

**SOCIAL, CULTURAL AND ECONOMIC CAUSES OF SECONDARY SCHOOL
GIRLS PREGNANCIES: IMPLICATION FOR COUNSELLING IN POKOT SOUTH
SUB COUNTY OF WEST POKOT COUNTY, KENYA.**

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**A Research Project Report Submitted to Graduate School in Partial Fulfillment for the
Requirements for the Award of Master of Education Degree in Guidance and
Counseling of Egerton University.**

EGERTON UNIVERSITY

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DECLARATION AND RECOMMENDATION

Declaration

This research project is my original work and has not been presented for an award of a degree in this or any other university.

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Recommendation

This research project has been submitted for examination with my approval as University Supervisor.

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DEDICATION

To my dear sisters of Mercy, my brother Moses Mugane, for your love, concern, spiritual, emotional and financial support, as well as your patience during my study period. The success for this work is a true realization for your long cherished dreams.

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ABSTRACT

Pregnancies among secondary school girls are on the rise globally and in Kenya. As a social problem, it has adverse effects on the girls' academic performance, and career development as it results in girls dropping out of school and some are forced to early marriages. Despite efforts to prevent girls dropping out of school due to pregnancies, there is still evidence of high prevalence of pregnancy among girls in secondary school. This study therefore sought to establish social, cultural and economic causes of secondary school girls' pregnancies: Implication for counseling in Pokot South Sub County of West Pokot County, Kenya. The researcher adopted *ex-post-facto* survey research design. There were 18 public Secondary Schools in Pokot South-Sub County which had target population of 2436, constituted 18 head teachers, 18 head teacher counselors and 2400 students. Six girls' schools were purposefully chosen with population of 462 forms twos and threes who were enrolled by March 2017. A sample size of 210 students, in addition of 6 head teachers and 6 head teacher counselors to a total of 222 who participated in the study. A similar questionnaire for all respondents and oral interview schedule for teacher counselors and head teachers was used to generate the data. Reliability value obtained was 0.82. The content validity of the instrument was ascertained with the assistance of the supervisor and experts from the Department of Psychology, Counseling and Educational Foundations of Egerton University. Data collected was analyzed with the help of Statistical Package for Social Sciences (SPSS) computer program and presented in tables of frequencies and percentages. The study established, Social causes of pregnancy in the area of study as peer influence, media influence, neglect by parents, dating early and low self-esteem. Cultural causes as silence behaviour, it is taboo to talk about sex and sexuality matters, polygamous families and preserving tradition. Economic causes as poverty, unemployment, girls living high lives, for their parents to meet, bride wealth and infrastructure as among the factors predisposing Secondary School girls to pregnancy. The study recommends that the government, the Ministry of Education, School administrator, teacher counselors, parents and the entire community to have collective responsibility and realistic policies to address the surge of adolescents pregnancies. This implies that a combination of strategies with stakeholder involvement is needed to come up with a comprehensive solution to these early pregnancies.

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LIST OF ABBREVIATION AND ACRONYMS

ASAL	Arid and Semi- Arid Land
CEDAW	The committee on the Elimination of Discrimination against women
CTN	Citizen Television Newspaper
ECOSOC	Economic and Social Council
EFA	Education for All
FAWE	Forum for African Women Education
GBV	Gender Based Violence
HOD	Head of Department
ICPD	International Conference on Population and Development
KNAP	Kenya National Assessment of Parents
KTN	Kenya Television Network
KDHS	Kenya Demographic and Health Survey
KNBS	Kenya National Bureau statistics
MDGs	Millennium Development Goals
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
NCAPD	Natural Coordinating Agency for Population and Development
NCCK	National Council of Churches of Kenya
SPSS	Statistical Package for Social Sciences.
UNESCO	United Nations Education Scientific Cultural Organization
UNGEI	United Nations Girl's Initiative
USA	United State of America
UNICEF	United Nations International Children's Educational Fund.
UN	United Nations
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Otieno and Omondi (2008) reported that, globally 5.5 million girls age between 15 – 19 years give birth yearly. The World Health Organization (WHO, 2009) indicated that in the developed countries, such as United States of America (USA) have high incidences of teenage pregnancies, abortions and births. According to the United Nations Children's Fund (2010) USA's teenage birth rate was and is generally four times the European Union average. Countries located in Asia, Latin America and the Caribbean also have high teenage pregnancy rates. In China and the Caribbean the rate of births contributed by teenagers are 2% and 18% respectively. The United Kingdom (UK) tops the list of teenage pregnancies in Europe where 27 in every 1000 teenagers give birth which is higher compared to Netherland's 7 in every 1000.

Garner (2009) stated that, the lowest teenage birth rates are found in the Scandinavian countries, Switzerland, the Netherlands, Japan and Korea. In sub-Saharan Africa, more than 50% of pregnancies are contributed by teenagers. According to WHO (2008) a relatively large proportion of young girls have their sexual debut by the age of 15 years, resulting in high levels of early pregnancies. WHO- (2012) fact sheet on adolescent pregnancy also revealed that about 16 million girls aged between 15-16 years give birth each year all over the world– most in low and middle income countries. The distribution of teenage pregnancy in Kenya varies according to geographical location, education levels, age brackets and income levels. Forty-seven percent of women give birth before 20 years while 8% before age 16 (Neal, 2015). The proportion of those who have already been pregnant is higher among those with primary education (Donatien, 2013).

Qualitative studies done in Australia about adolescent reproductive health revealed that perception plays a critical role in how adolescents cope with the decisions of adolescent health (Skinner et, al., 2009; J. L. Smith, Skinner & Fenwick, 2012). The adolescents who perceived adolescent pregnancy as a barrier to their personal career and social transition to adulthood have terminated their pregnancy. However, those who did not terminate their pregnancies but continued into teen motherhood perceive teen motherhood as a resource that fosters their personal growth (J. L. Smith et al., 2012). Skinner *et al.* 2009) revealed that

although adolescent mothers were aware of contraception usage, they however use it inconsistently. Loaiza (2013) indicated that, the top five countries with the greatest increase of pregnancies over the next 20 years in Sub-Saharan Africa: Nigeria (9.2million), United Republic of Tanzania (3.7m), Democratic Republic of Congo (3.3m), Uganda (2.5m) and Kenya (2.3m). This implies that a combination of strategies with stakeholder involvement is needed to come up with a comprehensive solution to these early pregnancies. It requires the effort of the government, school administration, parents, and other stakeholders to work together to contain these pregnancies. The process is time consuming and thus requires affirmation from young people and a serious commitment of financial resources, to reach and facilitate a broad teenage audience.

Policies that are often intended to help pregnant adolescents end up harming them in the long run. Mashishi & Makoelle (2014) and Omwancha (2012) in their review of teenage pregnancy policies in South Africa and Namibia, found that, South African teenagers who became pregnant while in school were allowed to be in school till the seventh month of the pregnancy; these pregnant adolescents were excluded from school for up to two years after leaving the school in their seventh month. The policy of excluding pregnant adolescents from school in South Africa denied them of their constitutional right to education Mashishi & Makoelle-. In Ghana, a realization of the negative effects of policies that exclude pregnant girls from school has led educational authorities to modify existing policies and make way for such girls to remain in school. Despite this and other interventions, lack of resources for monitoring and enforcement have still meant that traditional cultural norms and negative community attitudes still prevent some pregnant girls from remaining in school. In Africa, sub-Saharan Africa countries, there are concerns about high rates of pregnancy related school dropouts.

According to Binstock (2010) these girls have fewer opportunities to complete their education after child birth. Also opportunities for social economic advancement are limited although he continues to argue that education was never a factor they thought could improve their opportunities in the future. Among policy makers and even the media, pregnancy is increasingly mentioned as a reason for premature school leaving in the region. Some girls resort to unsafe abortions for fear of facing expulsion from school and for fear that many girls who drop out of school due to pregnancy usually never return in school in some countries. Remes et al. (2010) state that, in Tanzania, cases of girls who have left school due to

pregnancy have been reported, despite three decades of gender equality in education policy the law regarding pregnancy has not changed. Girls are still expelled from school when found pregnant.

The 2009 Kenya national population census report shows high levels of adolescent fertility in the country which currently stands at 94 births per 1,000 women aged 15–19 years compared to the global adolescent fertility rate of 45 births per 1,000 women. World Bank (2014) indicated that, in Kenya, youth population between 15-19 years of age accounts 25% of the country's population. Most of the girls in Kenya between these ages are still pursuing education in secondary schools. Pregnancies interfere with their education efforts at this level. Despite introduction of free primary and secondary education by the government, girls are still dropping out of school as a result of pregnancy. The statistics on school dropout due to pregnancy in Kenya shows that the problem demands urgent solution (Kenya Bureau Statistics, 2010). Also adolescent fertility is still high in many developing countries including sub-Saharan Africa (Loaiza, 2013). UNFPA(2013) projects that the greatest increase in pregnancy among teenage girls less than 18 years of age over the next 20 years is likely to happen in sub-Saharan Africa.

Also, a national survey by Kenya National Statistics Bureau (2015) indicated that 13% of secondary school students had experienced their first pregnancy by the age of 14 years and that pregnancy rates rapidly increased from age 15 (3.2%) to 19 (39.9%). About 40% of Kenyan adolescent girls without any education are either pregnant or have already become mothers with poverty and ignorance fueling this in rural areas. UNFPA (2013) indicated that, teenage pregnancy and early childbearing are complex issues which attract a great deal of attention from service providers, educators and policy makers in the recent years. These situations of early pregnancies, often leaves most young teenagers with low self-esteem, they lose their dignity, experience embarrassment, shame, as well as feeling a sense of being social misfits. They may take responsibility for their pregnancies or may decide to marry early and this may lead to loss of education and career aspirations.

The risk of teenage childbearing varies quite significantly across the predictor variables, and there are similarly obvious dissimilarities by area, creed and urban/rural habitation (Sarah E Neal 2015); Marline J. W., (2012).

In Kenya for instance, young women aged 15–19 are significantly more likely than older women to experience unintended pregnancy (Ikamari, 2013 ; Beguy,2014).This could be due to Sexual violence and abuse by peers, parents and other adults, including teachers (Joyce Mumah, 2014). Similar findings have been noted in Mombasa where a study of sexual behavior on youth in colleges and youth centers revealed that a significant proportion of women (16.9%) reported rape and financial gains (13.6%) respectively as reasons for sexual debut (Jin,2012).

Ikamari (2013) observed that, the situation may become worse, when they are not supported by their parents; they may opt to marry any other man willing to take them to cover up their shame as well as seeking financial and social security. These may lead to a more complicated situation such as; mistreatment, sexual abuse and battering. Some girls run away from home and engage in immorality such as prostitution, drug and substance abuse.

A recent report from Action Aid (2012) research says that, teenage girls who drop out of school, due to pregnancy, have increased instead of reducing. This calls for more research on causes of teenage pregnancies. Kenya Population and Housing Census (2009) showed that 9.2 million of the population is young people aged 10-19 years. Out of which, forty nine percent (49%) are female. Kenya Bureau Statistics (KBS, 2010) reported that the country has seen an increase in teenage fertility trend, where a quarter of young women aged 15-19 years fall pregnant or become young mothers. The World Population Day, (July 11th 2013) spearheaded by United Nations (UN), sought to raise the awareness about population issues. They focused on adolescent pregnancy which is said to set a hopeless future for Kenya and African Nations.

Kenyatta National and Referral Hospital in Nairobi cosmopolitan, records 219 to 240 babies every month that are born to girls aged below 20 years old. Citizen Television News, (March 16th2009), reported that, Pumwani Maternity Hospital, the largest maternity in Nairobi, records that at least four underage girls attend pregnancy check-up every week. Adolescent pregnancy brings change to the lives of young girls and in most instances negative social consequences such as dropping out of school. Society is negatively affected as socio-economic factors such as poverty; unemployment and poor literacy are interrelated with adolescent pregnancies. An empirical investigation on factors causing pregnancy rates in

adolescents girls would strengthen the knowledge base and empower education of girls thus reduce poverty.

Secondary school girls' pregnancies are associated with a variety of factors. It is not simply a problem of sexual intercourse at an early age but rather it is an issue of much broader social, economic, cultural and psychological factors. These factors may include poverty, cultural practices, peer influence and sexual abuse. UNESCO (2010) reported that, sometimes, girls drop out of school because of early pregnancies and being unable to cope with the pressure of work and domestic chores.

The Kenya National Bureau of Statistics (KNBS) for West Pokot county (2011-2014) indicate that youth population below age 15 make up half of (52%) of the total population. The youth population therefore has implications on the county health and education agenda puts increasing demands on provision of services in this sectors. The report, further shows that, more than a quarter (29%) of girls aged 15-19 years in West Pokot county have begun childbearing; this is notably higher than the National rates 5.9% have first child and 22.8% have given birth compared to 3.4% and 14.7% respectively at the National level. Furthermore, the fertility rates for adolescent girls aged 15-19 have a birth rate of 133 per 1000 girls which is considerably higher than the National rate (96). The Kenya National Commission on Human Rights (2005-2016) showed that, more than 22% of girls have children as a result of high bride price for girls which encourages parents to marry off their daughters at an early age.

With this background information in mind, the researcher aimed at establishing, the social, cultural and economic causes of secondary school girls' pregnancies and their implication for counseling in Pokot South Sub County of West- Pokot County. There are great concerns from heads of schools and parents, about the high rates of girls' pregnancies in both secondary and primary schools. Almost, every week, month, and term, girls are escorted out of school as a result of pregnancy related issues, which destroys the education goals of Kenya, such as, retention and completion of education as well as career preparedness for this girls. Thus the slogan "Educate a woman, educate the Nation" is not achieved.

1.2 Statement of the Problem

Teenage pregnancy globally is growing rapidly among school going girls in age bracket 13-19 years. These challenges have made adolescent pregnancy a major policy concern. The International Conference on Population and Development (ICPD) brought to the fore the significance of addressing adolescent pregnancy and underlining contributing factors to be targeted. Even after much advocacy on the girl child promotion in education, career, and equal opportunities and the efforts to promote the advancement of the female community in Kenya, there are still staggering evidence of negative impact of young girls' pregnancies which impacts on their life potentials and cause great concern to those who care for them. The high rate of girls drop-out from schools due to pregnancy issues is very much experienced in the area of study as shown by Kenya Statistics Bureau that the rate of pregnancy among teenage is 29% in West Pokot which is higher than the National 19% .Thus the need to establish the causes of pregnancies among secondary schools in Pokot South Sub-County, which has been so evident than other four sub- counties and that there are more girls secondary schools in the region. Many of these who drop out from school due to pregnancy are forced to marry early, thus not given the opportunities to exploit their potential in education and their career aspiration becomes diminished. The result is continued poverty, violence, guilt and shame. There is the need, therefore, to carry out a research on social, cultural and economic causes that contribute to teenage fertility in the area. There is great need to provide a good framework for necessary interventions that would help realize Kenya's Vision 2030 and beyond of providing quality education to all children and improve the rate of completion of basic education especially for girl child. "Educate a woman educate the Nation"

1.3 Purpose of the Study

The purpose of the study was to establish social, cultural and economic causes of Secondary School Girls' Pregnancies: Implication for counseling in Pokot South Sub-county of West-Pokot County-Kenya.

1.4. Objectives of the study

The study was guided by the following objectives:

- i) To establish social causes of secondary school girls pregnancies in Pokot South Sub-County of West Pokot County

- ii) To identify cultural causes of secondary school girls pregnancies in Pokot South Sub-county, West Pokot County
- iii) To establish the economic causes of secondary school girls pregnancies in Pokot South Sub-county, West Pokot County
- iv) To identify implication for counseling girls in Pokot South Sub-county, West Pokot County.

1.5. Research Questions

The following were the research questions of the study:

- i) What are the social causes of secondary school girls' pregnancies in Pokot South Sub- County West Pokot County?
- ii) What are the cultural causes of secondary school girls' pregnancies in Pokot south Sub- County, West Pokot County?
- iii) What are the economic causes of secondary school girls' pregnancies in Pokot south Sub- County, West Pokot County?
- iv) What are the implications for counseling secondary school girls in Pokot South Sub-county, West Pokot County?

1.6. Significance of the Study

The research findings may assist the government of Kenya, stakeholders and teacher counselors on how best to deal with the cases of secondary school girls pregnancies which have negatively affected academic performance and career preparedness of girls at early age. The policy makers in the education sector may benefit from this research to be able to come up with realistic measures to curb or control this situation of early pregnancies among secondary school girls for it seems to create a hopeless future for the students themselves and for the country's development. It may also help to improve the status and the dignity of young girls who fall victims of early pregnancies and early marriages. It may help to create more awareness to the community of the plight of the girls and appreciate them by giving them a second chance in pursuit of their future dreams. Many researchers have paid attention to the prevalence of adolescent child bearing in the world and more so in developed countries but few studies have focused on causes of pregnancy and implication for counseling.

1.7. Scope of the Study

The study targeted six public girls' secondary schools in Pokot south sub county. The respondents comprised six head teachers, six head teacher counselors purposefully selected and forms two and three students, who share similar demographic characteristic. West Pokot County has a rich cultural and social background that influences the way girl's belief. The study established the social, cultural and economic causes of secondary school girls' pregnancies: Implication for counseling in Pokot South Sub County of West-Pokot County in Kenya.

1.8 Assumptions of the Study

- i) The study assumed that the respondents gave the information accurately and honestly.
- ii) That, there exists well established and functional guidance and counseling offices in schools in West-Pokot County.
- iii) That, the head teachers or their deputies or teacher counselors had up to date records of pregnancy cases, which continue to be a source of reliable and accurate information regarding the study.

1.9 Limitations of the Study

The researcher anticipated a number of challenges during the study as follows:

- i) Respondents were unwilling to give correct responses but they were assured of confidentiality.
- ii) Opinions and conclusions drawn from the study were limited to socio-cultural and economic causes among the Pokot. Generalization of the study should be done with caution.

1.10. Operational Definition of Terms

Adolescence: For the purpose of this study, adolescence means a period of growth to maturity that begins at puberty (13 years) and extends to late teens or early twenties.

Cultural: The factors in the society that are taken as norms or customs by the teenagers and adhere to them without much questioning or thought.

Counseling: A process in which a counselor accompanies a client who has an issue in a trusting and confidential caring relationship aimed at establishing some way forward. For this study a teacher counselor guides a student with a concerns, in order to get way forward.

Drop out: Students who drop-out or withdraw from secondary school prematurely. For this Study, the drop out due to pregnancy.

Economic: Material benefits that are attached to life and growth of a teenage, such as money, clothing and cosmetic.

Education: The learning process which prepares learners especially girls in secondary school to achieve social, career and life skills to help themselves and society at large thus eliminating poverty.

Guidance: Giving direction to students, especially girls on how to make choice on issues of relationships, sexuality and career preparedness

Implication for Counseling: The impact of pregnancies among secondary school girls on offering them help to cope with the new life challenges of being pregnant and being a young student.

Public Secondary School: Secondary schools that are facilitated and controlled or monitored by the Government of Kenya in Pokot South Sub County.

Social: How teenagers relate and interact with each other and the outcome of their interaction.

CHAPTER TWO

LITERATUREREVIEW

2.1 Introduction

This chapter provided a review of related literature on social, cultural and economic causes of secondary schools girl's pregnancies: Implication for counseling. The literature review focused mainly on what others have said about causes of teenage pregnancies. Also included theoretical frame work and conception frame work in relation to the topic.

2.2 Causes of Teenage Pregnancies

Teenagers are very important people in the society because they are looked upon as a future of the nation's social, cultural and economic development. According to Lawis et al., (2009) teenagers' development includes physical, psychological, social, cultural and cognitive changes. These changes pose challenges to the teenagers while in school and at home while they try to interact with each other and the environment. Girls are more affected with these changes when they try to make choices that affect their lives. According to World Health Organization (WHO, 2009) teenage is categorized as sparing the age of 13-19 years, where most are in second level of institution of learning which is referred to as secondary school in Kenya. WHO- stated that pregnancy rates at these ages are very high. These pregnancies include all pregnancies that lead to birth of a baby and those that end in abortion.

The World Health Organization (2010) defines teenage pregnancy as pregnancy in a female 10-19 years old. Mothiba looks at adolescent pregnancy as the pregnancy of a woman of fewer than 19 years Mothiba & Maputle (2012), while Katamoyo (2010) defines teenage pregnancy as pregnancy in a girl aged between 13 and 19 years. Although occurrences of pregnancies within this age are minimal, the latter definition precludes pregnancies to girls under 13 years fall under adolescents. Tewodoros (2010) defines teenage pregnancy as a condition where a woman has given live birth before the age of 20 years. This implies that a woman who becomes pregnant at age 19 but gives birth at age 20 is not defined as an adolescent birth.

In this study, teenage pregnancy means a young girl aged 13-19 years who is still in secondary school and who becomes pregnant, whether planned or not planned. Mutai (2009) supports this sentiment that girls' child education remains an elusive dream in the county,

because many girls are lured to irresponsible sexual relationships that lead to unwanted pregnancies. These girls in turn drop out of school to begin a life of motherhood. Others face the cultural setbacks like the consequences of female genital mutilation, childhood marriage engagements, domestic chores, disease and poverty. Simwapenga (2011) indicated that, indeed unwanted pregnancies behavior causes learning disruption and affects the lifestyle even of other students. This leads to loss of education and career preparedness as well as increase in poverty.

WHO (2008) indicated that teenage pregnancy is a phenomenon experience worldwide mainly in countries located in Asia, Latin America, United States of America, and Europe. These high rates of teenage pregnancies contribute in Europe 27 to every 1000 teenagers giving birth. In sub Saharan Africa, more than 50% births are contributed by Teenagers WHO -(2008).It is estimated that approximately one million teenagers fall pregnant each year in sub Saharan Africa, before they reach the age of 18 years. It is also estimated that 75% of the world population, teenagers younger than 15 years have no access to information regarding sexuality and reproductive health (Bezuidenhout, 2008). Approximately 13 million children in the world are born to women under the age of 20. More than 90% of these are in the developing countries. These challenges have made adolescent pregnancy a major policy concern. The International Conference on Population and Development (ICPD) brought to the fore the significance of addressing adolescent pregnancy and underlining contributing factors to be targeted. Despite government efforts to address the challenges facing the education of the girl child through a range of policy initiative, 130,000 girls are estimated to drop out of school due to pregnancy alone.

According to Gouws et al., (2008) early pregnancy is the commonest problem facing girls in secondary schools. The 2009 Kenya national population census report shows high levels of adolescent fertility in the country which currently stands at 94 births per 1,000 women aged 15–19 years compared to the global adolescent fertility rate of 45 births per 1,000 women World Bank (2014). According to the United Nations (2013) countries that perform poorly on different dimensions of education are likely to have elevated chances of teenage pregnancy as opposed to countries that have good education indicators. This cannot be adequately addressed by individual institutions alone. It requires wide alliance between government, churches, association of schools, donor agencies and other key players. Gouws et al., (2008) stated that, adolescent stage is considered as a period of doubts and uncertainties. Adolescent

poses a great challenge in this stage of development that new feelings emerge, where friends assume greater importance and interest in the opposite sex increases. CT Tucker Halpern (2010) asserted that, adolescent has been thought as problematic stage, where problematic behavior occurs. This socially incorrect behavior opens up to risks such as Sexual transmitted infections and unintended pregnancies, accompanied by other factors such as substance consumption and delinquency. Tucker-continued to say, young people are more vulnerable of maternal health during pregnancy. Adolescent sexuality has always been seen as a problem especially because its undesirability is primarily a function of age and assumed immaturity, rather than intrinsic and inevitable risk. There is a great need to help the adolescents make vital decisions for desirable adjustment and self-fulfillment. Education should help to reduce delinquency, teenage pregnancy, use of drugs and dropout rates among other issues a part from helping in long term cognitive and emotional development.

Mutai (2009) stated that in Kenya, girls' pregnancy is a problem that is very serious and is increasing in both primary and secondary schools as well as in higher learning institutions. It has become a very common feature where parents feel very demoralized after investing so much on their daughter's education. The end result is extra economic burden to their parents. These parents have to support girls and their babies to go back to school. Teachers also feel discouraged after laboring tirelessly and do not see the girls completing school. Girls who become pregnant also get frustrated, this may lead them dropping from school due to pregnancy as they find it difficult to catch up with studies. In spite of the high enrolment, there are higher drop out and lower completion rates among girls as compare to boys (Gathigah, 2010). Their career opportunities are thwarted, due to their duo role of being students and parents.

East et al., (2012) stated that, girls are psychologically devastated, when they have to drop out of school, to nurture their pregnancy and later the baby. They further stated that a teen parent can be especially stressful due to education disruptions, being unprepared to parenthood, disruption in their life plan, sudden monetary burden and realization that life long relationship with parents may be ended. UNFPA (2013) assigned World Population Day (2013) with teen pregnancy as a global priority. The emphasis was towards teen pregnancy prevention with an objective of giving adolescents and young people enough opportunities and capabilities to replicate the patterns in their future lives. Goicolea et al., (2010) stated that, the policy on reproductive health including violence against women and sexual violence

means that placing the individual as the main decision maker regarding the social determinants of reproductive and sexual health. Therefore, teenage fertility is important and there is need for continuous design and implementation of reproductive health policies, strategies and programs, aimed at addressing these issues.

The Kenya National Bureau of Statistics (KNBS, 2010) reported that, the country has seen an increase in teenage fertility trend, where a quarter of young girls aged 15-19 years fall pregnant or become young mothers. A report, sited local new in Citizen Television News showed that, Kenyatta National hospital, that is, a referral and teaching hospital located in Nairobi, records 219 to 240 babies born every month to girls below 20 years old as well as Pumwani maternity hospital which is the largest maternity hospital in Nairobi, records, at least underage girls attend pregnancy check-ups every week (Citizen Television News, 2009).

According to KNBS and ICF Macro (2010) report, in Kenya, teenage child bearing was highest in Nyanza, with 27% and 26% in the Coast Provinces. Central provinces have the lowest 10% due to social development factors such as education which influences a delay in starting childbearing. In general, this report indicated, 32% of uneducated teenagers start childbearing as compared to 10% teenagers with secondary education and above. On the other hand 24% of the teenagers from poor families are likely to begin childbearing compared to 16% of teenagers from wealthier families. This report is refuted by Clinston (2009), who stated that, today early pregnancy occurs in both rich and poor families, though there is high prevalence in poor families.

Kenya National Bureau of Statistics, stated that, since teenagers experience an increase in sexual desires and anxiety they become more susceptible to engaging in unprotected sexual intercourse, and do not consider the associated implication such as early teenage pregnancy, sexually transmitted diseases and infections. Early pregnancies for young girls interfere with Millennium Development Goals (MDGs). MDGs, explains one of the benefits of girls or women education which could go beyond higher productivity, for they are more than 50% of the population in Kenya. It is noted by some researchers that, when there are more educated women, they tend to be healthier, participate in formal jobs, earn more income, have fewer children and provide better health care and education to their children. They improve the well-being of all individuals and lift household out of poverty.

2.3 Social Causes of Teenage Pregnancy

The National Campaign to Prevent Teen Pregnancy (2013) stated that, children from poor social environment are affected by multitude of social factors such as teenage pregnancies, community violence, gang activity involvement, coercion, high rate of substance abuse as well as social pressure which increases the likelihood of the cycle of teenage pregnancy within the families. Honig (2010) stated that, girls feel that they can only be accepted as women once they proved their fertility, thus self-affirmation. Currently there is a social stigma attached to parenting, whether the parents are single or married whereas in ancient time teenage pregnancy was not considered as a social problem when it involved teens who were married, although teenage pregnancy was viewed with concern when young single mothers raised their own children. A recent review of the literature on teenage pregnancy noted that out of 36% studies from US and UK examined teenage pregnancy and teenage motherhood as very high without considering whether the pregnancy is intended or unintended.

Socially, evidence suggests that teenage childbearing may interrupt school attendance and damage young women's long-term communal and financial mobility. Similarly, given the lower standing of women in various African backgrounds, once expectant, young females might have an incomplete capability to discuss choices around the pregnancy as well as within their relationships (Hindin, 2012).

Further findings indicate that media freely shows sex on television and movies without displaying marital ties or good personal conduct. According to Weiss (2011) media displays sex as easy fun and glamorous and appears as if everyone is doing it. Many times, teenagers do not have knowledge needed to make informed and responsible decisions about whether or not to engage in sexual activity. Some teenagers engage in risky sexual behavior due to influence of mass media. These are growing and are more widely, readily available. Weiss (2012) states that media portrays influence on teen sexual behaviors. Glamorous television and magazine shots of "famous" pregnant teenagers influences them to engage in sexual activity and become pregnant themselves. Adolescents have more access to phonographic media which promote sex and glamorous pregnancy in movies, which depict pregnancy as something to be desired. This encourages teenagers to engage in reckless sexual activities which may result to pregnancies and abortion. Young teenage girls become more focused on their appearance and how their peer perceives them. They want to be seen as part of the group

and be acceptable in their school, amongst their friends so they seek to become pregnant as a way of gaining social acceptance.

According to Alhassan (2015) more than 29% of pregnant teenagers reported that, they feel pressured to have sex by their peers to maintain friendship and fit in with them. Alhassan - states that, many a times, girls allow their friends to influence their decision to have sex even when they do not fully understand the consequences associated with the act. Some want to appear 'cool' and sophisticated, but in some cases the end result is unplanned teen pregnancy, sexually transmitted infections and rejection. Alhassan- adds that, cell phone usage promotes easy communication among peers and their partners as it gives them easy access to the internet which they use without regulations, to surf explicit content motivating early sex. It seems that relationship and atmosphere within the home can push teenagers to seek love and affection from their male colleagues which invariably makes them engaged in early sex which consequently lead to teenage pregnancy.

According to Gyan (2013) peer influence is also paramount during the period of adolescence. Gyan- found that, adolescents in a suburb of Accra, Ghana, mostly engaged in sex as a result of peer influence, which may predispose them to early pregnancy and HIV/AIDS infection supported by Christofides et, al., (2014). Negative peer pressure has been identified to be a contributing factor to teenage pregnancy. A study conducted to investigate patterns and determinants of entry into motherhood in two informal settlements in Kenya established that having negative models in peer were associated with early childbearing among females aged 15–17 years (Donatien, 2013). Similar findings have been established in America where, even among friends, a friend's childbearing increases an individual's risk of becoming a parent (Nicoletta, 2014). The influence works in such a way that such pregnancies are usually not anticipated. As Kabiru, (2014) noted that, in most cases, lack of discouragement from friends not to have boyfriend predisposes teenagers to unplanned pregnancy.

A study on strategies and practices for managing the consequences of unintended pregnancy among young people show that boys usually face peer influence including validation of manhood regarding sexual activity and some sexual partners that one had (Mumah, 2014). The study further notes that boys without sexual partners or who did not show evidence of sexual activity were frequently treated disrespectfully by their peers. As one of the adolescent put it: —You find the other [boys] telling you that you don't have a girlfriend...That you are not a man enough. Peer pressure does not only work with adolescents who might not have

correct information themselves but also goes against what would have been considered wise decision among parents and health providers. For instance, asked what they thought were factors contributing to adolescent pregnancy, a parent said: —Youngsters fail to regularly admit the right facts we give them about their sexuality. When you inform them on their sexual conduct, they go back and repeat the wrong things that their peers taught them (Akwas, 2014). These show the greatest impact peer pressure has on adolescents' sexuality. The same can be said to teens with positive peer pressure where older adolescents with high levels of perceived peer orientation to or approval of pro-social behaviors are likely to delay childbearing (Donatien, 2013).

Crichton, Okal, Kabiru and Zulu (2012) pointed that, most young girls in Kenya rely on parents, equally uninformed peers, and popular media for information on sexual maturation, pregnancy and sexuality, who often do not provide them correct and timely information, exposing them to sexual and reproductive health risks including unintended pregnancies. Crichton et.al- stated that, parents and adults sometimes, knowingly, provide false information about sex to discourage their children from participating in sexual activities. Some parents make statement such as “boys and men are animals”. This makes teenagers more curious and wants to prove their parents wrong. Also, curiosity makes them engaged in sexual relationship to prove themselves, even when they are not ready for it. Girls fear to be ridiculed and jilted by their peers, they think that to keep their boyfriends, they have to give in to sex and maintain emotional intimacy, while boys belief that having sex gains them higher social status, therefore teenagers rely on their peers for information, which makes them prey to teenage pregnancy.

Poor parenting constitutes 90% of teenage pregnancy according to Honig (2010) it was established that, parents play a pivotal role in curbing teenage pregnancy through proper parenting skills and parental attitudes. Ditsela and Van Dyk (2011) emphasize the importance of parental relationships with children as protective factors against teen pregnancies. Research has indicated that problems in parent-child relationship may alienate adolescents and encourage them to seek comfort, acceptance and consolation through sexual activity. Ditsela and Van- continue to encourage parents to foster communication at home with their teenager about the topic of sex and sexuality despite many parents today having busy schedules. Weiss (2012) stated that, unfortunately, parents resist talking about sex issues and sexuality and the strategies to prevent pregnancies due to busy schedules, culture-taboos,

leave it to teachers and peers. Thus prevent them from providing the guidance and support to their young teenagers, who need to make good decisions on issues, such as sex and relationships. Teenagers may feel insecure to talk to their parents about sex because parents avoid sex talks. Most teenagers lack positive role models from absent parents.

According to Guttmacher Institute (2009) teenagers who are uneducated about sex are more likely to have an unintended pregnancy. World Bank (2012) stated that, teenage pregnancy in Latin America and developing countries, evidence showed a negative association related to the education and fertility relationship due to slight variation of reproductive patterns according to the education attainment of women; this could be associated with the belief of adolescents concerning their education; that is, it may not change their future so they take short term decisions such as early motherhood or pregnancy. Na-slund-Hadley and Binstock (2010) argued that, education was never a factor they thought could improve their opportunities in the future. They would still have dropped out of school anyway despite the fact that they were pregnant or not. Low levels of schooling in girls make pregnancy not a coincident but rather a rational choice. Some do not fully understand the biological and emotional aspects associated with having sex. They may get incorrect information from friends and social media which they want to implement thus getting pregnant. Others feel that pregnancy and sexually transmitted diseases only happen to other people and so go ahead to having sex without protection. Weiss- says that, exposure to hours of mass media plays a big role in the influence of teenagers' social behavior, especially when the sexual content includes pornography.

The Guttmacher Institute (2009) stated that, between 43% and 62% of teenagers acknowledge that they were impregnated by their adult male who get into relationships with teenage girls and offer gifts such as money, clothes and other goods as an exchange for sexual favors. Two third reports that their babies' fathers are as old as 27 years. Approximately 5% of all teenager births are as a result of being victims of sexual abuse such as rape and incest. Teenagers who engaged in drinking and experiment with drugs can cause an unexpected pregnancy because they have no control of their sexual impulses. They contribute to 75% of teenage pregnancies between the ages 14 and 21.

Pregnancies among girls less than 19 years of age have irreparable consequences. According to World Health Organization, teenage girls who deliver every year have a far greater danger of dying from maternal reasons likened to females in their 20s and 30s. According to

National Centre for Chronic Diseases Prevention (2009) report showed that, 48% of high school students had sexual intercourse that leads to contracting sexually transmitted infections and early pregnancies. They continue to say that teenage pregnancy is caused by misconceptions or myths related to pregnancy such as, “all teens are having sex”, and you cannot get pregnant in your first time having sex”. The ongoing intergenerational cycle of social disadvantage, unemployment and poor social functioning, suggest that family pathology may contribute to the situation of teenage pregnancy. Goicolea et.al., (2010) states that, social exposure to family violence, early parental divorce or separation, poor relationship with parents may contribute to teenage pregnancy, he continue to say that physical or sexual abuse, alcohol and substance abuse and low parental education may lead to teenage pregnancy.

Guttmacher Institute (2012), indicated that maternal role models of single parenthood, poverty, unemployment makes adolescents end up in the public care system. They recognized that, teenage pregnancy is high and there is good evidence to suggest that a sizeable proportion of teenage pregnancies occur out of an idealized belief that a baby provides unconditional love and reconnect family members. Bhana, Morrel, Shefer and Sisa (2010) indicated that, lack of educational achievement is a risky factor because the period of adolescence is full of curiosity, gullibility, and intense sexual drive. Some adolescents during this period become very experimental with sex, which may result in pregnancy.

Lack of sexual and reproductive health information or education is another predisposing factor of adolescent pregnancy and early motherhood in both developed and developing countries although it is more prevalent in developing countries (Christofides et al., 2014). Adolescents in most part of the developing world are denied access to a comprehensive sex education as noted by Asampong et al., (2013). Therefore, these adolescents know little or nothing about their sexual and reproductive health; incomplete or lack of sexual and reproductive health knowledge predisposes adolescents to pregnancy in Estonia (Asampong et al., 2013); Haldre et al., 2009). Others only because of limited career and educational opportunity, which has co-relation with a lack of motivation and ambition and uncertain of a purpose in life or a career objective young people identify parenting as a future role.

2.4 Cultural Causes of Teenage Pregnancy

Culture is a people's way of life in relation to their beliefs, religion and economic development. There are varieties of Cultural beliefs related to pregnancies. Di Clemente et al., (2009) says that in some countries girls are married at a very tender age while in others it is the age and the time of first intercourse, where an honor is given to young mother. He also state that, in some sub-Saharan African countries, teenage pregnancy is accepted as a result of marriage. According to Crichton et al., (2012) in a few other countries, pregnancy is viewed as one of the requirement to marriage. Inability to conceive children makes it difficult for a girl to find a partner. He cited an example of cultures where they have one year trial period to determine the fitness of the couple where fertility is one of the core aspects. In another culture preference to educate boys over teenage girls, lack of sanitary towels and private places to attend to menstrual hygiene at school; school teachers harassment; transportation challenges to and from school; responsibilities at home to care for siblings and do chores; and lack of money for school fees and incidentals, as well as partners violence are associated with teenage pregnancy.

United Nations (2013) stated that, Gender inequalities in some societies or cultures put girls at risk of engaging in unprotected sexual intercourse. Girls and women are not given the chance to say what they think suits them best. It is against culture for a girl or a woman to talk about sex. Some girls give in to sex for fear that they will lose their partners or anger them. They therefore engaged in sexual intercourse, which may lead to pregnancy and other implications. Some cultures encourage match-making. Match-making is a situation where parents choose a partner for the girls as long as the men are able to pay bride price, (New People Media Centre, 2013). Sometimes the girls are afraid to refuse sex not to anger and ashamed their families who are bound by the bride price they have received. Many of teenage births are unplanned and take place within the context of early marriage especially in developing countries. Nearly half of girls in sub-Saharan Africa are wedded by age 18, compared with 20-40% in Latin America.

Adolescent girls entering into marriage at an early age do so through marriages that has been organized by their relatives. They tend to marry older men where they have very minimal decision making roles. They face communication challenges in such unions where such men are likely to be married to more than one wife (United Nations, 2013). This can put a lot of demand on the d teens, including getting pregnancy as soon as they get married.

A news report in Johannesburg some years, indicated that school girls' pregnancies have doubled in the past, despite a decade of spending on sex education and Aids awareness, which is a scenario most countries of the world. Family pressure subject girls to early marriages so that they can bring wealth. Others are given to men to pay debts thus becoming young mothers. In other cultures they give their girls to kings or chiefs for families and parents to gain cultural status. Chauke (2013) showed that, local community cultural perception act as an impediment for freedom of adolescent pregnant girls. some cultures belief that women who are at the same level of education as men are a disgrace to the community. These kinds of beliefs encourage parents to marry off their daughters to prevent this scenario and at the same time preserve tradition. In some culture such as Samburu community in Kenya, the *morans* (initiated young men) have girls for sex which is culturally acceptable and the result is early pregnancy and early marriage.

In most African cultures, topics about sex and sexuality are still a taboo to be spoken about. This clearly explains why most parents have no time to talk with their children about sexual relationship; therefore there is a big gap of communication about sexual issues between parents and their children. Teenagers especially girls who experience emotional, biological and physiological growth of their hips and breast changes, find it difficult to discuss this with their parents (Bezuidenhout, 2008).

Marshall (2013) stated that, other cultures' beliefs about fertility and religious norms can also be seen as factors that contribute in the early pregnancy. In some cultures it is important for girls to fall pregnant at an early age to prove their fertility prior to marriage. In some African culture it was believed that a boy must go to initiation school to be given lessons about manhood. Those lessons may have an intended purpose to lead them into early sexual activities. In some religion, sexual education is regarded as a taboo. This religious belief perpetuates ignorance on issues relating to sexuality and public disclosure on sex on several restricted religious and social norms. Marshall- noted that some cultural practices are deeply rooted and closely linked to a girl or woman social status. Practices such as Female Genital Mutilation (FGM) which deny girls alternative opportunities, for as soon as you undergo FGM, you are married off and opportunity to go to school is limited..

In many qualitative studies, teenage mothers describe their pregnancies as being positive events, for example some belief that their pregnancy motivated them to stop destructive

behavior such as drugs and alcohol abuse and plan their future. Thus see it as positive transformative experience, (World Bank, 2012). Others after pregnancy were forced to consider their educational and employment goals.

Gaicolea et al., (2009) states, that a girl may be withdrawn from school if a good marriage prospect arises. Early marriage is a socio-cultural factor that hinders the girl child access to school. Some parents in an attempt to protect their teenage daughters give them out to wealthy old friends. Some of these girls, who attempt to escape from such forced marriage, end up in disaster. UNFPA (2013) stated that, efforts should be made to ensure that girls go to school and complete their schooling so that they can become citizens and human beings, therefore, breaking the poverty cycle and return the investment for further education, political stability and higher access to labor market in the future.

Education which is the right of every child is a mirage in the lives of some Nigeria girls because some of them are forced into early marriages as from age 12 years. UNESCO (2010) stated that, education has played pivotal role in the social and economic development of any country thus, enhancing the quality of lives of its citizens. Though, it was observed that the regression in basic education is reflected in the fact that the net enrolment rate for girls is very low, with a high dropout rate. Young girls continue either to get married off at early age or acquire casual jobs that can barely support them and the result is a cycle of poverty and denied opportunities for both mother and child. Alika and Egbochuku (2009) says that, efforts made to ensure that adolescent girls who re-enrolled in school are retained with a view to acquiring education which permanently closes the door to poverty and ignorance and at the same time open that of prosperity in terms of economic buoyancy, social advancement and civilization. Alika and Egbochuku- found that the social economic of the girls imposes considerable constraints upon their continuing stay in school.

2.5 Economic Causes of Teenage pregnancies

According to WHO (2008) poverty is one of the economic causes of teenage pregnancy. Poverty is associated with social deprivation with residential areas that are over populated. Goicolea et, al. (2009) indicated that, teenage childbearing as one of the major sources of poverty in the United States of America. Poverty is more than shortfall of income but denial of opportunities and choices that are widely regarded as essential to lead a long time, healthy, creative life, enjoy a decent standard of living, freedom, dignity, self-esteem and respect for others. Naslund – Hadley and Binstok (2010) stated that, poverty may lead young girls to run

away from home to seek money. Their parents cannot provide the essential basic needs, so they get from these rich men in exchange for sex and thus may result in pregnancy. Some young girls want to live high life, that is, good phones, rich and health food, good clothes and driven in porch cars which their parents cannot afford. They therefore look for ways to maintain the life style such as fashionable clothing, hairdo and fun. They may therefore engage rich men for sex to remain in the company of others.

Halpern (2010) stated that, some girls do not accept their parent's status of poverty and unemployment or ill health of their parents and so they engaged in sexual activities leading to infections and early pregnancy. Halpern- outlined some characteristics such as family structure, age at first intercourse, low self-esteem, educational exceptions, poor academic performance and low social-economic status, as associated with adolescent pregnancy. Halpern (2010) stated that, when children needs are not adequately met, especially girls, they suffer low self-esteem which in turn will have negative implications on their decision making, future relationships and lower their personal potentials. According to Amelda et al., (2009) some parents still marry-off their teenage girls early, in exchange for money benefits or other material assets such as land and animals. Some girls are preyed on by "BodaBoda", motorcycle business men and sugar daddies fellows in exchange for sex thus may become pregnant. Some parents who practice match-making and thus get bride price, justify the denial of girls of their education to prevent them from bringing shame to the family through early pregnancy.

The observation of family anger at a pregnant adolescent for bringing shame to the family and the consequent abandonment in this study also confirms findings reported by Salami et al., (2015) asserted that, communities in certain developing countries have cultural and behavioral expectations of female children that exposes the child to abandonment, mistreatment and sometimes even violent abuse if these expectations are breached especially by the incidence of a pregnancy outside marriage. In the face of this evidence, community education on parental responsibility towards adolescent children could be a necessary and viable intervention for the population studied.

Brown (2009), points out that there is social and economic bulk of adolescent childbearing and as many governments invest heavily on education for their citizens therefore, the economy is always affected when this girls drop out of school before achieving their

education goals. Parents also undergo a lot of economic stress trying to cope up with an additional mouth to feed. The prevalence of overall poverty, poor health nutrition and lack of health care increases the consequences of adolescent pregnancy. Studies from both the developed nations and the Global South indicated that poverty is a predisposing factor of adolescent pregnancy and teenage motherhood (Amaran, 2012) and (Viner et al., 2012). In Aberdeen, Scotland, a secondary analysis using a UK obstetric database from 1950 to 2010 revealed that adolescent pregnancy and motherhood were associated with low socio-economic status (McCall et al., 2015). Also, poverty makes the teen motherhood experiences unbearable.

A qualitative study done amongst African American teenagers in Albany, Georgia, revealed that financial constraints is a stressor in the life of teen mothers (Akella & Jordan, 2015). Another qualitative study done among homeless teenage mothers and soon-to-be teen mothers who were living in a short-term shelter in Chicago revealed that lack of financial resources and financial support from the boys or men who were responsible for both the newborn and the pregnancy was a great stressor in the lives of the teen mothers (Dworsky & Meehan, 2012). Similarly, a study done among teenage mothers in Bhambayi, Kwazulu-Natal, South Africa, also revealed that financial constraint stressed the daily motherhood experience of adolescent mothers (Raniga & Mathe, 2011). Adolescent mothers were characterized with low socio-economic status in a study sample in Malaysia (Omar et al., 2010). In investigating the effects of teenage pregnancy on the educational attainment of girls Gyan (2013) found that, poverty was a major determinant of teenage pregnancy in a suburb of Accra, Ghana. The afore-reviewed literature does not suggest that adolescents within wealthy homes do not become pregnant or mothers.

Socially, early childbearing interferes with adolescent's access to education and puts to an end her economic ambitions, ability to engage in gainful employment, livelihood and health (Gyan, 2013). This creates high development costs for communities. For instance, the World Bank shows that the potential threat posed by adolescent pregnancy for national economies is between one tenth of gross domestic product (GDP) in China to a third in Uganda (Chaaban and Cunningham, 2011). Worse still is the fact that teenage pregnancies fuel the poverty cycle. It has been established that there is a cycle of adolescent pregnancy across generations; girls born to adolescents girls have higher chances than girls born to adult women to initiate giving birth to children (Almeida et al., (2009).

2.6. Implication for Counseling Pregnant Teenagers

Mitchell, Bennett, & Stennett (2014) indicated that, teenagers are always in need of recognition especially from the opposite sex. Shivers (2011) and emotionally volatile Glover (2011) the implication of this sort of rejection and betrayal from such significant people is likely to be traumatic to the adolescent pregnant girl. This may further be compounded by the pregnant girls own feelings of shame from the acknowledgement of breaking the rules for being a good girl in the community as observed in the findings. As observed, this often resulted in self-isolation and a self-imposed house arrest for the pregnant girl or mother. In the condition of pregnancy, such experiences may be detrimental to the emotional health of the mother which may precipitate harmful consequences for the development of the unborn baby (Glover, 2011; Watts et al., 2015). For girls who have already had their babies, existing research (Sit & Wisner, 2009; Stanton et al., 2012) suggests that the experience of such pregnancy-related stressors may cause maternal ambivalence towards the infant as the mother may tend to see the infant as the source of her problems. In extreme cases, this may lead to the mother harming the infant, herself or both.

Teenagers need to be counseled, guided and educated about their sexuality. It is healthy to understand about sex and reproductive activities of the body so that they are unable to make choices on issues related to sex. Teenagers are able to make informed choices about sex, pregnancy, abstinence and relationship with their opposite sex among other issues that are of concerned to them, when guided and counseled as individuals or as groups. So the school counselors, teachers and parents need to give correct information about sexuality, pregnancy, health relationship and need to abstain.

Counselors should identify indigent students, who are likely to drop out of school as a result of poverty and help negotiate some form of scholarship or financial assistance to them. Those who are not doing well academically should be identified by the counselor and remedial classes should be organized for them. Male teachers and students should be counseled on the need to relate more positively to the girls, discourage all forms of sexual harassment and bullying, and personal social counseling group or individual basis where all concerned are counseled.

The complex chain of negative events triggered by the incidence of a pregnancy or child birth in an adolescent girl was also found to include a disruption in the schooling or education of

the girl. Indeed for some of the girls, it meant a complete end to their formal education. Reports of male school teachers being responsible for some pregnancies and the pregnant girl being stigmatized and becoming an 'ugly' taint of her school's image were recorded. For some schools, the fear of parents withdrawing their children from the school fearing bad influence from pregnant school girls was enough for them to refuse to accept former pupils who had given birth and were willing to come back to school (Simwapenga, 2011); (Smith *et al.*, 2012).

Stanton et al., (2012) stated that, for girls who have already had their babies existing, experience such pregnancies related stressors may cause maternal ambivalence towards the infant as the source of her problem. Extreme cases, may lead to the harming the baby and herself or both.

Chauke (2013) observed that, local community perceptions often acts as an impediment for the freedom of adolescent pregnant girls labeling undoubtedly, leading the male who get girls pregnant to accept or even associated with the girls any more leaving the girls feeling betrayed. In Ghana for instance, pregnant adolescent is considered a taboo making pregnant adolescent hopeless thus lead to passing abortion Law (No. 102 of 22 February 1985). Again a 'nail in the coffin' placed for pregnant girls as a revelation that ancient traditional cultural rituals that sentenced them not their male partner to be ostracizes are still perpetrated in modified modern ways. Leerlooijer et al., (2014) stated that the intervention by non-governmental organization programs for teenage mother projects which main role is to provide comprehensive reproductive health services, psychological and economic support to pregnant adolescent girls. Madkour et al., (2013) indicated that, there is need to advice adolescent on positive relationship between parents and family education. Support pregnant teenage daughters by encouraging them and giving financial help so as to be able face local family and community rejection. Madkour- recommended implementation of educational interventions targeted at parents and local family on adolescent pregnant girls, help improve the understanding of plight of the adolescent and soothe the relationship between parents and daughter.

Pregnancies among girls less than 19 years of age have irreparable consequences. According to world health organization, teenage girls who deliver every year have a far greater danger of dying from maternal reasons likened to females in their 20s and 30s.

2.7 Theoretical Framework

This study was guided by following theories;

1. Maslow's Hierarchy of needs
2. Albert Ellis Rational Emotive Behavior

2.7.1 Maslow's Hierarchy of Needs

This theory was developed by Abraham Maslow (1971) who talked of deficiency needs and growth needs. Within deficiency needs, each lower need must be met before moving to the next, higher level. Once each of the needs has been satisfied the individual acts to remove the deficiency. There are eight levels as shown below from the bottom to the top.

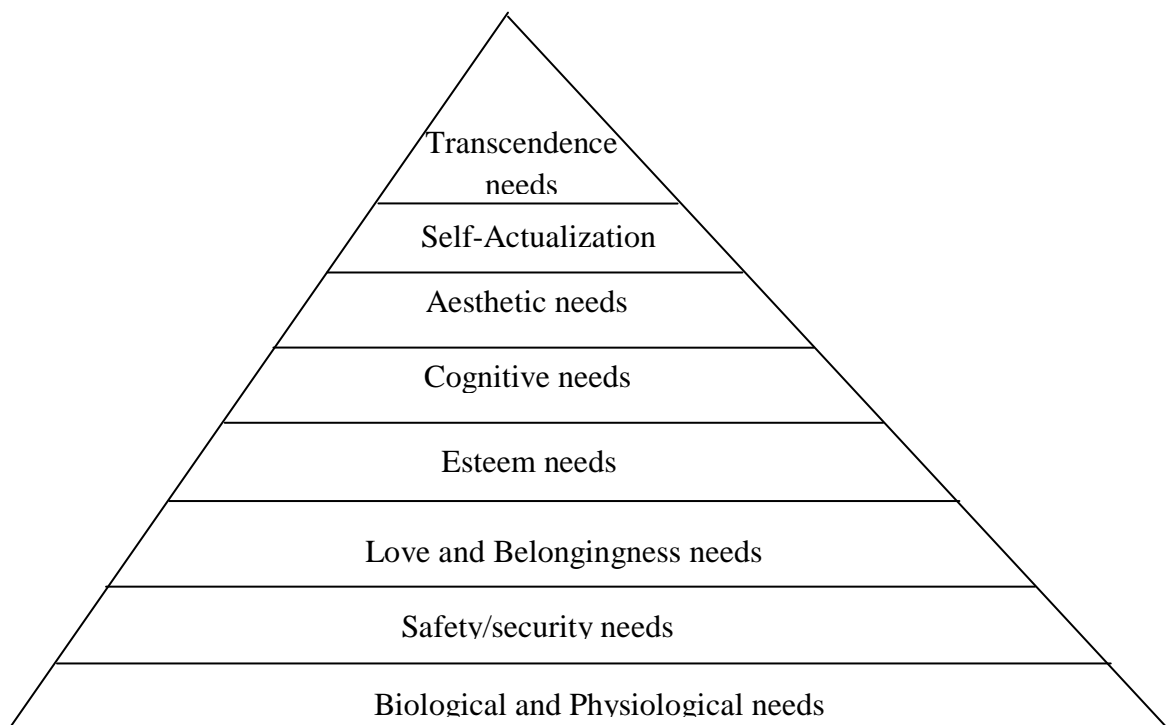


Figure 1: Maslow's Hierarchy of Needs (1971)

This theory is based on the assumption that the lower needs of physiological needs or biological needs have to be met before proceeding to other high level on the hierarchy.

Students experience social conflict over access to resources at home and school therefore they try to get their way by grumbling for the resources. This theory was supported by William (1965) who basing on his research on reality therapy, talked about the need of adolescent, especially the needs of adolescent girls. It was found that adolescent were often desperate in their search to satisfy their physiological needs to survive, needs loved, gain

power and to be free as well as having fun. He pointed out that, some adolescent are often misdirected in their times to satisfy their needs thus a big challenge in making right choices.

The safety needs level includes shelter, stability, protection, freedom from fear and anxiety, structure, order and law. This perspective is known as rule- making which means viewing life through the limits of rule and structures for the protection of humans similar to the view point of children (Maslow, 1978). For people operating primarily at the Rule-Making perspective, life is very simplistic and follows a rather rigid pattern. Without rules, structures and order that provide them with safe operating guidelines, people focus at this perspective become very fearful thus when teenagers are operating at this stage, they cannot make any decision because they find themselves in an orderly situation and therefore it is easy for them to fall prey of sexual abuse and thus pregnancy. It is at this stage that following rules is most important to the point of aggressively defending what is “right” or attacking those who do not follow the rules. In this regard students like following rules which makes them have the same interest and therefore influenced by their peers very high at this level.

The social needs or belonging marks the next level and this includes the need for belonging, affection, peer group involvement and love. People at this level are striving for acceptance by their peer group and seeking respect as an individual in comparison to others. Individual behavior, here involves beating the competition, winning the war, trouncing an enemy, achieving success and gaining status as being beautiful. At this perspective the focus is on making money, becoming a success, attending “popular” schools, having the most beautiful body, car or career. This level is where individuals nourish relationships with friends and family and establish emotional system. Regardless of our soul age, if we do not feel successful or accepted by our peers, we are operating on this need. Everyone has basic needs for support and respect from others that we care about. Children, adolescence or adults who do not experience love, respect and acceptance from someone experiences, low self-esteem and become hopeless. This was supported by Santiago (2011) stated that, teenagers may seek love and affection from their peers and for young girls may lead to sexual relationship and thus may lead to early pregnancy. In the esteem needs level, which includes the desire for self-respect, self-esteem and respect for others. People at this level are striving to be involved with others in a group experience rather than stand out as an individual. This perspective corresponded to someone moving to a “family” or “partnership” orientation where cooperation and trust become much more important than the individual needs.

Teenagers are very much affected in level two that is, looking for safety, protection, order, stability and freedom. Level three which include love and belongingness, needs for friendship, intimacy from peers, family, friends and romantic relationship usually affect the youth. Level four esteem needs- where they want to achieve, mastery independence, status, dominance, prestige, self-respect as well as respect from others: They want to be competent, gain approval and recognition and in so doing, may be misunderstood and forced to make poor choices such as giving in for sex and thus pregnancy. This theory made a contribution towards understanding the needs of teenagers as indicated in this theoretical model, thereby providing possible interventions surrounding the problems of teenage pregnancy in this region. The theory will also inform girls about placing proper priorities in their lives, thus increasing the importance of education and avoiding matters that lead to this issue of early pregnancies which interferes with their career dreams among others.

2.7.2 Rational Emotive Behavior Theory by Albert Ellis

This theory is based on the assumption that people have the capacity to act in either a rational or irrational manner. Rational behavior is viewed irrational behavior when it results in unhappiness and unproductive. Ellis assumes that many types of emotional problems result from irrational pattern of faulty thinking. Young girls often make irrational decision or choices while dealing with relationships. For instance they chose to have sex with their boyfriends and when they become pregnant they start regretting and saying that it was bad luck. They blame others for letting them down. This irrational pattern may begin early in life and be reinforced by significant others, in the individual's life as well as by general culture and environment. Ellis continues to say that, 'young teenagers make faulty decisions and there are not disturbed by things but rather by their view of things'. The fundamental assertion of Rational Emotive Therapy is that the way people feel is largely influenced by how they think. So young people think and blame others for mistakes that they can avoid, saying that they were externally imposed on them that is, external causes bring unhappiness to them. However, it is their interpretation of these events that truly lies at the heart of their psychological distress.

This theory informs us that when girls become pregnant they find themselves in unhappy situations and blame it on others or external situations forgetting that they are the ones who made faulty decisions. The implications of their decisions requires counseling interventions

based on cognitive restructuring, which may assist teenagers especially young girls to make superior decisions that keep them away from practices that lead them to early pregnancies. The theory of Emotive continued to state that, social cognitive factors related have health as well as being applied in safe sex practices, therefore the decision relies on the person to prevent risks, or change habits of making right decision of having safe sex or not. An adolescent have to engage in rational decision making relating to fertility itself and behavioral issues that promotes a specific setting that is, self-control and right information on the social relationship especially with peers.

2.8. Conceptual Framework

The conceptual framework puts the study within a concept as per the variables for easy understanding of the whole study. It is developed from the literature reviewed in this study which is based on the social, cultural, economic causes of secondary school girls' pregnancies: Implication for counseling. The independent variables include social, cultural and economic causes of secondary school girls' pregnancies, while dependent variable was implication for counseling. The students, head teachers and teacher counselors' responses facilitated this study with information on the causes of secondary schools girls' pregnancy. Thus it would provide with effective recommendations that would be adopted to reduce this scourge of secondary school girls' pregnancy or eradicate it all together. The situation has led to many girls to be expelled from school or drop out from school, with no hope of being re-admitted, those who are readmitted suffer emotionally and sometimes trauma of being rejected by their peers. This calls for the need for counseling. Others get lost thus not acquire education that is hoped to be the pivotal for change.

The intervening variables included guidance and counseling, parental guidance and family system which would confirm the causes of the independent variable, on dependent variable, thus provide the way forward. Therefore this study sought to establish the social, cultural and economic causes of secondary school girls' pregnancies: Implication for counseling in Pokot South Sub-County in West Pokot County. The above variables formed the structure of the conceptual frame work of the study as indicated in figure 2 in a diagram representing the relationship between the variables.

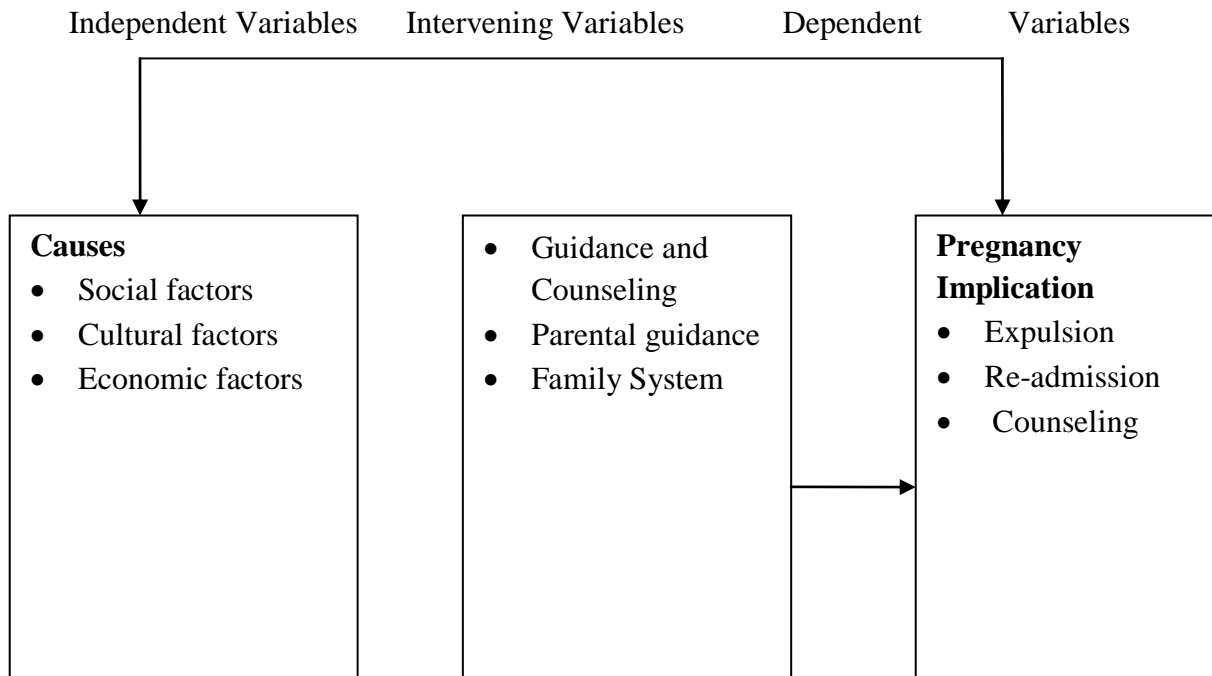


Figure 2: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter highlights research methodology of the current study. This section includes information on research design; location of the study; the population of the study; the sampling procedure and sample size; instrumentation; data collection procedure and data analysis.

3.2. Research Design

A descriptive survey research (*Ex-post factor*) was used with an aim to determine and identify cultural, social and economic cause of secondary school girls' pregnancies: Implication for counseling. This design attempts to determine causes for the existing condition. For this study, the existing condition is secondary school girl's pregnancies and implication for counseling. According to Kathuri and Pal (1993) the main characteristic of this design is that the researcher has no control over the variables. They can only report what has happened or what is happening. The design is appropriate because causes of students' pregnancies have already occurred. According to Borg (1996) descriptive research studies are designed to obtain pertinent and precise information concerning the status of these phenomena wherever possible to draw valid conclusion from the facts which will be discovered.

3.3. Location of the Study

The area of research was Pokot South Sub County of West-Pokot County in Kenya. Students in this area like in all parts of the county face numerous challenges which affect their academic performance and career development thus not able to achieve their life dreams. Pokot South Sub County has high catchment area of girls Secondary School thus high level of adolescent pregnancies and motherhood. It has about 53,449 population based on 2009 census and it is a semi- arid area. A report from Poverty Reduction Strategy in Kenya (2009) indicates that location of the place, household size, level of education of head of household, gender headed household, agriculture output, access to the land and unemployment or earning low wages are some of the determinants of poverty, these factors are not unexceptional to these region in addition, people living with HIV/Aids or with disability or being members of minority groups as well as living in degrading environment coupled with traditional and

cultural beliefs that deny women to productive assets thus limiting the availability of affordable basic services. Many people in this region depend on local domestic animals for survival where they do not have access to the market and thus poverty.

3.4. Population of the Study

The accessible population for this study comprised secondary school girls, who were in school between January and March 2017 when data was collected and who willingly participated in the study. Purposefully and simple random sampling method was appropriate to select respondents because not all girls in six schools had equal chance to be included in the sample. The searcher focused on six girl’s secondary schools with a population of 2400 where a total of 462 students from twos and threes were drawn. It was from this target population that a sample size of 210 students was obtained using the formula below by Kathuri and Pals (1993) in addition 6 heads of Guidance and Counseling Department and 6 principals purposefully selected which made a total of 222 respondent.

Table 1
Distribution of Population per School

School	Population	Sample size of students	
1.	580	45	21%
2.	450	35	17%
3.	500	43	20%
4.	470	42	20%
5.	280	30	14%
6.	120	15	7%
Total	2400	462	210
			99=100

3.5. Sampling Procedures and Sample Size.

The desired sample size was 210 from 6 schools with a target population of 462 from twos and threes students. A formula by Kathuri and Pals (1993) was adopted.

$$S = \frac{x^2NP(1 - P)}{d^2(N - 1) + X^2P(1 - P)}$$

S = required sample size

X² = 3.841 the table if value of chi-square or one degree of freedom at the desired confidence level.

N = 462 the population size

P = the population proportion (assumed to be 0.5 since this would provide the maximum sample size.

d = the degree of accuracy expressed as a proportion (0.05)

$$S = \frac{3.841 \times 462 \times 0.5 (1 - 0.5)}{0.05^2 (462 - 1) + 3.841 \times 0.5^2 (1 - 0.5)}$$

$$S = \frac{443.6355}{2.11275}$$

$$S = 209.980$$

$$S = 210$$

Table 2

Number of respondents from each school

School	Frequency	Percentage	
1	45	21%	
2	35	17%	
3	43	20%	
4	42	20%	
5	30	14%	
6	15	7%	
Totals	462	210	100%

3.6 Research Instruments

According to Best and Khan (1992), questionnaire are good instrument to use when collecting data because they enable the researcher to explain the purpose of the study and give meaning of items that may not be clear. They were questionnaire of principals, teacher counselors and the students (appendices I, II and III). All the questionnaires addressed

demographic profiles of the specific respondents. All questionnaires were all similar for students, principals, head teacher counselors except part two of the questions for teacher counselors and principals which used interview schedule method. The questionnaires were both open ended and closed ended items which were used to give the respondent freedom to express their opinions.

3.6.1 Validity

Instruments were developed as per the objectives of the study. They were validated by carrying out a pilot study and the respondent of the school (q) who were not part of the final study. An average of 35 respondents for each school was used. There was short time between piloting and data collection to avoid contamination of information. The content validity was ensured by researcher consulting with the supervisor and experts from the Department of Psychology, Counseling and Educational Foundation of Edgerton University on the best possible approaches to use.

3.6.2 Reliability

Reliability as a measuring instrument refers to the instrument's ability to yield consistent results each time it is applied, Koul (1992). It can also be seen as a measure of the degree to which a research instrument yields consistent data after repeated trials, Mugenda and Mugenda (1999). A pilot study of the instruments was carried out in a school in Pokot South Sub County which was not included in the study but shared similar characteristics with other schools in Pokot South Sub County. This pilot study was to help to clarify various questions and clear up any ambiguities in the questionnaire, test the feasibility of the study techniques and to perfect the questionnaire concepts and the wording, (Kemboi & Tromp, 2009). The piloting or early visit provided the researcher a rough picture of the expectation thus defining, timing and distribution of the questionnaires.

After piloting, a Cronbach's alpha co-efficient of 0.82 was established for reliability of the instrument which indicated a fair reliability. Coefficient varies between values of 0.0 and 1.0. The closer the reliability coefficient obtained is to 1.0, the more the instrument is free of error variance and is hence a measure of the real differences among the subjects in the dimensions assessed by the instrument. According to Fraenkle and Wallen (2000), this is acceptable coefficient for social sciences. Statistical Package for Social Sciences (SPSS) was used to analyze the data collected.

3.7. Data Collection Procedure

After the sampling and formulating of primary and secondary research instrument, the researcher got the letter of introduction to collect data from Edgerton University, which allowed the researcher to get a permit from the National Commission for Science, Technology and Innovation (NACOSTI) which is the advisory institution of the Government of Kenya and the County Education office at Kapenguria. This letter was used to get the permission from the ministry of education to go the institutions or schools of the study. Once the permission was granted the researcher then informed the school principals of the selected schools of the intension to collect data. Then on the date set by the researcher the questionnaires were taken to the counselors and the principals and through the help of Head of Department of counseling who administered the questionnaire to student. When the exercise was completed the data was ready for analysis.

3.8 Data Analysis

Wolcott (1994) defines data analysis as the process of breaking down elements in the data until they are small enough to begin rudimentary analysis and built it again. Five point Likert Scale was used to identify the causes of pregnancies among Secondary School girls. The questionnaires with responses were coded and entered into the statistical package for social sciences to facilitate easy analysis. By using each objective, the data was analyzed using descriptive statistics and results were presented in percentages, and frequency tables. Charmaz (1995) distinguishes qualitative coding after data collection.

3.9. Ethical Consideration

Participation of the study was entirely voluntary and relied on the ethical principle of consent. In order for consent to be informed, any potential risks and benefits of participating were described to the volunteers (Marshall, Gretchen and Rossman, 2010). At the start of the interview, the study's purpose and nature was explained to the student and cooperation from them was sought. The nature and sensitivity of the study topic made many girls unwilling to participate even if they were eligible. An assurance was given regarding the protection of confidentiality and anonymity of the participants. A written consent was shown to the participants. No data transfer to any other third party should be done during the course and after the research.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1. Introduction

This chapter presents the results of the actual data collected, the analysis and the discussion of the implications of the data. The study sought to establish social, cultural, economic causes of Secondary School girls' pregnancies: Implication for counseling in Pokot South Sub County in West Pokot County, Kenya. The objectives of the study were:-

- i) To establish social causes of secondary school girls pregnancies in Pokot South Sub-County of West Pokot County
- ii) To identify cultural causes of secondary school girls pregnancies in Pokot South Sub-County of West Pokot County
- iii) To establish economic causes of secondary school girls pregnancies in Pokot South Sub-County of West Pokot County
- iv) To identify implication for counseling in Pokot South Sub-County of West Pokot County

A 5-Point Likert Scale was used to determine the responses of students, head teachers, and teacher counselors on social, cultural and economic causes of secondary school girls pregnancy; implication for counseling were measured on using 17 items (statements) for social, 11 for cultural, 6 for economic and 13 for implication for counseling. These items comprised of questions that were positively stated with the responses ranging from "strongly agree" (SA) with score 1 to "Strongly disagree" (SD) with score 5. Further the responses were categorized such that Strongly Agree (SA) and Agree (A) would mean the respondent positively supports the item in question while Strongly Disagree (SD) and Disagree would indicate that the respondent negates the item in question that is social causes of secondary school girls' pregnancies. Neutral means not sure or no comment on the issue in question.

4.2. Social Causes of Secondary School Girls' Pregnancies in Pokot South Sub-County in West Pokot County

The first objective of the study sought to establish the social causes of secondary school girls' pregnancies in Pokot South Sub-County in West Pokot County, Kenya. A sample of 6 head teacher counselors, 6 head teacher counselor and 210 students responded to the questions on

social causes of Secondary School pregnancies. The analysis of the results is summarized in table 3 below

Table 3
Social Causes of Secondary School girls' Pregnancy

		RESPONSES (FREQUENCIES AND PERCENTAGE)									
STATEMENTS		SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Parents give teenagers freedom to mix freely with opposite sex	19	8.56	37	16.67	41	18.47	47	21.17	78	35.14
2	Teenagers have morals to guide them	69	31.08	61	27.48	54	24.32	24	10.81	14	6.30
3	There is influence from media	66	29.73	78	35.14	34	15.31	23	10.36	21	9.46
4	There is influence from peer(peer pressure)	103	49.76	56	22.22	21	10.14	3	1.45	24	11.59
5	Negligence from parent make teenagers look for alternative means appreciated	79	35.59	64	28.83	38	17.12	18	8.12	23	10.36
6	Use of drugs and alcohol abuse	63	28.37	49	22.07	24	10.81	26	11.71	60	27.03
7	Pregnancies as a result of rape	37	33.87			56	30.11	37	19.89	56	30.11
8	Pregnancies as a result of incest	22	9.91	28	12.61	71	31.98	33	14.86	68	30.63
9	Teenagers are offered sex education at school and home.	38	17.27	31	14.09	34	15.45	33	15	84	38.18
10	There is broken relationship in families	68	30.63	75	33.78	32	14.41	18	8.11	29	13.06
11	Teenagers have low self-esteem	79	36.07	62	28.31	41	18.72	25	11.41	12	5.48
12	There is poor performance in academics in school	48	21.72	45	20.36	37	16.74	37	16.74	54	24.43
13	Teenagers dating at an early age	93	41.89	48	21.63	54	24.32	15	6.76	12	5.41
14	Teenagers have self-discipline	53	25	48	22.64	45	21.23	31	14.62	35	16.51
15	Teenager having	20	15.27	70	53.44	19	14.40	9	6.88	13	9.92

	commitment to education										
16	Parents do provide basic needs children	81	36.65	59	26.69	32	14.48	21	9.50	28	12.67
17	Teenagers feel loved or appreciated by parents, teachers or friends	59	28.50	59	28.50	64	30.92			25	12.08

From the above table 3 it is observed that peer influence is the highest factor that contributes to secondary school girls' pregnancies as indicated by 159 (71.98%) respondents. This was supported by Kinaru (2015), & Kabiru (2014), that peer pressure and negative model in peers predisposes teenagers to early pregnancies. Influence of media follows by 144 (64.87%) respondents who agreed. This is supported by Weiss (2012) and by Gyan (2013), which stated that; media displays sex as easy fun and glamorous and appears as if everyone is doing it. Many times, teenagers do not have the knowledge needed to make informed and responsible decisions about whether or not to engage in sexual activity. Weiss (2013, reported that, exposure to long hours of mass media plays a big role in the influence of teenagers' social behavior, especially when the sexual content includes pornography. This is followed by broken relationship in families 143 (64.41) and neglect from parents hence making teenagers look for alternative means of appreciation 143 (64.42%). This is supported by Honig (2012), that there is poor parenting which contributes to teenage pregnancy due to child neglect, poor school adjustments for children born to teenagers, lack of social security, poverty and repeated pregnancy which have negative effects on domestic life. Also according to Guttmacher Institute (2012), maternal role models of single parenthood, poverty, unemployment makes adolescents end up in the public systems. Goicolea et, al. (2012) added that youngsters who are socially exposed to family violence, early parental divorce or separation and poor relationship with parents may contribute to pregnancy. According to Alhassan (2015), social exposure to family violence, early parental divorce or separation, poor relationship with parents may contribute to teenage pregnancy. Teenagers dating early was cited as causing pregnancy among secondary school girls 141 (63.52%) of the respondents agreed. Low self-esteem on the part of the teenagers 141(58.56%) was also rated key factors for secondary school girls' pregnancies. Lack of this education and guidance in social life contributes to secondary schoolgirls' pregnancies.

It is notable that parents provide basic needs to their children. 140 (63.34%) respondents agreed to this fact. Binstock (2012), stated that when children needs are not adequately met, especially girls, they suffer low self-esteem which in turn have negative implications on their decision making, future relationships and lower their personal potentials. Mutai (2009), states that the ongoing intergenerational cycle of social disadvantage, unemployment and poor social functioning; suggest that family pathology may contribute to the situation of teenage pregnancy and cultural setbacks such as childhood marriages, engagement, domestic chore, diseases and poverty. 118 (57%) indicated that, teenagers feel loved or appreciated by their parents, teachers or friends. This was supported by Ditsela and Van Dyk (2011), emphasize the importance of parental relationships with children as protective factors against teen pregnancies. It further showed that 112(50.44%) respondent to the fact that there is use of drug and alcohol which is supported by Goicolea et al (2010) that teenagers girls who engaged in drinking experimenting with drugs can become pregnant because they have no control of sexual impulses. It was noted that 101 (47.64) consented that, teenager have self discipline which is contradicted by Akwasi (2014). Youngsters fail to regularly admit the right facts we give them about their sexuality. When you inform them on their sexual conduct, they go back and repeat the wrong things that their peers taught them.

It was also noted that, 125 (56.31%) respondents disagreed that parents do give teenagers freedom to mix freely with opposite sex. 117 (53.18) disagreed that teenagers are offered sex education this was supported Asampong et al., (2013).

4.3 Cultural Causes of Secondary School Girls' Pregnancies in Pokot South Sub-County in West Pokot County

Second objective of the study sought to establish cultural causes of secondary school girls' pregnancies in Pokot South Sub-County in West Pokot County, Kenya. A sample of 6 head teacher, 6 head teacher counselor and 210 students were asked to respond to the questionnaire with 11 statements. The analysis of the results is summarized in table 4.

Table 4**Cultural Causes of Secondary School girls' Pregnancy**

		RESPONSES (FREQUENCIES AND PERCENTAGES)									
	STATEMENTS	SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	The young girls wish to preserve tradition	90	40.54	67	30.18	28	12.61	17	7.66	20	9.01
2	They want to prevent themselves from being social misfit	20	9.01	24	10.81	66	29.73	82	36.94	30	13.51
3	They want to prove that they are fertile before they get married	34	15.32	31	13.96	48	21.62	40	18.02	69	31.08
4	There is matchmaking with a partner planned by family	31	13.96	22	9.91	71	31.98	45	20.27	53	23.87
5	The parents and relative have to be given dowry	58	26.48	46	21.00	46	21.00	34	15.52	35	15.98
6	It is a taboo to talk about sexuality and sex to the youth.	94	42.53	63	28.51	28	12.67	16	7.24	20	9.05
7	Most families are polygamus.	81	36.49	55	24.77	35	15.77	24	10.81	27	12.16
8	There are broken traditional values in the society	70	31.82	68	30.91	33	15	18	8.18	31	14.09
9	Family arrangements to marry off the girls	53	24.09	42	18.92	45	20.27	31	13.96	51	22.97
10	Every girl should engage in sex with a young man	15	6.76	18	8.11	18	8.11	37	16.67	134	60.36
11	Parents and relatives have full say over me marrying early	29	13.06	26	11.71	20	9.01	40	18.02	107	48.98

From table 4 above, it is notable that 157 (70.72%) of the respondents agreed that it was girls wish to preserve tradition. It is also observed that 157 (71.04%) consented that it was a taboo to talk about sexuality and sex to the youth. This is in line with Bezuidenhout (2008),

& Remes et. al. (2010) who states that, in most African Cultures, the topics about sex and sexuality are still a taboo to be spoken about. 138 (62.73%) indicated that there were broken traditional values in the society. Similarly, 95(33.01%) of the respondents agree that there were family arrangements to marry off girls. Further, 136 (61.26%) of the respondents agreed that most families are polygamous, thus jealousies and rivalry among children and parent not able to cater for large families.

From the table, it is established that 112 respondents (50.45%) disagreed that by engaging in early sex and eventually pregnancy, girls want to prevent themselves from being social misfits. 109 of them (49.1%) disagreed that by getting pregnant the girls wanted to prove that they were fertile before they got married. This may be as result of modernity and education. According Karra (2012) a few other countries, pregnancy is viewed as one of the requirement to marriage. Therefore inability to conceive children makes it difficult for a girl to find a partner. This is also supported by Antonio et al (2015), who gave an example of cultures such as the Andean in Peru, where they have one year trial period to determine the fitness of the couple where fertility is one of the core aspects. According to Di Clemente et al (2009), in some countries girls are married at a very tender age while in others it is the age and the time of first intercourse, where an honor is given to a young mother. Further, 98 respondents (44.14) disagreed to the fact that there is matchmaking with a partner planned by the family. This contradicts Kemboi (2009), who stated that parents wish to marry their daughters early for money and material benefits and therefore, give them to chiefs or rich people for this favors and they want to maintain high status.

Respondents also disagreed that every girl should engage in sex with a young man by 171 (77.03%). Further 147 respondents (67%) that parents and relatives have full say over me marrying early. It was noted 88 respondents (39.64%) strongly disagreed that most parents are employed and so they are able to provide the basic need to the girls

4.4. Economic Causes of Secondary girls Pregnancies in Pokot South Sub-County in West Pokot County

This third objective sought to establish economic causes of secondary girls' pregnancies in Pokot South Sub-county in West Pokot County from head teacher, head teacher counselors and student responses, shown on table 5.

Table 5**Economic Causes of Secondary School girls Pregnancies**

STATEMENT	RESPONSES (FREQUENCIES AND PERCENTAGES)									
	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
1 Most parents are employed so they able to provide basic needs	23	10.36	17	7.66	22	9.91	72	32.43	88	39.64
2 Due to poverty and economic hardship girls look for help elsewhere to meet their needs.	55	24.77	55	24.77	47	21.17	34	15.52	31	13.96
3 Girls are forced to marry early so as the parents can enjoy bride wealth	63	28.38	57	25.68	35	15.76	23	10.36	44	19.82
4 It is difficult to afford school fees for some girls so they depend on others to pay fees and they may take advantage of them sexually	48	21.62	39	17.57	51	22.97	31	13.96	53	23.87
5 Parents wish to reduce the burden of educating girls	34	15.32	48	21.62	44	19.82	42	18.92	54	24.32
6 Some girls live a high life and need to maintain it, sometimes their parent cannot meet their expectations, so choose to get money and property in exchange for sex	90	40.54	44	19.82	28	12.61	20	9.01	40	18.02

Economic factors have a direct bearing to the social life of people. From table 5 above it is observed that inability to provide basic needs to the girls can lure them to alternative means of supplementing their livelihood, some of which may render them pregnant. This is supported by 110(49.54%) of the respondents who indicated that due to hardships, girls look

for help elsewhere to meet their needs. According to Halpern (2010) social isolation, poverty and prolonged welfare dependency; poor participation in education, training or employment; decreases marital opportunities and greater exposure to physical abuse which may otherwise cause teenage pregnancy.

Due to the economic status of the respondents as indicated in the above paragraph, girls are forced to marry early so as the parents could enjoy bride wealth. This was supported by 120 (54.06%) respondent who agreed to this fact. Girls are seen as a source of wealth for the parents. According to World Health Organization WHO (2012), poverty is one of the causes of teenage pregnancies. WHO- stated that some parents still marry off their teenage girls early in exchange for money benefits or other material assets such as land and animal.

While 87 (39.19%) of the respondents agreed that it was difficult to afford fees for some girls and so the depended on others to pay the fees and hence those others may take advantage of the sexually. Further, it can also be observed that 134 (60.36%) of the respondents indicated that some girls live a high life and need to maintain it. Where parents cannot meet their expectations, the girls choose to get money and property in exchange for sex. This was further supported by McCall et. al.,(2015) who states that due to poverty basic need such as food, clothing, shelter, education and healthcare, affection, security and signs of belonging are not available and therefore young people engage in sexual activities which may lead to early pregnancy. It was noted that 160 (72.07) disagreed that most parents are employed so they are able to provide basic needs. Also 96 (36.94) refuted to the fact that parents wish to reduce the burden of educating girls. A slightly higher percentage 84 (37.83%) of the respondents disagreed to this fact that it was difficult to afford fees for some girls and so the depended on others to pay the fees and hence those others may take advantage of the sexually.

4.5. Implications for Counseling

Objective 5 sought to identify Head teachers, Teacher, Counselors and Students responses on Implications for Counseling.

Table 6
Implications for Counseling

STATEMENTS		RESPONSES (FREQUENCIES AND PERCENTAGES)									
		SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Parents to provide basic needs	139	62.61	52	23.42	5	2.25	20	9.01	4	1.81
2	Those who impregnate to be severely punished	73	32.88	58	26.13	23	10.36	28	12.61	40	18.02
3	Parents to share freely about sexuality and sex matters with teenagers	112	50.45	38	17.12	23	10.36	16	7.21	33	14.86
4	Engage role models to motivate girls in school	149	67.11	48	21.62	18	8.11	4	1.8	43	19.37
5	Introduce the use of contraceptive to girls	41	18.47	20	9.01	35	15.76	40	18.02	86	38.74
6	Have more peer counselors and trained teacher counselors in schools to help improve self-esteem.	141	63.51	51	22.97	14	6.31	12	5.41	4	1.80
7	Girls to be given moral support in order to cope	137	61.71	67	30.18	8	3.60	7	3.15	3	1.35
8	Encourage them to return to school	143	64.41	64	28.83	5	2.25	5	2.25	4	1.80
9	Give them guidance on value of education	154	69.36	46	20.72	16	7.21	3	1.35	3	1.35
10	Offer career guidance	154	69.36	54	24.32	8	3.60	3	1.35	3	1.35

From the research finding majority of the respondents strongly agreed to the implications of counseling. 191 (96.03% of the respondents strongly agreed that there was need for parents to

provide basic needs to the girls while 136 (59.01%) agreed that those who impregnate should be heavily punished. Similarly, 150 (67.57%) agreed that parents need to share freely about sexuality and sex matters with their teenagers and 197(88.13%) of the respondents strongly agreed on the engagement of role models to motivate girls in schools. This resonates with Romero (2014), who said that most teenagers lack positive role models from absent parents.

Other factors that respondents strongly supported were having more peers counselor and trained teacher counselors in schools to help improve self-esteem 192(86.48%), girls to be given moral support in order to cope. 204 (91.85%), encouraging the girls to return to school 207 (93.24%), giving them guidance on the value of education 200 (90.08%) and offering career guidance to the girls 208 (93.68%). As stated by Mashell (2013), that in order to overcome the problem of teenage pregnancies, guidance and counseling programme should enhance sex education, planning and organizing constructive leisure activities. However, introduction of use of contraceptive to girls was strongly disagreed by 126 (56.76%) of the respondents. It was observed in all the schools that there were government policies on children rights that were being implemented. Data on school dropout rates was availed as shown in the table 7 below.

Table 7
School dropout rate

Numbers	Respondents	
1. Tens	2	33.4%
2. Hundred	10	66.6%
Total	12	100%

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction.

This chapter presents the summary, conclusion and recommendations emanating from the research findings on social, cultural, economic causes of secondary school girl's pregnancy and implication for counseling in Pokot South Sub-County in West Pokot County, Kenya. It also gives suggestions for further research.

5.2. Summary of the Research Findings

Based on the objective, research questions and the analysis of the collected data, the following major findings were determined.

Majority of the head teachers, teacher counselors and students consented on the influence of media, peer influence, negligence from parents, and teenage dating early as well as low self-esteem as the social causes of pregnancies among secondary school girls in the area of research.

Head teachers, teacher counselors and students agree that girls wish to preserve traditions; it is a taboo to talk about sexuality and sex to the youth, match making with a partner planned by family, there are broken traditional value, that parents and relatives have to be given dowry, the need to prove fertility, polygamous families and prevent themselves from being social misfit to be among cultural causes of pregnancy.

Head teachers, teacher counselors and student consented that, the poverty level in the area of study, Economic hardship force girls to look for help elsewhere to meet their needs, some girls live beyond their parental/guardian provided means and the need to maintain it, sometimes their parents cannot meet their expectations, therefore the girls choose to get money and property in exchange for sex and girls are forced to marry early so as their parents can enjoy bride wealth, as the economic causes of pregnancies among secondary schools in the area of study.

Head teachers, teacher counselors and students agreed on parents to provide with basic need, parent to share freely about sex and sexuality, engage role model to motivate them, engage

peer counselors and trained teacher counselors, give moral support, career guidance and encourage them to return to school, as the implication for counseling in the area of study.

5.3. Conclusions

Based on the result of this study, the following conclusions were made:-

The head teachers, teacher counselors and students consented that, media influence, peer influence, low self- esteem as well as negligence of parents, dating early and broken relationships as the social causes of girls pregnancies in secondary school in the area of study. They disagreed that parents give freedom to teenagers to mix freely with opposite sex, poor performance in academic and teenagers having commitment to education as the social causes of girls' pregnancies in secondary school.

The following cultural causes positively contribute to secondary school girls' pregnancies they included, not to talk on sexuality and sex matters, young girls wish to preserve traditions, wants to prove they are fertile before they get married and there are broken tradition values in the society, as the cultural causes of secondary girls pregnancies. They disagreed on, prevent them being social misfit, every girl engage in sex with a young man and parents and relative have full over me marrying early as cultural causes of girls pregnancies in secondary school.

The following economic causes of Secondary school girls' pregnancies, due to poverty and economic hardships girls look help elsewhere to meet their needs, some girls live high life and need to maintain it. Sometimes their parents cannot meet their expectations, so choose to get money and property in exchange for sex and girls forced to marry early so as the parent can enjoy bride wealth. They disagreed that most parents are employed so they are able to provide basic need.

The head teachers, teacher counselor, and student agreed on the following as the implication for counseling, Parents to provide basic need, parent to share freely about sexuality and sex matters with teenagers, those who impregnate to be severely punished, engage role models to motivate girls in school and have more peer counselors, more trained teacher counselors, girls to be given moral support in order to cope, encourage them to return to school and offer career guidance. They disagreed on introduce the use of contraceptive to girls.

5.4. Recommendations

On the basis of the results of this study, the following recommendations are made:-

- i. The school administrators, students together with other stakeholder's, parents, Non-Governmental organization and government through ministry of education need to engage in looking for practical solutions or ways of reducing negative peer influence and minimize the use of media.
- ii. The school administrators, students together with other stakeholders, parents Non-Governmental Organization and government through ministry of education to engage in advocacy programme to educate and sensitize youths in schools, administration, parents at home and churches on the need to maintain healthy cultural practices and discarding the outdated ones and replacing them with healthy practices.
- iii. Economic empowerment programs targeting household and girls need to be initiated and scaled up by County Government and all stakeholders to help parents engage in other economic activities such as community based project so that they are able to provide for their families and reduce poverty.

The study recommends that the government, the Ministry of Education, School administrator, teacher counselors ,parents and the entire community to have collective responsibility and realistic policies to address the surge of adolescents pregnancies. (This implies that a combination of strategies with stakeholder involvement is needed to come up with a comprehensive solution to these early pregnancies.

5.5. Suggestions for further Research

This study suggests the following for further research:

- i) Finding out the return back to school formula in relation to counseling and Government policies on child protection.
- ii) The impact of peer counseling on sexual behaviour change in schools
- iii) Effectiveness of counseling of students on sexuality and health matter.
- iv) The perception of the use contraception among teenagers and community.

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APPENDICES

APPENDIX A

STUDENTS QUESTIONNAIRE

Dear Respondent,

I am a postgraduate student, pursuing Masters in Counseling Psychology in Egerton University in the department of Psychology in Education undertaking a research on “**social, cultural and economic causes of secondary school girls’ pregnancies: implication for counseling in Pokot South Sub-county of West Pokot County, Kenya.**”I kindly request you to participate in my study. Your response to the items in the questionnaire used in data collection will be kept confidential and will not be used for any other purpose except this study. You are free to withdraw from this study at any point you deem fit. Do not therefore write your name anywhere in the questionnaire. You may request the researcher for the findings of this study.

Thank you Very much in advance

1. Demographic information

Instructions:

Please tick the choice which is applicable to you.

- (i) Gender male () Female ()
- (ii) Form 2 () Form 3 ()
- (iii) Are you aware of the term teenage pregnancy? Yes () or No. ()
- (iv) If yes, is it taking place in your school? Yes () No () Not sure ()
- (v) Have you undergone initiation ceremony in your village? Yes () No ()

2. Social Factors of Secondary School Girls Pregnancy

Indicate the response below in the statements describing the extent to which you agree with social, cultural, Economic causes of secondary School Girls pregnancies: Implication for counseling in Pokot South Sub-county in West Pokot County – Kenya.

Responses key

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

	Social factors	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2	Parents give teenagers freedom to mix feely with opposite sex					
3	Teenagers have morals to guide them					
4	There is influence from media					
5	There is influence from peer(peer pressure)					
6	Negligence from parent ,make teenagers look for alternative means appreciated					
7	Use of drugs and alcohol abuse					
8	Pregnancies as a result of rape					
9	Pregnancies as a result of incest					
10	Teenagers are offered sex education at school and home.					
11	There is broken relationship in					

	families					
12	Teenagers have low self-esteem					
13	There is poor performance in academics in school					
14	Teenagers dating at an early age					
15	Teenagers have self-discipline					
16	Teenager having commitment to education					
17	Parents do provide basic needs children					
18	Teenagers feel loved or appreciated by parents, teachers or friends					

2. Cultural Factors of Secondary School Girls Pregnancy

Please indicate the extent to which you agree each of the following statements relating to cultural factors on cause of pregnancy and the implications to counseling factors. Your position on each statement could be one of the following

	Cultural factors	Strongly agree 1	Agree 2	Neutral	Disagree 3	Strongly disagree 4
1	The young girls wish to preserve tradition					
2	They want to prevent themselves from being social misfit					
3	They want to prove that they are fertile before they get married					
4	There is matchmaking with a partner planned by family					

5	The parents and relative have to be given dowry					
6	It is a taboo to talk about sexuality and sex to the youth.					
7	Most parents give parental guidance to their girls(teenager)					
8	There are broken traditional values in the society					
9	Family arrangements to marry off the girls					
10	Every girl should engage in sex with a young man					
11	Parents and relatives have full say over me marrying early					

4. Economic Factors of Secondary School Girls Pregnancy

Please indicate the extent to which you agree each of the following statements relating to economic factors on cause of pregnancy and the implications to counseling factors. Your position on each statement could be one of the following

	Economic factors	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Most parents are employed so they able to provide basic needs					
2	Due to poverty and economic hardship girls look for help elsewhere to meet their needs.					
3	Girls are forced to marry early so as the parents can enjoy bride wealth					

4	It is difficult to afford school fees for some girls so they depend on others to pay fees and they may take advantage of them sexually					
5	Parents wish to reduce the burden of educating girls					
6	Some girls live a high life and need to maintain it, sometimes their parent cannot meet their expectations, so choose to get money and property in exchange for sex					

5.Implication for Counseling

Please indicate the extent to which you agree each of the following statements relating to implication for counseling on cause of pregnancy and the implications to counseling factors.

Your position on each statement could be one of the following

	Implication for counseling	Strongly agree 1	Agree 2	Neutral	Disagree 3	Strongly disagree 4
1	Parents to provide basic needs					
2	Those who impregnate to be severely punished					
3	Parents to share freely about sexuality and sex matters with teenagers					
4	Engage role models to motivate girls in school					
5	Introduce the use of contraceptive to girls					
6	Have more peer counselors and counselors in schools to help improve self-esteem					
7	Girls to be given moral support in order to cope					

8	Encourage them to return to school					
9	Give them guidance on value of education					
10	Offer career guidance					

APPENDIX B

HEADTEACHERS AND THE SENIOR TEACHER COUNSELORS' QUESTIONNAIRE

Dear Participant,

I am a postgraduate student, pursuing Masters in Counseling Psychology in Egerton University in the department of Psychology in Education undertaking a research on “**social, cultural and economic causes of secondary school girls’ pregnancies: Implication for counseling in Pokot South sub-county of West Pokot County, Kenya.**”I kindly request you to participate in my study. Your response to the items in the questionnaire used in data collection will be kept confidential and will not be used for any other purpose except this study. You are free to withdraw from this study at any point you deem fit. Do not therefore write your name anywhere in the questionnaire. You may request the researcher for the findings of this study.

Thank you very much in advance.

1. Please indicate the administrative role or responsibility you hold in school,

Head teacher ()

Teacher counselor ()

2. Please indicate your gender

Male ()

Female ()

3. Indicate marital status

Married ()

Single ()

4. Please indicate your professional qualifications or training in counseling

Diploma in Education ()

Bachelor Degree in Education ()

Master’s Degree in Education ()

5. For how long have you been to this position?

0-5 years ()

6-15 years ()

16-(above) ()

Indicate the response in the below statements describing the extent to which you agree with social, cultural, Economic causes of secondary School Girls pregnancies: Implication for counseling in Pokot South Sub-county in West Pokot County – Kenya

Responses key

Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)

	Social factors	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Parents give teenagers freedom to mix feely with opposite sex					
2	Teenagers have morals to guide them					
3	There is influence from media					
4	There is influence from peer(peer pressure)					
5	Negligence from parent ,make teenagers look for alternative means appreciated					
6	Use of drugs and alcohol abuse					
7	Pregnancies as a result of rape					
8	Pregnancies as a result of incest					
9	Teenagers are offered sex education at school and home.					
10	There is broken relationship in families					
11	Teenagers have low self-esteem					
12	There is poor performance in academics in school					
13	Teenagers dating at an early age					
14	Teenagers have self-discipline					
15	Teenager having commitment to education					
16	Parents do provide basic needs children					
17	Teenagers feel loved or appreciated by parents, teachers or friends					

3.CulturalFactors of Secondary School Girls Pregnancy

Please indicate the extent to which you agree each of the following statements relating to cultural factors on cause of pregnancy and the implications to counseling factors. Your position on each statement could be one of the following

	Cultural factors	Strongly agree 1	Agree 2	Neutral	Disagree 3	Strongly disagree 4
1	The young girls wish to preserve tradition					
2	They want to prevent themselves from being social misfit					
3	They want to prove that they are fertile before they get married					
4	There is matchmaking with a partner planned by family					
5	The parents and relative have to be given dowry					
6	It is a taboo to talk about sexuality and sex to the youth.					
7	Most parents give parental guidance to their girls(teenager)					
8	There are broken traditional values in the society					
9	Family arrangements to marry off the girls					
10	Every girl should engage in sex with a young man					

11	Parents and relatives have full say over me marrying early					
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4. Economic Factors of Secondary School Girls Pregnancy

Please indicate the extent to which you agree each of the following statements relating to economic factors on cause of pregnancy and the implications to counseling factors. Your position on each statement could be one of the following

	Economic factors	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Most parents are employed so they able to provide basic needs					
2	Due to poverty and economic hardship girls look for help elsewhere to meet their needs.					
3	Girls are forced to marry early so as the parents can enjoy bride wealth					
4	It is difficult to afford school fees for some girls so they depend on others to pay fees and they may take advantage of them sexually					
5	Parents wish to reduce the burden of educating girls					
6	Some girls live a high life and need to maintain it, sometimes their parent cannot meet their expectations, so choose to get money and property in exchange for sex					

5. Implication for Counseling

Please indicate the extent to which you agree each of the following statements relating to implication for counseling on cause of pregnancy and the implications to counseling factors. Your position on each statement could be one of the following

	Implication for counseling	Strongly agree 1	Agree 2	Neutral	Disagree 3	Strongly disagree 4
1	Parents to provide basic needs					
2	Those who impregnate to be severely punished					
3	Parents to share freely about sexuality and sex matters with teenagers					
4	Engage role models to motivate girls in school					
5	Introduce the use of contraceptive to girls					
6	Have more peer counselors and counselors in schools to help improve self-esteem					
7	Girls to be given moral support in order to cope					
8	Encourage them to return to school					
9	Give them guidance on value of education					
10	Offer career guidance					

11. Are the government policies on children rights being implanted in your school or region?

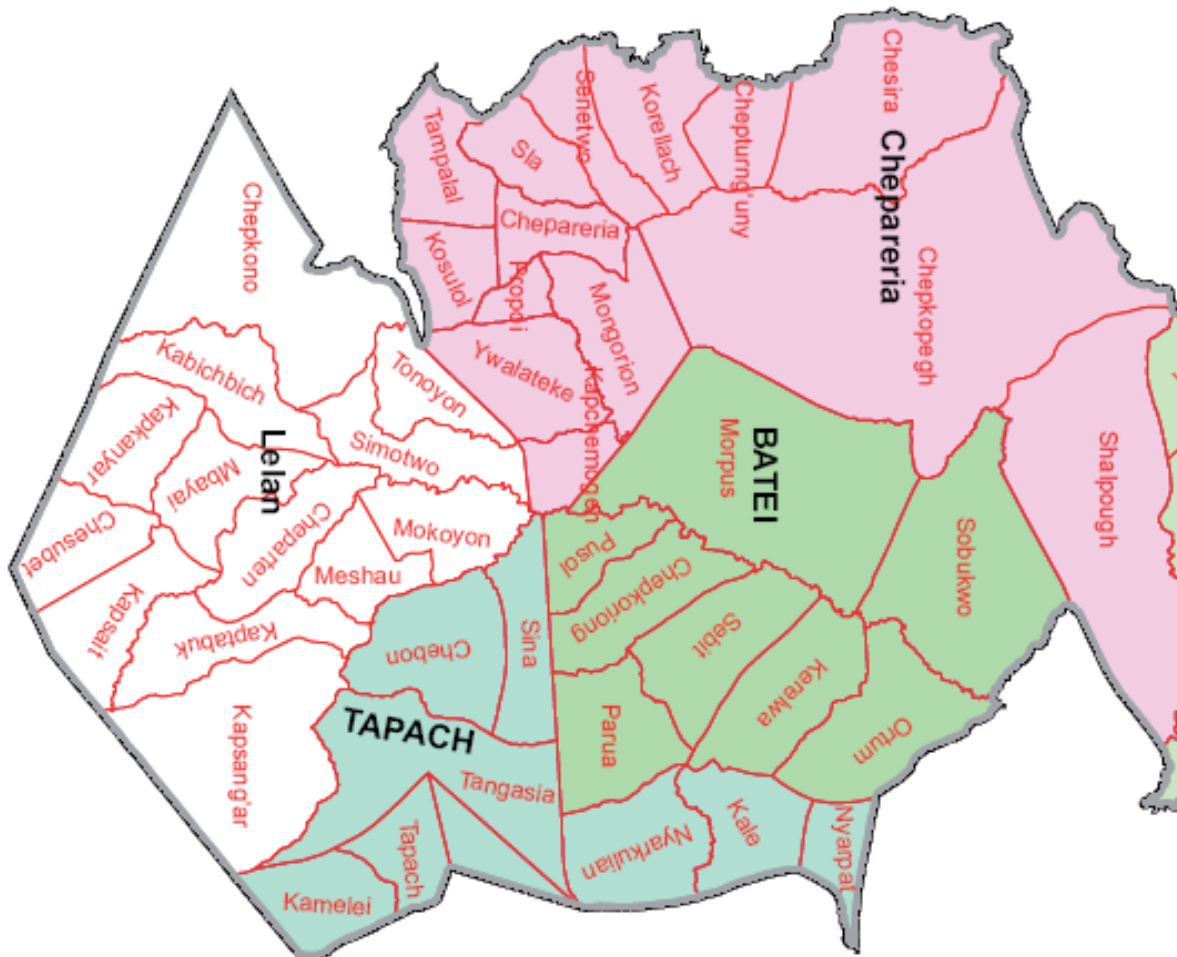
12. Is it possible to provide data on drop out in the last three years due to pregnancy?

11. If yes, how many in the last three years

APPENDIX C

LOCATION OF THE STUDY

A map of West Pokot South Sub-County



APPENDIX D:

RESEARCH PERMIT



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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Ref. No. **NACOSTI/P/16/27997/14572**

Date:

6th December, 2016

Theresia Njeri Waraga
Egerton University
P.O. Box 536-20115
EGERTON.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Social, cultural and economic causes of secondary school girls pregnancies: Implication for counselling in Pokot South Sub-County of West Pokot County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **West Pokot County** for the period ending **5th December, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, West Pokot County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
West Pokot County.

The County Director of Education
West Pokot County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

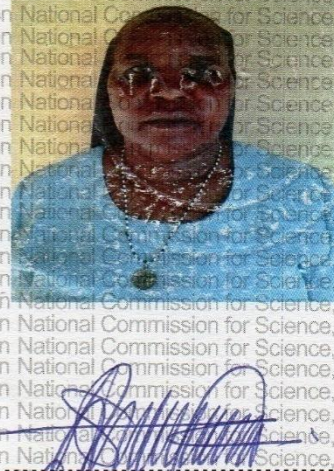
THIS IS TO CERTIFY THAT: MISS. THERESIA NJERI WARAGA of EGERTON UNIVERSITY, 0-30200 Permit No : **NACOSTI/P/16/27997/14572** Date Of Issue : **6th December, 2016** Fee Recieved : **Ksh 1000**

kitale, has been permitted to conduct research in Westpokot County

on the topic: SOCIAL, CULTURAL AND ECONOMIC CAUSES OF SECONDARY SCHOOL GIRLS PREGNANCIES:IMPLICATION FOR COUNSELING IN POKOT SOUTH SUB-COUNTY OF WEST POKOT COUNTY, KENYA

for the period ending: 5th December, 2017

.....
Applicant's Signature



**Director General
National Commission for Science,
Technology & Innovation**

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Social Causes of Pregnancies Among Secondary School Girls: Implication for Counselling in Pokot South Sub County of West Pokot County, Kenya

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Abstract

Pregnancies among secondary school girls are on the rise globally and in Kenya. As a social problem, it has adverse effects on the girls' academic performance, and career development as it results in girls dropping out of school and some are forced to early marriages. Despite efforts to prevent girls dropping out of school due to pregnancies, there is still evidence of high prevalence of pregnancy among girls in secondary schools. This study therefore sought to establish social, cultural and economic causes of secondary school girls' pregnancies: Implication for counseling in Pokot South Sub County of West Pokot County, Kenya. The researcher adopted *ex-post-facto* survey research design. There were 18 public Secondary Schools in Pokot South-Sub County which had target population of 2436, constituted 18 head teachers, 18 head teacher counselors and 2400 students. Six girls' schools were purposefully chosen with population of 462 forms twos and threes who were enrolled by March 2017. A sample size of 210 students, in addition of 6 head teachers and 6 head teacher counselors to a total of 222 who participated in the study. A similar questionnaire for all respondents and oral interview schedule for teacher counselors and head teachers was used to generate the data. Reliability value obtained was 0.82. The content validity of the instrument was ascertained with the assistance of the supervisor and experts from the Department of Psychology, Counseling and Educational Foundations of Egerton University. Data collected was analyzed with the help of Statistical Package for Social Sciences (SPSS) computer program and presented in tables of frequencies and percentages. The study established Social causes of pregnancy in the area of study as peer influence, mass media and neglect by parents. Cultural causes as silence behavior, it is taboo to talk about sex and sexuality matters and preserving tradition and economic as poverty, unemployment and infrastructure as among the factors predisposing Secondary School girls to pregnancy. The researcher recommends that the Ministry of Education should emphasize the importance of school counselor by training more and employing them. School administration to ensure training peer counselors and together with the Board of management to support the counseling department in school by making sure they have necessary materials, rooms and personnel that will facilitate the implementation of guiding and counseling programmes and policies. It is further recommended that the Ministry of Education and the County governments should develop advocacy programmes like bursaries and community awareness that mitigates against the girl child pregnancies. The Ministry of Education should upscale the counseling programmes in the schools in order to assist students in making better decisions on education and careers.

Keywords: Pregnancies, adolescence, counseling, peer, teacher counselor

Introduction

The National Campaign to Prevent Teen Pregnancy (2013), states that children from poor social environment are affected by multitude of social factors such as teenage pregnancies, community violence, gang activity involvement, coercion, high rate of substance abuse as well as social pressure which increases the likely hood of the cycle of teenage pregnancy within the families. Honig (2010), asserts that, girls feel that they can only be accepted as women once they proved their fertility, thus self- affirmation. Currently there is a social stigma attached to parenting, whether the parents are single or married whereas in ancient time teenage pregnancy was not considered as a social problem when it involved teens who were married, although teenage pregnancy was viewed with concern when young single mothers raised their own children. A recent review of the literature on teenage pregnancy noted that out of 36% studies from US and UK examined teenage pregnancy and teenage motherhood as very high without considering whether the pregnancy is intended or unintended.

Socially, evidence suggests that teenage childbearing may interrupt school attendance and damage young women's long - term communal and financial mobility. Similarly, given the lower standing of women in various African backgrounds, once expectant, young females might have an incomplete capability to discuss choices around the pregnancy as well as within their relationships (Hindin ,2012).

Further findings indicate that media freely shows sex on television and movies without displaying marital ties or good personal conduct. According to Weiss (2011), media displays sex as easy fun and glamorous and appears as if everyone is doing it. Many times, teenagers do not have knowledge needed to make informed and responsible decisions about whether or not to engage in sexual activity.

Some teenagers engage in risky sexual behavior due to influence of mass media. These are growing and are