wanted to practice, they were let to sleep separately from parents hence became vulnerable, parents preferred supporting boys educationally than girls and the burden of house chores made them feel they were already wives and so when a boy approached them for sex, it was difficult to say no.

Views of pupils who were re- entry cases on policies/programmes aimed at promoting girl child education

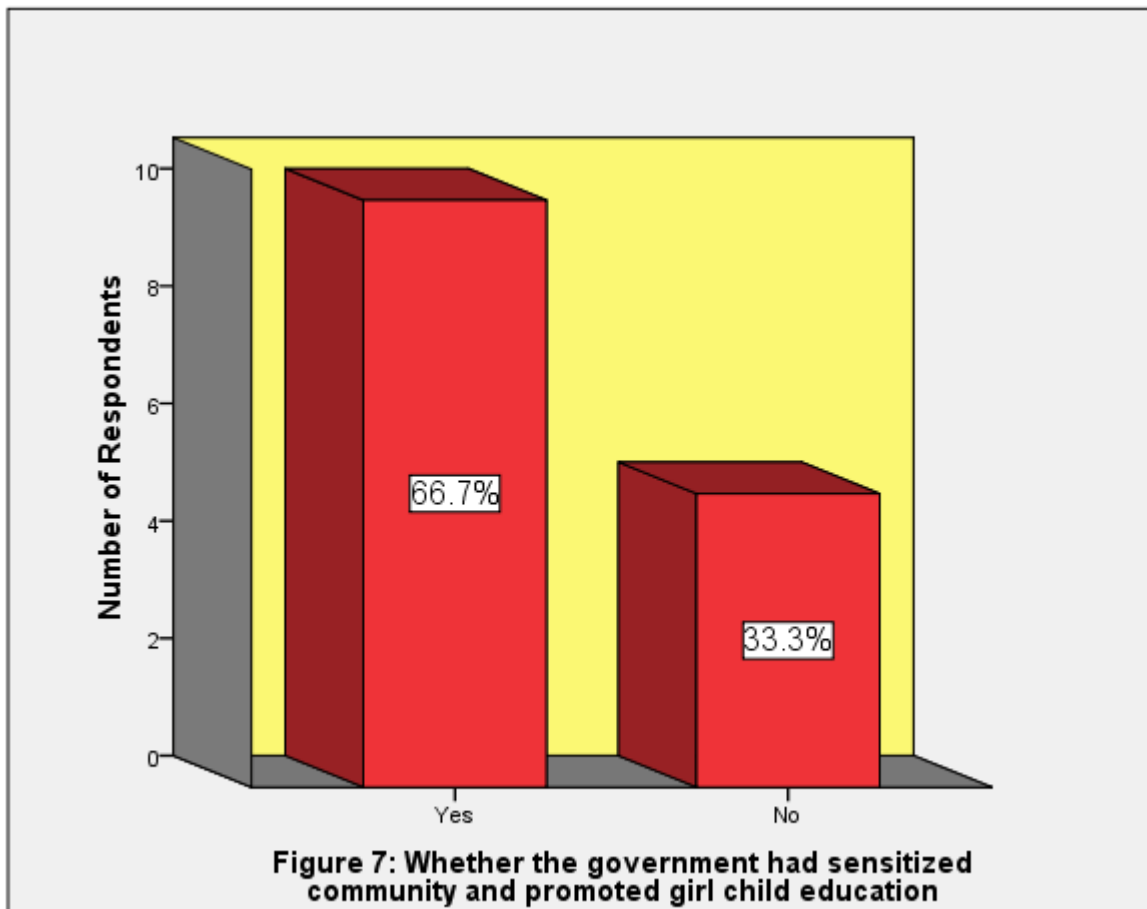
When asked whether re-entry policy allowed or encouraged girls to fall pregnant since they knew would to come back to school after delivery, 6 of the pupils indicated that the policy

encouraged a girl child to fall pregnant, 6 of them said that re-entry policy did not encourage the girls to fall pregnant and 3 of the pupils indicated that they were sure of the situation that is re-entry policy promoted or encourage girls to fall pregnant.

As stated above, almost 50% of the pupils indicated that the re-entry policy didn't encourage girls that fell pregnant; instead they appreciated the re-entry policy.

Concerning whether the government had done a good job to sensitize community and promote girl child education.

Figure 7 shows the findings.



Source: Feild work 2017.

As can be seen from figure 7, most of the pupils indicated that the government had done a good job to sensitize community and promote girl child education as compared to those who indicated that the government had not done a good job to sensitize the community and promote girl child education. Respondents felt that government had done enough to sensitize the community on promotion of girl child education because all the schools visited had at least a guidance teacher and also every school community was aware of the provisions of the re-entry policy.

Re-entry Case Pupils' views on the primary cause of continued prevalence of teenage Pregnancy among school girls in their area

The Re-entry Case pupils gave the following views as possible primary causes of continued prevalence of teenage pregnancies among school girls in their area: lack of basic necessities, lack of interest on school, parental negligence, love for money, traditional and cultural practices, peer pressure while others indicated stubbornness. The lack of basic necessities and lack of parental guidance came out significantly prevalent in the study area while stubbornness was the least.

Re-entry Case pupils' suggestion to reduce teenage pregnancies in their areas

The following were suggestion made by the Re-entry Case pupils: extension of family planning measures to school girls, police taking punitive actions to perpetrators, parents and teachers to work together in combating the scourge. Others indicated that regular checkups or tests for pregnancies among school girls, establishment of peers' education /youth friendly corners in schools for continued sensitizations.

4.6 Summary of the Chapter

The chapter overview was given highlighting the thematic areas as to where the findings would be based were covered. The findings were emanating from the responses made by the five categories of the respondents namely; the 15 Head teacher 30 teacher, the 20 parents, the 20 pupils, the 15 parents to girls that fell pregnant but were re-admitted back into school (Parents to Re-entry cases) and finally the 15 pupils that fell pregnant but were re-admitted back into school after delivery (Re-entry case pupils). The general scenario was that poverty, peer pressure, less parental involvement in children's education and the ineffective provision of guidance and counselling services contributed to the continued prevalence of pregnancies among school girls in the study area. There was therefore, need to re-address poverty levels and the re-enforce the provision of school guidance and counselling in the study area.

The following chapter is on discussion of the research findings. It brings out augmentations from literature reviewed, the study findings and personal views from the researcher.

CHAPTER FIVE: DISCUSSION OF RESEARCH FINDINGS

5.1 Overview

This chapter discusses the findings of the study in line with the objectives which were: to explore factors contributing to school girls falling pregnant in the study district, Masaiti; to find out whether or not schools had units that promoted girl education and thirdly to ascertain the extent to which parents were involved in mitigating factors that were contributing to early pregnancies among school girls. Literature in augmentation with the findings will be presented too, including personal views.

5.2 Prevalence rate of pregnancies among school girls

The study findings were that the prevalence rate of pregnancies among school girls in the study area of Masaiti district were progressively increasing. The figures of pregnancies over the period of three years, from the 15 schools that were visited were increasing each year. For instance, in 2013 the total number of pregnancies experienced in 15 schools was 46; in 2014, the figure rose to 81 and in the year 2015, the total number of pregnancies rose to 95. The findings were in agreement with the MOE (2009) Educational Statistical Bulletin in which it was noted that pregnancies were higher in rural areas than in urban areas. There are a number of possible causes to this scenario, for instance MOE (2010) argues that in rural areas and in some parts of the urban areas, traditions might contribute towards teenage pregnancy. Girls are treasured, but once they come of age, parents are interested in them getting married so that a husband can take care of them. This is coupled with benefits yielding from dowry payments, which may help solve financial problems the parents are likely to have (Liche, 2010).

The assertion above could be true when one associates with the socio-economic situation of Masaiti district and especially the study area, parents were not financially sound. Their occupation only provided for sustenance of family because they realized only little from their economic activities. For instance, out of the 35 parents that participated in the study, only 7 were in formal employment, the remaining 80% were either peasant farmers who were really struggling or were engaged into gardening and charcoal burning. This scenario was coupled with the ineffectiveness of the guidance and counselling unit in schools that didn't provide the much

needed psychosocial support to pupils especially girl child. Parents were also found not interested to partner with schools to mitigate some negative vices that left children vulnerable. For instance the researcher learnt that parents were rarely attending school meetings like Parents Teachers Association (PTA) meetings. It could have been during such forums that parents and teachers worked together to combat negative vices.

5.3 Factors contributing to school girls getting pregnant

The study revealed a number of factors that contributed to school girls falling pregnant in Masaiti district and common among them were; poverty, peer pressure, lack of parental guidance, poor self- image, ignorance, lack of role model, no interest in school, long distance to school and traditional practices as major factors. Other factors that came out although on a weaker side were effect of modern technology or exposure to social media, re-entry policy, pupils admiring friends with sexual partners and effect of child abuse.

Poverty contributed to school girls falling pregnant. The study found that most of the pupils who fell pregnant were coming from poverty stricken homes. Girls were asking for monies from boys and in the end they were made pregnant. The findings agrees with Mulenga (2010) whose assertion was that girls would like to live a better life that their parents cannot afford to give them. In line with Mulenga, Coley and Chase (1998) state that girls living in poor socio-economic backgrounds with an early menarche will engage in sexual behavior. This could be argued out that in some rural places, where little was done in terms of socio economic activities, poverty was likely to occur and this could lead into a lot of issues such as girls giving in to males easily for monetary gain, child abuse and lose of interest in school leading to girls falling pregnant. This means that poverty can bring about a lot of problems in society. The researcher also noted that boys and men took advantage of the girls by giving them money and requested them to pay in kind; in the final analysis these girls were impregnated. When participants were asked as to who was responsible for the pregnancies in the area among school going girls, 14 (70%) of the pupils said it was outsiders from school who were responsible. The outsiders include those who could have given the girls some money in order to have sexual intercourse with them. One participant said that *school girls were cheaper to manage as a girl - friend*. This therefore, meant that girls were vulnerable to these boys and men in the community because of

their being cheap. They could not demand bigger things or amounts of money from men for fear parents or guardians would question the source.

Peer pressure is also one of the factors that contributes to school girls falling pregnant in Masaiti district. The study revealed that some of the girls come from decent homes but because of peer pressure they easily get into issues of sexual intercourse which results them into falling pregnant. This is consistent with the findings of Langham (2015) who found that teenagers often feel pressured to make friends who influence their decision to have sex even when they do not fully understand the consequences associated with the act. One of the participants stated, “You see when you are still going to school, you discuss a lot of things including sex. You are eager to know how it feels. You will be showing each other pornography pictures and you are ever talking about sex.” Similarly Mutara and Mutanana (2015) say that children were exposed to condoms, pornography pictures and they discuss these things. The problem of peer pressure in schools has resulted into young ones misbehaving, others stealing, abusing drugs and eventually become victims of pregnancies. It was therefore, highly probable that very little has been done in terms of sensitization on sexual matters in schools.

The other factor cited as contributing to school girls falling pregnant in Masaiti district was the lack of parental guidance, which according to the research findings was either due to absence of parents because they had died or they were not role models. CDC (2017) reproductive health study state that, ‘parents have a strong impact on whether a teenager makes healthy decisions himself or herself. This goes for making healthy decisions about sex, as well. The research done in Atlanta, USA (2017) showed that teens who talk with their parents about sex, relationships, birth control and pregnancy: began to have sex at later age; used condoms and birth control more often if they did have sex; had better communications with romantic partners and had sex less often. The assertion of the Atlanta, USA study is supported by Langham (2015) who adds that teen girls are more likely to get pregnant if they have limited or no guidance from their parents. When a teen does not feel that she can talk to her parents about sex either because they forbid sex talk or because they are not around, she will more likely turn to friends for direction on whether or not to have sex, resulting in misinformation and possible teen pregnancy.

In most cases, children in rural areas rarely talked out sex education because it was regarded as a taboo. Morake (2011) further reveals that in some cases mothers are not well educated about sex before getting pregnant and thus this leads to lack of communication between the parents and their children. The researcher found that most girls including school girls were left without parental guidance on how to take care of themselves and this scenario made the girls be victims of pregnancy because they did not receive effective parental guidance.

Low self - esteem was identified as another casual factor for girls falling pregnant. One participant stated that many of the children did not stay with their biological parents and as such, they end up engaging in promiscuity behavior because they did not know love. This was in line with the notation by Jack (2010) that low esteem was among the causes of teenage pregnancies because children who were not shown love and affection from parents would seek it out with their peer groups, who normally comprised male partners. Similarly, Liche (2010) also adds that there is a tendency to associate themselves (girls) with people of the opposite sex and people whom they look up to in society. These may include those who dwell in school, those who dance well in traditional dances and workers such as teachers, doctors. And some of these adults may take advantage of the young girl's attention.

In line with Jack and Liche's assertion that lack of love to children who develop low self-esteem, the researcher found out that the socio economic situation in Masaiti was rather not good. Many people were engaged in low income activities like charcoal burning and gardening to earn a living and hence could surely not manage to attend to their children's needs. The few parents that managed to show affection to their children had to do it with struggle. Low self-esteem eventually gripped the children who saw no need to progress with school but to seek immediate satisfaction of their needs. They resorted to developing love for money. Unfortunately, those that were able to please or show affection to the girls were boys and men, who when they provided the love did it at a cost – paying in kind. The girls who gave in became victims and eventually fell pregnant.

The lack of sex education was another factor identified as contributing to school girls falling pregnant. Scholars such as Richter and Mlambo (2005) found that teenage pregnancy appear to be encouraged by lack of access to sex education. This is also in support of Miller (2006) who

added that, 'some teenagers fall pregnant because they lack information or access to conventional methods of preventing pregnancies. Similarly Langham (2015) states that teenagers who are un-educated about sex are more likely to have an unwanted pregnancy. Some teen do not fully understand the biological and emotional aspects associated with having sex. This ignorance of the effects of un-safe sex was aggravated by traditional and cultural myths that talking about sex by parents with their children was a taboo. The study findings revealed that most parents were reluctant to bring sex education to their children because they felt their teenagers might interpret this as permission to engage in sexual activities. Girls generally lacked information on how to keep themselves safe from falling pregnant due to lack of information or knowledge.

Morake (2011) agreed that most adolescents are unaware of safe sex probably because they had no access to traditional methods of preventing pregnancy. He further states that the main reason is that they are embarrassed or fear to seek information about. This lack of information or knowledge at home is coupled with the ineffectiveness of the school guidance services. The researcher learnt that although nearly all schools had a guidance unit that promoted girl child education, sex education was not effectively implemented. This then could be concluded that the lack of sex education among school girls was one contributing factor their falling pregnant.

The level of education among parents or guardians also play a role in determining the rate of unwanted pregnancy (Mutara and Mutanana, 2015). The two Scholars further state that the literacy level in the community also has an influence towards the high prevalence rate of child marriage especially in rural community. This is according to the study findings made in the rural areas of Zimbabwe. In relation to the Zimbabwean study, the researcher found that most parents in Masaiti were of low education levels, for instance 11(55%) of the 20 parents who participated in the study were found to have grade 7 certificate as their highest level of education. It would most likely be that such parents found it difficult to be examples to their children. Agreeing with notion, Vundule et.al (2001) posits that the parent for example the mother may have an influence on the adolescent towards teenage pregnancy as she acts as role model which maybe a preventive factor of early pregnancy. The girls who are not exposed to a role model have no direction in life. Using a principle of give and take, they may give in by having sexual affair resulting in

unwanted pregnancies (Liche, 2010). Therefore, it could be concluded that lack of role model to the girls especially from the parents could breed to illicit sex, resulting to pregnancies.

There are traditional roles that were also identified as influencing teenage pregnancies. For instance, the researcher found that 12 out of 20 (60%) participants claimed that the girl is used to perform traditional roles like going to fetch water and washing to the river or bole-hole and cooking for the family. While playing these roles, some men take advantage of that because when girls go to fetch water and wash clothes, they were not accompanied and men took advantage of long distances. Similarly, when they were cooking, some men thought that they had already matured when in fact they were only carrying traditional roles. This was a way of living in rural districts including Masaiti, as Gollnick and Chinn in Mustwanga (2010) state that culture manifests in an infinite number of ways through societal institutions daily habits of living and individual fulfillment of psychological and basic needs. While these rural girls were engaged in societal assignments, Mutara and Mutanana (2015) state that these girls started playing with men which eventually see the girls getting pregnant.

The roles girls played or their position was worsened by the traditional norm, according to MOE (2010) that girls are also not expected to question this notion of maleness rather they are taught to be submissive and accept it. Further Hulton et. al (2000) add that boys are expected to be dominant in relationships with girls and they earn respectability by sexual conquests. This could be concluded that males especially in rural community took advantage of the school girls. Agreeing with this notion, the research findings revealed that majority of the girls that fell pregnant were made pregnant by males outside school. The researcher found that 59 out of 115 participants (51.3%) indicated that those who made school girls pregnant were outsiders from school. The finding agrees with Kelly (1994) who argues that the image and treatment of the girls-child is that of a passive, submissive person who remains quietly in the background. Society perceives a girl-child as an object of marriage and source of wealth to the family through bridal price (lobola).

Furthermore, in rural areas, traditional practices were responsible for girls falling pregnant. The study finding found out of the 115 participants, 63 (54.78%) indicated that traditional customs and practices contributed to girls falling pregnant in rural Masaiti district and 34 (29.56%)

disagreed while 18(15.6%) were not sure. One among many traditional practices that did not support girl child education was the notion that a girl was a source of wealth for the family. Girls were treasured but once they come of age, parents were interested in them getting married, leaving school as a second option. Since the orientation was towards marriage, the girls never minded the nature of sexual relationship they developed, and this left them vulnerable to falling pregnant.

5.4 Units promoting Girl Child Education in Schools

This section covers the units or programmes that are found in schools in Masaiti district that promoted girl child education. These include Students' Alliance for Female Education (SAFE) clubs, FAWEZA programmes, AGEP and of course the Guidance and Counselling unit. The other programme imbedded with the revised curriculum include Comprehensive Sexuality Education (CSE). Each of these units may operate differently but the ultimate goal was to promote education provision that was supportive especially to the girl child.

The promotion of girl child education through units or programmes in schools enhances advancement of girls in education. The support that is rendered by these units or programmes can help in reducing the pregnancy rates among girls because girls remain focused and determined to achieve in life. In line with this view a programme undertaken in Ghana from 1997 to 2005 indicated that the Girl Education Unit (GEU) aimed to increase national enrolment of girls in primary schools, reduce the dropout rates for girls in primary schools, increase the transition rate from junior to senior secondary and increase the participation of girls (Amuzu, 2001). Similarly, the researcher found that almost all the schools in Masaiti had a unit or programme that aimed giving support to girls.

The study revealed that out 115 participants, 76 (66%) of them indicated that they were aware that a unit existed in a school that was charged with responsibility to promote girl child education. However, these units or programmes were not effective and most of them were not run by personnel that was adequately trained. Most of the teachers that were running such units had received basic orientation in the provision of the needed support, especially guidance teachers. One guidance teacher had this to say, "*we may be willing to work but the education system is not supportive enough...*" and another one said, "*Although we are working to support*

girls, we have not received formal training in the provision of guidance and counselling". This situation makes these units not be effective especially that personnel running them only received orientations.

Information from the Senior Education Officer in charge of Guidance and Administration (SEO-G/A) based at the provincial education office indicated that current education system was not supportive to the provision of guidance and counselling in schools. He explained that currently the only formally established guidance and counselling positions were that of the Principal Education Officer and Senior Education Officer at national and provincial levels respectively. The officer in charge of guidance and counselling at district and school levels were only appointed on administrative convenience, there was no establishment.

The study revealed that District Guidance Coordinators (DGC) were appointed nearly in all provinces in 2004 to coordinate guidance activities in schools. However, there has been a number of challenges pertaining the provision of guidance and counselling programmes and activities both at district and school levels. The following were brought out as some of the challenges:

- The position of the DGC was not established at both district and school levels and therefore didn't carry a salary scale of its own position. This was demoralizing to those holding such positions.
- The DGC only survived on allowances when there was an activity that involved him/her, while the school guidance teacher was initially receiving an allowance particularly for carrying out guidance activities but it was withdrawn when salaries were normalized in 2015. To date, a teacher who provides guidance and counselling will not receive any extra incentive and this has rendered unwillingness among teachers to take this extra work
- By virtue of their position, DGCs were supposed to be stationed at the District Education Board Office for easier coordination of the guidance programmes and activities, but in some cases the DGC was stationed at a school meanwhile expected to run district activities. Fortunately, for Masaiti, the DGC was stationed at the DEB office. The lack of

resources to implement guidance programmes and activities rendered the ineffectiveness of the service provision.

- A school guidance teacher was supposed to teach first besides the provision of guidance and counselling service to pupils. This scenario left the provision of guidance and counselling service an option and done only when the teacher was free especially that the subject was not time tabled.
- The study also revealed that the problem of accommodation in schools contributed to ineffective provision of guidance and counselling services. Most schools do not have adequate teachers' accommodation within school therefore teachers are coming from far places away from schools. Some teachers come from nearby towns of Luanshya, Ndola and Kapiri Mposhi where they are able to find accommodation. When they knock off, they have no time to spend in school for extra duties like meeting pupils for guidance and counselling since they have to rush back to their homes.
- The guidance teachers were appointed by the head teacher on administrative convenience. In some cases, the appointment was not done on merit because the appointing authority may have considered loyalty and not necessarily qualification and interest. So some teachers appointed to run the guidance unit were not only qualified but didn't have interest in guidance and counselling.
- The general scenario was that guidance and counselling providers were not qualified and skillful enough to provide effective support to pupils. The DGC stated that out of 63 schools, only 15 (23.8%) schools had trained guidance and counselling providers. In fact the study revealed that out of 15 schools visited, only 1 schools had trained guidance teachers. The rest of the guidance teachers only received orientations.

In a nutshell, the study found that the provision of guidance and counselling had not been effective due to the above reasons. The situation was worsened by study population that did not attach importance to education of their children. The end result has been that pupils were left with either minimum assistance or nothing at all. Guidance and counseling teachers were not there to provide the much needed service.

Elizabeth and Lewis (2007) found that to be effective, the counsellors must have a thorough understanding of human behavior in its social and cultural context and be able to apply that understanding to the particular problems and circumstances of each client. Similarly Kochhar (2010) revealed that guidance enables each individual to understand his or her abilities and interests, to develop them as well as possible and to relate them to life. With reference to the study findings on the nature of personnel running the guidance units that are supposed to support girl child education (lamentation by guidance teachers), it could be concluded that the ineffective provision of guidance to learners, especially girls in this case due to untrained and well vested personnel in schools rendered girls vulnerable to behavior that left them at risk even to an extent of falling pregnant.

The study also revealed that 9 out of 15 parents who had their girls fall pregnant, blamed the government. This was because the units that were supposed to support and promote girl child education were only existing on paper, and not functional. For instance, FAWWEZA which was so prevalent in the area was mainly concerned with sponsorship of learners financially and not really ensuring the moral aspect of the clients. This is supported by the 1996 FAWWE report in Sifuniso (2008) that stated that FAWWEZA embarked on empowering and promoting girl education through the provision of sponsorship especially to girls financially and materially.

The researcher learnt that even when Comprehensive Sexuality Education was part of the revised curriculum and that teachers were supposed to teach pupils on the health, moral and sexual education, not all teachers were committed to teach. This was partly because the offering of CSE needed extra time and could only be re-enforced in the afternoon after classes. Secondly, the teaching of CSE called for training or orientation of those attending to pupils. One participant had this to say when asked why CSE was not effectively implemented, *“firstly, we are finding it difficult to effectively implement the offering of CSE because we were not trained and secondly schools do not have equipment so that we are able to regulate the showing of the films or materials that pupils watch”*.

The implementation of CSE was done in conjunction with the Ministry of General Education (MoGE) and the Ministry of Health (MoH). The ministry of Health provides the projector and Television set that are used to show educative and deterrent films or materials to pupils. When

showing the materials, the health personnel and teaching personnel are supposed to be together to regulate or control what materials or films could be showed to pupils according to age group. This working together is what was found to be a challenge. The health personnel were not so keen to screen the beneficiaries, in fact the participant during the said that the showing of the films or materials was open to both school going children and out of school children regardless of age. The exposure of obscene films or materials made pupils develop interest to practice what they saw. For girls, those that were of age became vulnerable because boys and men followed them for sex after watching some films.

Effected in 2012 during the development of the Zambia Education Curriculum Framework, CSE was put to implementation in schools of Masaiti district in 2015, when the initial trainings to teachers and health workers was done. To date, the programme is being run in schools but with challenges of: schools and health centres not working in a coordinated manner. Ideally, the two ministries were supposed to coordinate the teaching of CSE to grades 5 – 12 on topics like relationships; values, attitudes and skills; culture, society and human rights; human development; sexual behavior and Sexual Reproductive Health (SRH). The non-coordination on the offering the CSE has therefore rendered school girls vulnerable and hence some fall pregnant because they are unable to manage themselves with the information they receive. The information that is exposed to the girls is irrespective of age, some information that could be waited for till rightful age is destructive to girls in that it influences them to indulge themselves into premature sexual intercourse. For example, some movies showed are so romantic and leave these children anxious to try the act too.

Probably the last but not the least programme that was aimed to promote girl child education in schools including Masaiti rural district is the Adolescent Girls Empowerment Programme (AGEP). The programme is relatively new and has not yet got established to fully provide the service to schools. Basically, the programme was launched on by the Department for International Development (DFID) in January, 2017. The researcher found that only 2 participants out of 45 were aware of its existence and its intended service – that is to empower girls especially those in schools in improved sexual and reproductive health.

5.5 Parental involvement in reducing rate of pregnancies

Parental involvement in the affairs of their children's education was very important. Working together with schools, parents could make significant strides to reduce or eliminate pregnancies among their children. Perrino et.al (2000) also agree with this assertion when they say 'parent involvement in prevention efforts targeting adolescents increase the impact of such programmes, however, the majority of risk reduction intervention programmes that are implemented through schools do not include parents in parts because most existing parental interventions require significant time commitment by parents'.

Similarly, the study revealed that parents were not working with schools in risk behavior reduction partly because they valued education less and also they were busy engaged in income generating activities such as gardening and charcoal burning. One parent had said, '*abana bashino shiku tabomfwa, bafwaya ukucita ifintu eflyo bafwaya ebene...*(nowadays, children do not want to listen to what parents are saying, instead they would rather do their own things). It could therefore, be concluded that the lack of parental involvement left schools overwhelmed with much work hence no time and support was given to school girls to guide them on the moral aspect of life which would reduce the risk behavior.

One possible platform parents use to could link up with school management in attempt to reduce the prevalence of pregnancies among school girls was during meetings called by schools, e.g. Parents Teachers' Association and Board meetings. These are meetings that are called once in year and during such meetings among issues discussed are the moral aspect of school children. When such meetings are called upon, attendance by parents was not usually good. Out of the 45 school head teachers that participated in the study, only 8 indicated that attendance is good during meetings (100 and above). 37 head teachers, representing 82% indicated that attendance was bad. As much as schools may be found in distant places, the general impression would be that parents were not interested to attend meetings as stakeholders.

When asked how much as parents were working together with schools, one participant had this to say, '*bakafundisha nabakwata insambu shakufunda abana besu, pantu encito yako, naifwe incito nikuma galadeni okotusangila impiya...* (Teachers have authority to authority to teach our children because that is their duty, us we get our income through gardening). It can be

concluded from such response that such parents have less concern over the education of their children, they were only interested in income generating activities. So when meeting were called upon, the parents didn't see any immediate benefit for attending. This left the Head teacher and other teachers to make decision on running of schools, inculcating good morals in children and generally ensuring that school children especially girl were secured from any possible harm. For children who found teachers who were only concerned with teaching the academic knowledge, then such children became vulnerable even to an extent of getting pregnant due to lack of concerted efforts from schools and parents on school policy making, moral support and general welfare of the children.

5.6 Summary of the Chapter

The study revealed that there were many factors that contributed to school girls falling pregnant. The following were outstanding cited factors: poverty, peer pressure influence, lack of parental guidance rendering to no model to children, poor esteem and self- image leading to lack of interest in school for some children. The ineffective units that were supposed to promote girl child education in schools and the lack of parental involvement were also discussed as factors that contributed to school girls falling pregnant.

The chapter following is on conclusion and recommendations. It gives a summary of the findings and the recommendations based on findings.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter presents the conclusion and recommendations emanating from the findings and discussion of the study. The objectives were to; explore factors contributing to school girls falling pregnant in selected primary schools in Masaiti district; find out whether or not schools had units that promoted girl education and thirdly to ascertain the extent to which parents were involved in mitigating factors that were contributing to early pregnancies among girl children.

6.2 Conclusion

The study found that the prevalence rate of pregnancies was progressive. Factors that contributed to school girls falling pregnant included: poverty, peer pressure, lack of parental guidance, poor self- image, ignorance, lack of role model, no interest in school, long distance to school and traditional practices as major factors. Other factors that came out although not with much emphasis were effect of modern technology or exposure to social media, re-entry policy, pupils admiring friends with sexual partners and effect of child abuse. The guidance and counselling service provision in the study area and district at large was not effective due to lack of trained guidance providers. And the stakeholder involvement in mitigating factors leading to girls falling out of school due to pregnancies was rather low. Most parents had no time to work with schools in school welfare promotion of their children.

The researcher generally felt that the social economical background of the study area contributed to the escalating prevalence rate of pregnancies among school girls. The community was preoccupied by ways of immediate family survival. The engagement into charcoal burning and gardening as a main source of income tells a story that people were busy seeking immediate financial satisfaction. The long term benefits of school from their children were not a factor, hence children were left uncared for in terms of school requisites. For boys, they followed their parents to burn charcoal and grow vegetables for an income, but for a girl child it was a challenges and so they only option left was to look for money elsewhere. The girls became vulnerable to boys and men who were able to provide. They gave in, even sexually to demands of those who were able to provide, eventually the girls that could not control themselves became pregnant.

Not until, the people of Masaiti and the study area in particular learn the importance and appreciate education, cases of pregnancies will always prevail. There is in fact need to research further on the genesis of the current socio-economic status of the study district. The district has a lot of fertile farming land which is not utilized.

6.3 Recommendations

Based on the study findings, the following recommendations were made:

1. In order to address factors contributing to increased rate of pregnancies among pupils in selected primary schools in Masaiti district, the Zambian government through the Ministry of General Education should ensure that: there is effective provision of school guidance and counselling; construct more schools to lessen distance covered by pupils; provide free education from grade 1 to 12 and work together with traditional leaders and parents to foster girl child education.
2. Schools sensitize pupils on services they can get from guidance and counselling units and other programmes in schools. Schools to encourage pupils and teachers to take active roles in SAFE clubs, FAWEZA, CSE, AGEP) and other programmes aimed at promoting education especially for a girl child.
3. The Zambian government through the Ministry of Education and school authorities should ensure that parents are involved in mitigating factors that are contributing to early pregnancies among girl children.

6.4 Suggestions for Further Research

The study focused on factors contributing to increased rate of pregnancies among pupils in selected primary schools in Masaiti district, Copperbelt Province. The study ought to be seen as a preliminary effort in this study area. Therefore, there is need for further research which would focus on specific issues such as:

- Benefits of guidance and counselling on girl child who fell pregnancy whilst at schools
- Impact of re-entry policy on girl child's education in Zambian schools
- A comparative study in the provision of education services to re-entry girl child and non-re-entry girl child.

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APPENDICES

Appendix A

QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is aimed at gathering data on the factors that lead to increased rate of pregnancies among school girls particularly in Masaiti district schools. The data gathered will help Masaiti District Education Board generate local policies that may curb this negative scourge that has affected the education achievement especially by girls. Your responses will therefore, be of great importance to this course. Be rest assured, however, that data provided will be guarded judiciously and only used for the research purpose.

Instruction: Mark a tick or write your response in the spaces provided

A: PERSONAL DATA

1. Gender

- a) Male ()
- b) Female ()

2. Age

- a) 30 - 39 years ()
- b) 40 – 49 years ()
- c) 50 and above ()

3. Length in service as at now

- a) Below 10 years ()
- b) 10 – 19 years ()
- c) 20 and above ()

4. Highest professional qualification?

- a) Certificate ()
- b) Primary Diploma ()
- c) Secondary Diploma ()
- d) Advanced Diploma ()
- e) Bachelor's Degree ()
- f) Master's Degree ()

5. What is your position?
- a) Class Teacher ()
 - b) Senior Teacher ()
 - c) Deputy Head ()
 - d) Head Teacher ()
6. How long have you been at your station?.....

B: GENERAL INFORMATION

7. During your stay at your station, have you come across pregnancy case(s) among school girls? (a) Yes (b) No ()
8. If the answer to question 7 is yes, who was responsible for the pregnancy?
- (a) A fellow pupil/learner (b) One out of school ()
9. What grade was the girl who fell pregnant?.....
10. In your own opinion, what do you think are factors that lead to school girls falling pregnant? List them.
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11. Does your school have a unit/section that promotes girl child education? (a) Yes (b) No
12. If the answer to the above question is yes, state the unit and specify what it does.
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-
13. Does your school have a trained school guidance and counseling provider? (a) Yes (b) No
14. Are learners free to discuss sexuality issues with teachers? (a) Yes (b) No.
15. Do you think that traditional practices and culture contribute to school girls falling pregnant? (a) Yes (b) No. Specify your answer.

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.....

16. Re-entry policy allows girls that fall pregnant to come back to school after delivery. Do you think this policy has encouraged girls falling pregnant?

- (a) I do not agree ()
- (b) I agree ()
- (c) I strongly agree ()

17. Other initiatives or programmes that promoted girl child education (i.e CAMFED, PAGE, FAWE) have not been effective. Do you agree?

- (a) I do not agree ()
- (b) I agree ()
- (c) I strongly agree ()

18. In your own opinion, what is the primary cause of continued prevalence of teenage pregnancy among school girls? List them down below.

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Thank you.

Appendix B

INTERVIEW SCHEDULE FOR PARENTS

This questionnaire is aimed at gathering data on the factors that lead to increased rate of pregnancies among school girls particularly in Masaiti district schools. The data gathered will help Masaiti District Education Board generate local policies that may curb this negative scourge that has affected the education achievement especially by girls. Your responses will therefore, be of great importance to this course. Be rest assured, however, that data provided will be guarded judiciously and only used for the research purpose.

A: PERSONAL DATA

1. Gender

a) Male ()

b) Female ()

2. Age

a) Below 30 ()

b) 30 - 39 years ()

d) 40 – 49 years ()

e) 50 and above ()

3. What is your highest level attained in education?

a) Grade 7 ()

b) Grade 9 ()

c) Grade 12 ()

d) Non- of the above ()

4. What is your occupation?.....

B: GENERAL INFORMATION

5. Do you have school going children? (a) Yes (b) No ()

6. During your stay in the community, have you heard of pregnancy case(s) among school girls? (a) Yes (b) No ()

7. If the answer to question 7 is yes, who was responsible for the pregnancy?

(a) A fellow pupil/learner (b) One out of school ()

8. In your own opinion, what do you think are factors that lead to school girls falling pregnant? List them.

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8. As parents, do you sit with your children to educate them on sexual matters? If yes, state the kind of education you give them.

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9. Do you think schools are helping in the promotion of girl child education? (a) Yes (b) No. Justify your answer

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.....

10. Do you think that traditional practices and culture contribute to school girls falling pregnant? (a) Yes (b) No. Specify your answer.

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11. What do you know about re-entry policy?

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.....
.....

12. Has the re-entry policy contributed to schools falling pregnant?

(a) I do not agree ()

- (b) I agree ()
- (c) I strongly agree ()

13. Do you think the government has done a lot of sensitization to promote girl child education?

- (a) I do not agree ()
- (b) I agree ()
- (c) I strongly agree ()

14. In your own opinion, what is the primary cause of continued prevalence of teenage pregnancy among school girls? List them down below.

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Thank you.

QUESTIONNAIRE FOR PUPILS

This questionnaire is aimed at gathering data on the factors that lead to increased rate of pregnancies among school girls particularly in Masaiti district schools. The data gathered will help Masaiti District Education Board generate local policies that may curb this negative scourge that has affected the education achievement especially by girls. Your responses will therefore, be of great importance to this course. Be rest assured, however, that data provided will be guarded judiciously and only used for the research purpose.

Instruction: Mark a tick or write your response in the spaces provided

A: PERSONAL DATA

1. Gender

a) Male ()

b) Female ()

2. Age (a) 10 – 14 years ()

(b) 15 – 19 years ()

(c) 20 and above ()

2. How long have you been at this school?.....

3. Have you known or heard of girls that fell pregnant whilst in school? (a) Yes (b) No

4. If the answer to question 3 is yes, what do you think led to that?

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.....
.....

5. In your own opinion, what causes school girls fall pregnant?

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6. Does your school have guidance and counseling unit? If yes, are the teachers readily available to attend to your psychosocial problems?

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7. Do you think that traditional practices and culture contribute to school girls falling pregnant? (a) Yes (b) No.

If yes, list down some practices you have in mind.

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8. Have you heard of re-entry policy? (a) Yes (b) No

9. If your answer to the above question is Yes, do you think that the policy has helped or worsened the situation of pregnancies among school girls?

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10. In your opinion, has the government done a good job to sensitize community and promote girl child education? Explain.

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Thank you.

Appendix D

INTERVIEW SCHEDULE FOR PARENT/GUARDIAN OF RE-ENTERED CHILDREN

This questionnaire is aimed at gathering data on the factors that lead to increased rate of pregnancies among school girls particularly in Masaiti district schools. The data gathered will help Masaiti District Education Board generate local policies that may curb this negative scourge that has affected the education achievement especially by girls. Your responses will therefore, be of great importance to this course. Be rest assured, however, that data provided will be guarded judiciously and only used for the research purpose.

A: PERSONAL DATA

1. Gender

a) Male ()

b) Female ()

2. Age

c) Below 30 ()

d) 30 - 39 years ()

f) 40 – 49 years ()

g) 50 and above ()

3. What is your highest level attained in education?

e) Grade 7 ()

f) Grade 9 ()

g) Grade 12 ()

h) Non- of the above ()

4. What is your occupation?.....

5. Are you married?.....

B: GENERAL INFORMATION

6. You have a child that became pregnant, how did you feel when it happened?

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

7. Who made your daughter pregnant?

- (a) A fellow learner/pupil
- (b) One out of school

8. In your own opinion, what do you think led your child to fall pregnant?

.....
.....

9. As parents, do you sit with your children to educate them on sexual matters? If yes, state the kind of education you give them.

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

10. Do you think schools are helping in the promotion of girl child education? (a) Yes (b) No. Justify your answer

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.....
.....

11. Do you think that traditional practices and culture contribute to school girls falling pregnant? (a) Yes (b) No. Specify your answer.

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12. What do you know about re-entry policy?

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.....

13. Has the re-entry policy contributed to schools falling pregnant?

- (a) I do not agree ()
- (b) I agree ()
- (c) I strongly agree ()

14. Do you think the government has done a lot of sensitization to promote girl child education?

- (a) I do not agree ()
- (b) I agree ()
- (c) I strongly agree ()

15. In your own opinion, what is the primary cause of continued prevalence of teenage pregnancy among school girls? List them down below.

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Thank you.

Appendix E

QUESTIONNAIRE FOR PUPIL WHO IS AN RE-ENTRY CASE

This questionnaire is aimed at gathering data on the factors that lead to increased rate of pregnancies among school girls particularly in Masaiti district schools. The data gathered will help Masaiti District Education Board generate local policies that may curb this negative scourge that has affected the education achievement especially by girls. Your responses will therefore, be of great importance to this course. Be rest assured, however, that data provided will be guarded judiciously and only used for the research purpose.

Instruction: Mark a tick or write your response in the spaces provided

A: PERSONAL DATA

1. Age (a) 10 – 14 years ()
(b) 15 – 19 years ()
(c) 20 and above ()
2. What grade are you?.....
2. How long have you been at this school?.....
3. You are a beneficiary of the re-entry policy. When did you fall pregnant?
.....
4. Who impregnated you?
(a) A fellow learner/ pupil
(b) One out of school
5. How did you feel?.....
6. Who do you blame for your falling out of school at one point?
(a) Parents/guardians ()
(b) Teachers ()
(c) Friends ()
(d) Government ()
(e) All the above ()
(f) None of the above ()

7. Did your parents/guardians talk to you about sexual issues? (a) Yes (b) No
.....
.....

8. Did your teachers talk to you about sexual issues? (a) Yes (b) No

9. Did your school have guidance and counseling unit? (a) Yes (b) No

10. Do you think that traditional practices and culture contribute to school girls falling pregnant? (a) Yes (b) No.

If yes, list down some practices you have in mind.

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

11. Do you think that the re-entry policy has helped or worsened the situation of pregnancies among school girls?

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

12. In your opinion, has the government done a good job to sensitize community and promote girl child education? Explain.

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.....
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Thank you.